



Limehurst Academy Policy Document

Careers Education and Guidance

Date Approved by Governors: April 2021

Review Date: April 2022

Headteacher's signature:

Chair of Governors' signature:

Careers Education and Guidance Policy

LIMEHURST ACADEMY

General Statement

This policy has been adopted as a mark of the importance which governors place on education that will prepare students for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities students need to be given a range of information, experience and understanding of the world of work. It also recognises that students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures.

Aims

The aims of this policy are:

- Self Development – for students to understand themselves and the influences on them.
- Career Exploration – to investigate opportunities in learning and work.
- Career Management – to make and adjust plans to manage change and transition including the transition to post 16 education.

The CEG policy is underpinned and delivered in line with the school's policies for teaching and learning, recording and reporting, equal opportunities and special educational needs and disabilities (SEND).

CEG Entitlement

Students and parents are made aware of CEG entitlement through the entitlement statement:
During Years 7 – 11 students will have the opportunity to:

- Explore their interests, talents and skills.
- Think about their goals for the future and how they might reach them.
- Learn about how to make good choices and decisions.
- Find information they need to help make plans for their education and career.
- Plan for key changes, for example moving from Key Stage Three to Key Stage Four.
- Make appropriate and informed choices for education at 16+.
- Have a range of opportunities to engage in work related learning.

Delivery of the CEG entitlement

Careers Education

The statutory requirement to deliver careers education to all students in Years 7-11 is met through careers education elements of the Personal Development curriculum. At Key Stage 3, students receive two Personal Development lessons per week throughout the year. CEG is delivered through the Personal Development scheme of work.

At Key Stage 4, students receive one Personal Development lesson per week throughout the year. CEG is delivered through the Personal Development scheme of work. Additional CEG sessions are offered throughout years 10 and 11 to provide a full CEIAG programme.

Opportunities for staff development and training are provided through INSET and regular year team meetings.

Work Related Learning

Work related learning is part of key stage 3 and is provided through the Citizenship curriculum with key transition points also supported in Personal Development work completed with Form Tutors. Other work-related learning takes place across the curriculum and is sign-posted in schemes of work.

Key Stage 4 students have the opportunity to engage with work related learning via workplace visits and learning experiences. Students have workshops on writing CVs and interview techniques and take part in the Leicestershire Cares scheme where they complete a mock interview with a volunteer from local industry.

Careers Information

The careers resource centre, or careers library, is part of the school's Learning Resource Centre and is open to students during the school day as well as after school. There is a budget for Careers Information Advice and Guidance. The centre is maintained by the Careers Leader and audited annually. ICT access is available in the LRC. Students receive lessons on the use of the careers resource centre during Years 7 and 8 as part of the LRC awareness sessions. Year 9 – 11 students have more focused activities based around the careers section.

Guidance

Careers guidance is provided in school through our Careers Guidance and Enterprise Coordinator. Advice is available at key transition points. Students are allocated a session based upon their individual needs. Students with an Education Health and Care Plan and those who are, or have previously been, looked-after are given priority. Students who are pupil premium or are at risk of becoming NEET or disengaged are also given a higher precedence. In addition to this, students are able to refer themselves if they are finding the decision-making process difficult and have already received additional support from their tutor and head of year. Careers advice is also available at parent evenings so that parents and students can discuss plans together.

One to one help is offered for all students at key decision-making points. This could be through a variety of channels including form tutors, subject teachers, heads of year, the SENCO and Senior Leadership Team.

Action planning and Progress Files

As part of the personal development and target setting programme, students learn to action plan and keep records of their achievements throughout their time at school. Students are encouraged to add evidence of achievements outside school.

Responsibilities

Governors

It is the responsibility of governors to:

- Establish and review the policy on CEG.
- To monitor the application of the policy and in particular to ensure that activities undertaken by pupils are safe.
- To review outcomes of the policy regularly and up-date it as appropriate.

Head Teacher and Senior Leadership Team

It is the responsibility of the SLT and pastoral teams to establish the framework for CEG; to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy. They will:

- Ensure that CEG takes place within the structure of the timetable and the school year.
- Ensure that CEG including information on economic factors and enterprise education in its widest sense are embodied in the schemes of work and activities across the curriculum.
- Ensure that there is adequate time available on the timetable and outside for CEG.
- Ensure that there is liaison with appropriate schools and colleges to bring about effective progression routes for students.
- Ensure that there is liaison with providers of advice and guidance to young people, such as post-16 education providers, to make advice accessible to students.
- Monitor and assess the quality and effectiveness of CEG and make appropriate reports to governors as required.
- To regularly review the operation of the policy and propose changes if necessary.

Careers Leader

The Careers Leader, personal development teaching staff and Year Heads are responsible for the practical implementation of the policy including the development of work-related learning; for encouraging the development of CEG across the curriculum and for liaison with outside agencies and further education providers. They will:

- Create the curriculum for CEG.
- Keep a record of activities across the school.
- Be responsible for the effective teaching of Careers Education.
- Make arrangements for visits related to the world of work, ensuring the safety of pupils.
- Make arrangements for visits by adults other than teachers.
- Create opportunities for students to prepare for, share and reflect on work-related experiences.
- Develop a programme for enterprise education together with other appropriate staff.
- Create an information system to give pupils insight into post-16 courses, further education and training.
- Create a curriculum and guidance programme which gives students the chance to identify their aptitudes and search careers data bases through the use of ICT.
- Coach and prepare students to be able to present themselves in varying situations.
- Monitor, evaluate, review and report on the effectiveness of CEG.

Heads of Department

The responsibilities of Heads of Department:

- To liaise with CEG coordinators to ensure that their subject contributes to Careers Education.
- Through the assessment, feedback and reporting of students' achievement, students are given a clear understanding of their strengths, talents and aptitudes to be able to make realistic choices about future education, training and careers.

Heads of Year

The responsibilities of Heads of Year:

- To ensure that all students are given general guidance and mentoring to promote high aspirations and good work habits.
- To cooperate with and assist in managing a programme of visits and work experience, where appropriate.
- To ensure that parents are involved in their children's choices on careers and future education.

Practical Considerations

Overall

The school is aware that in an over-crowded curriculum the timetabling of CEG presents choices. The school has chosen to timetable CEG as part of the PD programme believing that this is the most effective way to do so. Elements of the careers programmes are also to be found in the programmes of study for subjects across the curriculum and in a wide range of intervention activities.

Classroom Practice

It is important that all staff emphasise the importance of CEG and, in order to ensure that all students access the careers curriculum, it is important that a range of resources are available. This includes a properly equipped careers library and ICT provision.

Visitors and external providers will be used as a part of the careers programme and a variety of classroom activities will be used. The classroom will offer a supportive and challenging environment to ensure students develop high yet realistic aspirations for their futures.

Materials used by students are differentiated to accommodate a range of needs.

Monitoring and Review

The effectiveness and appropriateness of the policy will be kept under regular review. This will include a regular report to governors to summarise CEG at classroom, departmental and whole school levels.