

*Alder Community High School  
A Specialist Maths and Computing College*



**CAREERS EDUCATION INFORMATION, ADVICE  
AND GUIDANCE POLICY**

**Approved by the Governing Body September 2017  
To be reviewed: Summer 2019**

## 1. Introduction

### Careers Education

Rationale for CEIAG and Independent Careers Advice

A Young Person's career is their pathway through learning and work. All Young People need a planned programme of activities to help them make choices that are right for them and to be able to manage their careers throughout their lives.

### Careers Advice and Guidance

Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in school years 9 to 11.

From September 2013 this is extended to years 8-13 and revised statutory guidance has been published to reflect this change.

'A key factor in schools and colleges meeting their new statutory duties will be their ability to secure access to independent careers guidance for their pupils.' (An Inspirational Nation NCC June 2013)

#### ▪ Commitment

'The curriculum is the space in which we deliver core knowledge and enabling subjects. Behaviours can only be developed over time, through the entire path of a young person's life and their progress through the school system. Everything that happens in a school should embed the key behaviours and attitudes.'

'The decision to place a statutory duty on schools and colleges to provide independent and impartial careers advice is significant and will involve a period of transition. **Ofsted is currently undertaking a thematic review of careers provision and findings of this will provide a better understanding of the situation.**' ( An Inspirational Nation NCC June 2013)

Although not statutory, Alder Community High School is committed to providing a planned programme of Careers education and information, advice and guidance (CEIAG) for all students in Years 7-11, in partnership with Positive Steps (Oldham) Service.

#### ▪ Development

This policy was developed and is reviewed biennially through discussions with teaching staff; the school's Independent Careers personal adviser, students, parents, governors and advisory staff.

#### ▪ Links with other policies

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, equal opportunities and diversity, health and safety, gifted and talented, and special needs.

It also supports one of Tameside's Priorities to 'Increase the proportion of young people moving into education, employment and training and promote positive role models'.

## 2. Objectives

- Students' needs                      Our careers programme is designed to meet the needs of all students. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
  
- Entitlement                              CEIAG at Alder will provide a variety of impartial interventions and experiences that are designed to equip and enable all students to confidently make and implement, well informed, realistic decisions about their career and manage subsequent change.

## 3. Implementation

- Management
  - ◆ Tom Eaton co-ordinates the CEIAG programme, is responsible for our Independent Careers Advisor and is responsible to the Head Teacher.
  
  - ◆ CEIAG is supported by link governors Paul Mather
  
  - ◆ The CEIAG co-ordinator is responsible for the work of the careers administrator, Stuart Halliday.
  
- Staffing                                  All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the PSHE Department. The CEIAG programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the department and our Independent Careers Advisor. Careers information is available in the Careers Resource Centre which is maintained by Tom Eaton and Independent Careers Advisor. Administrative support is available to the careers co-ordinator.
  
- Curriculum                              The careers programme includes careers education lessons in Yr 7 – 11 delivered by a small team, including 2 specialist staff. Individual departments are encouraged to provide timely information specifically to Yr 9 + 11 and are encouraged to display careers information. In addition there are a variety of 'Built on' activities throughout Yrs 7 – 11, through enrichment days.

Students are actively involved in the planning, delivery and evaluation of activities.

### Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice
- Allotted time through PSHE lessons for self-development focusing on lifestyle and progression
- Access to the careers etc software via PSHE lessons and tutor time

- Yr9 will be invited to attend a Pre-Options Evening
- An introduction to the careers resources in PSHE classrooms
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Specialised sessions on employability skills and future pathways.

By the end of Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- A understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options

Key Stage 4 Provision

- Careers Fair in school day
- College presentations
- Local university presentations
- Local College taster days
- Careers interview for every Year 10 and 11 student
- Information on College Open dates
- Support with completing College Application forms and access to computers for on-line registration
- Mock Interview day in school with local employers
- Supported CV and Personal Statement sessions within PSHE and enrichment sessions
- Parent evenings and some assemblies are supported by external IAG provider
- Close monitoring of vulnerable students

By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

- Assessment and accreditation      Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques.
  
- Partnerships      An annual Partnership Agreement is negotiated between the school and the Positive Steps which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local 14-19 partners.
  
  - Tom Eaton (Careers Coordinator) also attends all network meetings and/or appropriate CEIAG related meetings.
  
- Resources      Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. Tom Eaton is responsible for the effective deployment of resources. Sources of external funding are actively sought.
  
- Staff development      Staff training needs are identified as part of the Partnership Agreement process with Positive Steps and in conjunction with the school inset co-ordinator. Funding is accessed through school funds. The school will endeavour to meet training needs within a reasonable period of time.
  
- Monitoring, review and evaluation      The Partnership Agreement with Positive Steps is reviewed termly. The programme is reviewed annually by the careers co-ordinator and the personal adviser, using the local quality standards for CEIAG to identify desirable improvements, and a report is submitted to the senior leadership team and governors. Evaluations are carried out annually with students and parents.
  
- **4. Approvals**
    - Signatures: Headteacher and Chair of Governors
    - Date of approval by Governors –
    - Date of next biennial review –

September 2017