

# Birkdale High School



Birkdale  
High School

Aspire - Thrive - Succeed

## CIAG Policy (Careers Information & Guidance)



## Birkdale High School Careers Information And Guidance (CIAG) Policy

<i>Date of Policy:</i>	<i>November 2015</i>
<i>Members of staff responsible:</i>	<i>Assistant Headteacher (Mr M Cunliffe)/Ms J Bailey</i>
<i>Review date:</i>	<i>November 2017</i>

### **Rationale**

At Birkdale High School we believe in supporting young people to make informed decisions about a wide range of progression, learning and work decisions is fundamentally important to individual development and wellbeing as well as the prosperity of British society and the economy.

The work of schools, colleges and education providers is essential in meeting this ambition. In a self-improving system, education providers must work together in a firm commitment to the values and behaviours that will lead to young people making better informed choices.

### **Aims**

We aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives.

In particular we intend our pupils to:

- develop a broad understanding of the world of work and an ability to respond to changing opportunities,
- develop independent research skills so that they can make good use of information and guidance,
- develop and use their self-knowledge when thinking about and making choices,
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one and that most of our pupils will make their final choices only after completing their higher education course.

Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 8-13 (Statutory Guidance, DfE, March 2015, Education Act, DfE, 2011) and although careers education is no longer a legal requirement we wish to continue to make provision in this area. Our policy is also framed to help us prepare for Raising the Participation Age (RPA) and to benefit our Pupil Premium pupils.

### **Values**

We believe that meeting the needs of the young person should be at the centre of all CEIAG provision, policy and practice within schools, colleges and independent learning providers. This is based on the principle that high quality CEIAG promotes individual aspiration as well as having the ability to contribute significantly to enhanced motivation and improved educational outcomes for young people.

Where the needs of the individual young person are best served by transferring to another institution at 14 or 16 we agree that we will ensure that the young person has access to the best possible CEIAG. We commit to ensuring that our actions and behaviours in relation to CEIAG will be guided by the best interests of the young person rather than that of the institution.

We commit to supporting young people, including from disadvantaged backgrounds, to gain access to opportunities and information that otherwise might have been denied to them, encouraging them to think critically beyond their own ideas and aspirations.

## **Commitment**

**We will:**

### **Adopt a strategic approach to CEIAG**

We will develop an approach that is supported and challenged by governors, includes a curriculum embedded careers education programme for all year groups and provides access to impartial advice and guidance. It will include activities and opportunities in which young people can learn and explore all the different options available to them, both within and external to the individual institution they are currently part of.

### **Contribute to addressing the skills mismatch**

We will develop sustained and appropriate employer engagement in order to bridge the gap between the world of education and work, raising students' aspirations and better preparing them with the skills, knowledge and attributes required by employers and society. This will take into account changing trends in the nature of employment and labour market information.

### **Form and lead collaborations**

In order to provide accurate and up to date information about post 14, 16 and 18 opportunities we will work with other educational partners including colleges, independent learning providers, HEI and LEPs, drawing on their expertise in order to support the delivery of CEIAG.

### **Engage parents and carers**

We will provide a systematic, sustained set of activities and interventions that will involve parents and carers in the young person's pathway decisions. We will do this by improving their understanding of both academic and vocational qualifications and the related progression routes.

### **Support social mobility**

We will inform the aspirations of disadvantaged groups and support them in gaining access to opportunities that otherwise might have been denied to them, by ensuring these students have access to clear progression routes, relevant contact with employers and are prioritised for work placements.

### **Professional development**

We recognise that high quality continuing professional development for all who have responsibility for delivering CEIAG to young people will be essential in order to equip them to provide up to date, accurate and timely advice and guidance. We will ensure those delivering CEIAG will be provided with access to quality professional development opportunities.

## **IMPLEMENTATION**

The School is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils and students in Years 8-11 in partnership with professional careers advisers. Currently the school buys in independent and impartial guidance services provided by Connexions and Sefton Education Business Partnership.

The School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

The School is committed to gaining the Careers Quality Award for CEIAG provided by Career Connect as part of the development of the CEIAG policy at Birkdale High School within the next 3 years. The CEIAG programme is managed by the SLT lead for CEIAG with a member of staff coordinating the day to day administration.

Careers resources, available for all students, are relevant and up- dated regularly. Access to careers software (Career Connect and Kudos) and the internet is available.

Participation in activities, both in school and off-site, provide employer contact and further information. Birkdale High School employs the services of an external IAG provider- Careers Connect, which provides

individual careers interviews for Year 11 students and careers information, advice and guidance to groups of students from Year 8, 9, and 10.

Careers focused activities will be delivered through the PSCHE curriculum and are provided and managed by the Curriculum Leader responsible for PSCHE/Citizenship and CEIAG. This will include activities about work to develop knowledge and to develop skills.

The SLT lead will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.

### **Key Stage 3 Provision**

- Curriculum support in all subjects promoting related job advice
- Allotted time through PSCHE lessons for self-development focusing on lifestyle and progression
- Access to the careers etc. software via PSCHE lessons and tutor time
- Y9 will be invited to attend an Options Evening
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Specialist sessions from Career Connect to include activities like CV writing.
- 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
- An 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, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase.

### **Key Stage 4 Provision**

- One week block work experience placement which focuses on students' future career aspirations, where possible, allowing learning about work through the experience of work
- Careers access for every Year 11 student, including individual interviews
- Information on College Open dates Careers fairs in school and visits to national events
- Support with completing College Application forms and access to computers for on-line registration
- Mock Interviews for all Y11 students
- Parent evenings and some assemblies are supported by external IAG provider and institutions
- 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
- Experienced the World of Work through a work placement
- 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
- 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