



Wychwood School

Wychwood School Careers Education Information Advice and Guidance Policy

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Rationale for Careers Education Information Advice and Guidance (CEIAG)

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood:

- preparing pupils for the opportunities, responsibilities and experiences of life
- supporting young people to achieve their full potential
- empowering young people to plan and manage their own futures
- providing comprehensive information on all options
- raising aspirations
- promoting equality, diversity, social mobility and challenges stereotypes
- enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

Purpose

The School is committed to career learning and development and it aims to fulfil its statutory obligations of providing an impartial service. Careers education, information, advice and guidance support the School's overall vision and is linked to the School Development Plan. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum.

Current national policy documents and statutory requirements that have influenced this policy include the DfE statutory guidance and Inspiration agenda, the Ofsted guidance for inspectors, and the key features of excellence as set out by [Careers England in the Quality in Careers Standard](#).

Commitment

The School is committed to providing all its pupils with a programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. It is also committed to maximise the benefits for pupils by using a whole school approach involving parents, carers, external IAG providers such as local colleges, employers and other local, national and international agencies.

Management and Staffing

- The Head has strategic responsibility for CEIAG, oversight of the career consultant, and can assist with curriculum links
- The Careers leader has a separate job description outlining areas of responsibility and required training
- The work experience co-ordinator also has a separate job description

- Administrative support is available
- Other staff involved with the delivery of CEIAG include the librarian, PSHEE teacher, tutors, teachers and sixth form staff
- All teachers have a responsibility to understand the connections between future choices and their work.

Careers Education Curriculum Provision

There is a planned scheme of work that sets out a programme of learning experiences with learning outcomes for Year 7 to Year 13¹ which enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills.

Methods of delivery are intended to engage different learning styles and are differentiated for ability. The programme is delivered through: classroom and off-timetable events, work related learning, employer visits and cross curricular delivery.

Guidance Provision

Elements of the above require access to individual and impartial information, advice and guidance through:

- High levels of pastoral care as provided by all staff at the school
- Internal staff, external visitors and mentors
- A qualified, nationally awarded career consultant who visits the school most weeks to deliver aspects of the programme and 1-1 guidance for which girls sign up

Action plans are regularly written down as a result of the guidance processes and these are shared between guidance staff and tutors to maintain communication over pupil plans and progress.

Careers Information

We ensure that comprehensive, up-to-date web-based resources are readily available to all pupils, parents and staff:

- Through the careers pages of the school intranet on Career Companion, a comprehensive on-line careers library
- With reference books kept in the careers corridor
- Higher education prospectuses organised alphabetically in the careers corridor
- Local college and apprenticeship provider details.

Work related learning

- Activities are included as part of the planned, progressive careers and work related learning scheme of work;
- Where pupils are located on employers' premises we request risk assessments and ensure that employer's liability insurance is up to date and adequate;
- In recognition of the government's 'inspiration' agenda, employer engagement links have been made through the National Careers Service and Adviza.

Resources and budgets

The school provides resources for the successful implementation of this policy through securing:

- an annual budget to cover administrative costs, CPD opportunities and commissioning of external sources
- adequate staffing

¹ ACEG career and work related education framework 2012

http://www.thecdi.net/write/CWRE_User_Guide.pdf

- pupil and staff access to information (electronic and hardcopy)
- designated space for individual, group and research sessions.

Partnerships

The policy recognises the range of partners that support the CEIAG offer within our school. These include:

- formal arrangements with our external provider of careers guidance and others
- liaison with post 16 providers and higher education institutions;
- employers and training providers;
- parents and carers;
- alumnae.

Links with other policies

This policy is closely linked with the delivery of the following areas of the curriculum:

- PSHEE
- SEND
- Academically Able

Monitoring, review and evaluation

Procedures for monitoring CEIAG provision include:

- gathering feedback from pupils, staff and partners on how well learning outcomes are met
- looking at 'before' and 'after' surveys of pupils' plans
- reviewing destinations in years 11, 12 and 13 and following these up after 6 months
- discussion with senior managers and governors.

Approvals and review

This policy is reviewed biennially in discussion with staff and external partners and key priorities for action are identified and included in the departmental development plan and SDP – School Development Plan.