

POLICY FOR CAREERS EDUCATION, INFORMATION AND GUIDANCE [CEIAG]

[INCORPORATING WORK-RELATING LEARNING
AND ENTERPRISE]

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Notes: SLT responsible: Lesley Balchin, Careers Co-ordinator and Lorraine Day, Youth Connexions Personal Advisor	
Signatures: Chair of Governors: Headteacher:	



FEARNHILL SCHOOL

Fearnhill School

Policy for Careers Education, Information and Guidance (CEIAG)

(incorporating Work-related learning and Enterprise)

1. Introduction

- **Rationale for CEIAG** 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 14-19 choices that are right for them and to be able to manage their careers throughout their lives.

- **Commitment** Fearnhill School is committed to providing a planned programme of impartial careers education for all students in Years 7-13 and information, advice and guidance (IAG) in partnership with the Local Connexions Service.

Fearnhill School endeavours to follow the Careers Education Framework 11-19 England (DCSF 2009) which reflects the 3 aims of CE (DfES, 2003) by embedding the 6 principles of ICE (Impartial Careers Education) into the schools PSHCE programme. Other relevant guidance from QCA and Ofsted is also adhered to.

Fearnhill School has been awarded the Hertfordshire Quality Award for CEG. (June 2008)

- **Development** The policy was developed and is reviewed biennially through discussions with teaching staff, the school's Youth Connexions personal adviser, students, parents, governors, advisory staff and other external partners (e.g. Aim Higher, Education-business Partners)

- **Links with other Policies** It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHCE, work related learning and enterprise, economic wellbeing and financial capability, equal opportunities and diversity, health and safety, gifted and talented, and special needs.

2. Objectives

- **Students' needs** The careers education programme is designed to meet the needs of students at Fearnhill School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

- **Entitlement** Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents and carers. The programme will promote equality of opportunity, inclusion and anti-racism.

3. Implementation

- **Management** The Careers Co-ordinator co-ordinates the careers programme and is responsible to an Assistant Headteacher. This area is supported by the School Community Governor. The Careers Co-ordinator is responsible for the work of the Careers Administrator / Work Experience Co-ordinator.

- **Staffing** All staff contribute to careers education and guidance through roles as tutors and subject teachers. Specialist sessions are delivered by the PSHCE team and outside speakers. The Careers Education programme is planned, monitored and evaluated by the Careers Co-ordinator, in consultation with the Youth Connexions Personal Adviser who provides specialist careers guidance. Careers information is available in the Youth Connexions Library and 6th Form Private Study.

- **Curriculum** The careers education programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (in the Youth Connexions Library and on the school intranet), work-related learning (including one weeks' work experience), and individual learning/ planning/ portfolio activities. Careers lessons are part of the school's PSHCE programme. Other focused events, e.g. Finance and Enterprise days are provided throughout the year. Work experience preparation and follow-up take place in both lessons; De-brief day and other appropriate parts of the curriculum. **Students are actively encouraged to seek careers information from websites such as Kudos, Careerscape and Channelmogo: the latter also offering impartial guidance via web chat.** Students are actively involved in the planning, delivery and evaluation of activities.

- **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 Youth Connexions which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local 14-19 partners.

- **Resources** Funding is allocated in the annual budget planning round in the context of whole school priorities. The Careers Co-ordinator 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 Youth Connexions and in conjunction with the school inset co-ordinator. Funding is accessed from school funds/ careers budget. The school will endeavour to meet training needs as part of the CPD programme.

- **Monitoring, review and Evaluation** The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the careers Co-ordinator and the Youth Connexions 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 yearly.

4. Approvals

- **Signatures: Headteacher and Chair of Governors**
- **Date of approval by Governors**
- **Date of next biennial review**

Date of this briefing: June 2012

Principles of Impartial Careers Education

The six principles for careers information, advice and guidance (IAG) are helpful when planning and evaluating your curriculum. They are used as the focus for the departmental evaluation tool and the teaching activities.

