



Careers Policy

Date of adoption: **01.06.17**

Date to be revised: **01.07.19**

Person responsible: **Careers Leader**

Rationale for CEIAG

It is the vision of the school that all learners should “shine brightly” in all aspects of their education and become “the most employable young people” by the time they leave the school. This requires a planned programme of activities to help them choose 14-19 pathways, and beyond, that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives.

The overall aim is the provision of high quality and effective CEIAG for all students at Rushcliffe School. This supports the overall aim of the school, which makes the personal development of the individual central to our work. We are fully committed to Rushcliffe School being an outstanding school in all respects. This is embodied in the Career Strategy document (Appendix I).

CEIAG has a major role in the school's commitment to life-long learning. We aim to ensure that all students leave Rushcliffe with the very best preparation for adult life and all our practices are geared to this purpose. The school recognises the significant contribution that careers can play in raising achievement and striving towards equality of opportunity and outcome. For this reason, implicit and explicit careers links are made into the teaching and learning of pupils as well as the pastoral support pupils receive. The provision of high quality IAG services will support the raising of the participation age by encouraging and supporting young people to remain engaged in education and training.

Commitment

Rushcliffe School recognises that it has a statutory duty to provide impartial careers information, education and guidance; the scope of this provision was extended to years 8 to 13 from September 2013. The school is also committed to providing a programme of Careers Education, even though this is no longer statutory. In addition, the school has a Careers Advisor (0.5 FTE), the Orchard Centre to support the most vulnerable students and works other outside agencies including the Local Authority, to provide extra support as required for learners with additional needs.

Rushcliffe School follows the requirements for Careers Guidance of the Education Act 2011 (Statutory Guidance for Schools) and Securing Independent Careers Guidance – A Practical Guide for Schools (July 2012). We also strive to significantly go beyond the statutory requirements and also follow previous models of good practice regarding the provision of non-statutory Careers Education as outlined in the QCDA non-statutory guidance, Quality, choice and aspiration - a strategy for young people's IAG (DCSF) 2009, Statutory Guidance – Impartial Careers Education (2009) and the Careers Education Framework 7-19 (2010). Career England Policy Commentary on “Career guidance and inspiration in schools” April 2015, Career guidance and inspiration in schools, DfE March 2015, Better inspection for all – Ofsted Feb 2015, School Inspection

Update – Ofsted March 2015 and the ACEG framework for Careers and Work-related education – A Practical Guide – ACEG/CDI 2015: we aim to fulfill the ACEG Framework careers learning outcomes from this document. We also have a focus on employability skills and refer to the following publications:

- The skills we need and why we don't have them, Policy Exchange, November 2016
- Moments of Choice, The Careers and Enterprise Company, September 2016
- DfE Strategy 2015-2020 World-class education and care, September 2016
- Gatsby Report – Good career guidance 2016
- Careers guidance in schools, colleges and universities. House of Commons Briefing Paper 5 July 2016
- Skills and the economy, Sub committee on Education, July 2016
- The changing face of careers choices. Cascaid, March 2016

Rushcliffe School gained the Career Mark quality award in 2010, 2013, 2015 and is aiming for reaccreditation in 2017.

Development

This policy was developed and will be reviewed every two years in discussion with teaching staff, the school's key leaders responsible for CEIAG, students, parents, governors, advisory staff and other external partners.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially: Managing Pupils Positively, Equality Policy, Teaching and Learning Policy, Safeguarding and Child Protection Policy, Attendance Policy, SEND Policy and the school's Accessibility Plan. It is also central to the school's structures for SMSC. The Careers Policy is linked to the Work Related Learning policy.

Objectives

Learners' needs

The careers education programme is designed to meet the needs of students at Rushcliffe School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at school. These can be summarised as "Self Development", "Career Exploration" and "Career Management". The school aims to help pupils gain:

- an awareness of self and of others.
- the ability to make informed, reasoned decisions.
- an awareness of the range of opportunities available in education and work
- the skills needed to cope with significant changes such as moving from school or college to a job.
- knowledge and practical experience of the world of work.
- access to individual guidance to help them in planning for the future.

The policy has been reviewed by key staff to ensure that the policy has been assessed for its equality impact and is thus deemed to have the potential to remove barriers to learning and progress, to narrow perceived inequalities and to therefore have a positive impact on all groups of students within the school.

Entitlement

Learners are entitled to CEIAG which meets professional standards of practice and which is delivered by trained staff and which is student-centred, impartial and confidential. Activities are embedded in the

curriculum and delivered through dedicated “Bright Days” and are based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. Entitlement is made known to students through an insert in their planner. (Appendix II)

Implementation

Management

The Head of the Careers and the Head of Sixth Form coordinate the careers programme.

Staffing

All staff contribute to CEIAG through their roles as form tutors and subject teachers. Specialist sessions are delivered by the Careers Bright Day team. The CEIAG programme is planned, monitored and evaluated by the Head of the Careers team in consultation with the link Senior Leader. Careers information is available in the Learning Resource Centre (LRC) which is maintained by the school librarian and staff. There is an organigramme of the current structure (Appendix III).

The Senior Leadership Team will:

- ensure that the policy is integrated into the rest of the curriculum and implemented in accordance with the above principles

The Head of Careers will:

- lead the strategy and vision for CEIAG
- organise the provision/delivery of INSET
- manage a budget for Careers and Bright Days
- lead staff below in the review of the policy
- organise and coordinate the provision of CEIAG for each year group
- liaise with outside bodies concerned with careers education
- ensure the provision of suitable up to date resource materials
- develop school-based materials for students and parents
- ensure student entitlements are met
- evaluate the programmes
- work with all schools in the trust to ensure quality of CEIAG provision and implement best practice

The Careers Advisor will:

- make appointments for all students who want individual careers advice in key year groups
- log all meetings and provide Action Plans for students
- provide training for key groups of staff as required
- attend careers related events at the school as appropriate
- support Careers Bright Days as required
- develop, run and support careers events in school

Year Leaders/PSU and Head of Sixth Form will:

- ensure information about CEIAG reaches the intended students, and, where necessary or appropriate, communicate with parent/carers about CEIAG events/opportunities.
- heads of years 12 and 13 will organise Bright Days with careers focus as appropriate, support progression to apprenticeships/jobs and run UCAS.

-
- manage the 16+ Learning Mentor in guidance for students and to facilitate transition.
 - monitor their tutor teams in tracking student progress and destinations

Data manager will:

- provide student progress data to support pupils' self evaluation process

All teaching staff will:

- deliver aspects of the CEIAG programmes as requested
- support Bright Days
- be familiar with the details of the CEIAG programmes so they can advise/guide and support all students, particularly in their role as student mentors
- include careers-related elements in their schemes of work where appropriate
- deliver and engage with the employability skills projects

The IT support will:

- support careers software packages
- update the school website

The Governing Body and Governor with responsibility for careers will ensure that:

- sufficient resources are allocated to the programme
- the effectiveness of careers advice is evaluated and the outcomes reflected in future plans
- monitor that provision conforms to legal and Ofsted requirements

The Learning Resource Centre will ensure that:

- resources are kept up to date
- new resources are purchased
- resources are evaluated
- resources are publicised
- resources are well sign-posted

The Pupil Support Unit and the Pupil Premium Team will:

- work with the Careers Advisor to provide relevant information for guidance
- ensure an effective link between the school and Futures in identifying pupils in relation to their 'priority' support
- support and guide vulnerable pupils, pupils on FSM, PP, IEP, IEBP, PSP, SEN register
- refer cases to the Careers Advisor through meetings with parents
- support tracking of destinations

SENDCo will:

- ensure resources are made available for supporting pupils with SEN
- provide appropriate SOW to support the alternative KS4 provision course
- work with the PSU to identify students in need of support

Curriculum

The careers programme includes careers education sessions, careers guidance activities (including individual mentoring interviews), information and research activities, use of on-line resources, work-related learning (through individual subject areas and work experience in year 11/12) and individual learning/planning activities. Other focused events are provided at different times of the year to appropriate students e.g. Year 9 Options evening, Year 11 information evening, Year 12 Higher Education day. Work Experience provision is focused on targeted year 11 students and all year 12 students. Learners are actively involved in the evaluation of activities through student voice feedback forms. Students are educated to not consider certain jobs to be stereotyped. Equal opportunities is at the forefront of provision.

The curriculum entitlements for all year groups is attached in Appendix II.

Assessment and accreditation

The intended careers learning outcomes are taken from the ACEG Framework outcomes document (2012): impartial careers education outcomes are in the individual lesson objectives. Student self assessment/evaluation are carried out on completion of Careers Bright Days.

Partnerships

Partnerships/links are being developed. Current links are with local colleges (NCN and SNC), local universities (e.g. NTU, University of Nottingham, Derby University, Lincoln University), various local businesses, the Rotary Club, the Chamber of Commerce, the West Bridgford Business Partnership, the CEC and the STEM ambassadors as well as a host of local businesses through Mock Interview Day, Careers Fair and events when speakers come into school.

Resources

Funding is allocated in the annual Bright Day budget planning round in the context of whole school priorities and in particular the needs of the CEIAG area. There is a separate Careers budget. The Head of the Careers is responsible for the effective deployment of resources.

Staff Development

Rushcliffe School recognises the importance of training staff with regard to CEIAG; these needs are identified in conjunction with the school staff development coordinator. The school will endeavour to meet training needs within a reasonable period of time and develop an annual input into training for CEIAG for staff. All staff in the Careers Bright Day team meet throughout the year to receive information and details relevant to the upcoming Careers Bright day. Tutors in key year groups receive training specifically aimed at their needs. The Head of Careers will attend training courses as appropriate to fulfil the role.

Monitoring, review and evaluation

The programme for CEIAG is reviewed on an on-going basis by the Head of Careers and other key leaders to identify areas for improvement and in response to feedback from staff and students. CEIAG activities are evaluated regularly after each event. The school aims to maintain the Career Mark award as a quality control standard.

Monitoring

- Classroom observation of lesson delivery by Year Leaders (including Sixth Form), Head of Careers and Leadership Team
- Student feedback via questionnaires, student entitlement responses and focus group of the careers modules and careers advice

-
- Year Leaders meeting time to discuss delivery of CEIAG with form tutors

Evaluation

- Parent questionnaires at information evenings and open evenings on the quality of information given
- Form tutor feedback to Year Leaders via meeting time.
- Report to the Governing body on various evaluation reports, including evaluation of pupil destination figures

Review

- The information gathered from the above processes is used to review CEIAG against ACEG framework outcomes and changes made to accommodate views of all stake holders