

Brownhill Learning Community supports the ethos of the United Nations convention on the rights of the child in all aspects of education provision and is working towards the rights, respecting school award.



CEIAG POLICY

Report Author: S Oldham
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1. INTRODUCTION

RATIONALE

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education in Years 7 -11 as outlined in the DfE 'Careers guidance and inspiration in schools' issued April 2017. Students also have access to Independent Advice and Guidance.

COMMITMENT

The Brownhill Learning Community is committed to providing a planned programme of careers education and impartial information, advice and guidance (IAG) for all students in Years 7-11, in partnership with the Positive Steps.

DEVELOPMENT

This policy was developed and will be reviewed annually in discussion with the schools' Positive Steps adviser, advisory staff, relevant teaching staff and other external partners (e.g. The All Age Team)

LINKS WITH OTHER POLICIES

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, PSHE Education, work related learning and enterprise, Post 16 Transition Policy, Equal opportunities and diversity, special needs.

2. OBJECTIVES

STUDENT NEEDS

The careers programme is designed to meet the needs of the students in the community. It is designed to ensure progression through activities that are appropriate to students' stages of career learning, planning and development

ENTITLEMENT

Students are entitled to CEIAG which meets professional standards of practice and which is person centred and impartial. It is embedded into students' experience of the whole curriculum and based on a partnership with students and their parents/carers. Raising aspirations, challenging stereotyping and promoting equality and diversity are key aspects.

3. IMPLEMENTATION

MANAGEMENT

Stella Oldham co-ordinates the CEIAG programme in conjunction with the Deputy Heads. This area is supported by Rhiannon Hutchins PHSE Co-ordinator. Work Experience is planned and implemented by Stella Oldham, the work experience co-ordinator supported by Diane Wilkinson, Progression Officer and Nicola Sweet, Higher Level Teaching Assistant and the Positive Steps Adviser.

STAFFING

All staff contribute to CEIAG through their roles of teachers, subject co-ordinators and support staff. Specialist sessions are delivered through PSHE, Making Informed Careers Choices and the GCSE in Preparation for Working Life. The Positive Steps Adviser provides specialist careers IAG, in conjunction with the Progression Officer, who also provides careers and progression planning.

CURRICULUM

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related and work based learning, including work placements and extended placements as approved by the Deputy Heads. Other focused events are our own in house Careers Fair and North West Forums as they emerge. Work Experience preparation and follow up take place in appropriate parts of the curriculum, which include Preparation for Working Life and PSHE.

ASSESSMENT AND ACCREDITATION

The intended learning outcomes for students are based on the National Framework. The Preparation for Working Life GCSE is taken by the majority of students in Key Stage 4 and internal/external assessments take place.

PARTNERSHIPS

An Annual Partnership Agreement is negotiated between the school and the Positive Steps Service which identifies the contributions to the programme that each will make. Other links such as local work with the Inclusion Team are being developed.

RESOURCES

Funding is a core part and is agreed annually by the Governors of BLC.

STAFF DEVELOPMENT

Staff training needs are identified through regular supervision and CPD. Positive Steps Partnerships inform of work placements for staff and training available. Funding is provided from staff training budget. Outside funding of courses is actively sought. The community will endeavour to meet relevant training needs. Two staff are trained to Level 4 in careers Guidance and Hold the Diploma at Level 6

for Information Advice and Guidance. CEIAG National Standards have been investigated through a series of training events. Staff have been provided with a Brownhill Learning Community Progression Guide, which outlines Progression Line, NEET targets and an Action Plan for the reduction of NEETS students post 16.

MONITORING REVIEW AND EVALUATION

The Partnership Agreement with Positive Steps is reviewed bi-annually. The programme is reviewed annually using local quality standards for CEIAG to identify areas for improvement. The Inclusion Team review quality of provision with the co-ordinator quarterly. The IAG is assessed annually in accordance with the holding of 'The Quality in Careers Standard' delivered by Inspiring IAG.

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