

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Audience	Governors, Staff, Parents and Students
Date of renewal / updates / review	Annually
Named person responsible for	Head of Progression & Independent
monitoring	Learning
Agreed by Quality Assurance	27 November 2014
Committee	
Agreed by Governing Body	4 December 2014

# **Overall Aims**

Our programme is based on the Association for Careers Education and Guidance (ACEG) 2012 Careers and Work-Related Education Framework. We recognise that we have a duty to provide impartial and independent careers education, information, advice and guidance (1997 and 2008 Acts, 2009 Skills Act, 2011 Education Act). This includes a statutory duty to provide external and impartial careers guidance in Years 8-13 and promote the best interests of the pupils to who mit is given (The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 - Statutory Guidance 2014). We are committed to the United Nations Convention on the Rights of the child and particularly endorse:

- Article 12: respect for the views of the child Every child has the right to say
  what they think in all matters affecting them, and to have their views taken
  seriously.
- Article 29: goals of education Education must develop every child's personality, talents and abilities to the full.

Additionally, we ensure that our programme of careers education and guidance includes information on 16-18 education or training, including apprenticeships and other work-based education and training options. (*The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 - Statutory Guidance 2013*)

All this is designed to help our students make the most of themselves and their opportunities so they can progress positively after leaving school/college. In particular, our programme aims to help them:

- develop their knowledge and understanding of the changing nature of work, learning and careers
- extend their understanding of opportunities in learning and work
- make good use of information, advice and guidance
- develop and use their self-knowledge when thinking about, and making course and other choices
- develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition

Detailed aims and associated outcomes are attached at Annex A which are used as the basis for evaluation. This policy complements, and should be read in conjunction with, the Pastoral, Equal Opportunities, PSCHE, Work Related Learning and Citizenship policies.

### Commitment

Governors and staff are committed to:

- providing a planned programme of activities to which all students are entitled and will have access
- working in partnership with our external Information Advice and Guidance (IAG) provider and where appropriate Connexions/Local Authority to ensure that no student is disadvantaged in gaining access to education, training or work (see partnership agreement/contract)
- ensuring that, wherever possible, students progress to an opportunity in further education, higher education, training or employment
- involving young people and their parents and carers in programme activities and further developments
- · achieving the Investors in Careers award

# Management

A member of the School Leadership Team oversees the programme. The coordinator oversees programme delivery, liaises with programme contributors, provides day to day administration and work experience placements. Assessment of student knowledge and understanding of key concepts and their progress towards programme outcomes informs planning.

### Resources

The Careers Resources Centre has relevant, up-to-date information in a range of media, formats and languages. Students have supervised access to IT facilities, including careers software and the internet. Specialist support is available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities, and work with external IAG provider, employers, business and other organisations. The programme co-ordinator selects and maintains teaching resources appropriate to students' needs.

### Guidance

Is provided in partnership with our external IAG Provider and Connexions/local authority and includes individual and group activities. All staff, when approached by students, respond with appropriate support. All our guidance aims to be impartial, confidential (within policy guidelines), responsive to students' needs and based on the principle of equality.

### Training

Training needs are identified through the annual needs assessment and appropriate arrangements made.

# Monitoring, review & evaluation

All programme activities are monitored, reviewed and evaluated with active involvement of students. The development priorities identified form the basis of the programme's development plan.

Signed:	Alix Coole	Date:
	Chair of Governors	