



Budmouth College

Careers Education and Information, Advice and Guidance Policy

Governors' Committee responsible:	Curriculum & Student Welfare
Link Senior Leader responsible:	Baron Miles
Date reviewed:	1 st March 2017
Next review date:	March 2021

Working Together. Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

All *policies* can be found on the College 'R' drive in the Policies folder.

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

Careers Education

2. Upon whom will this impact?

All students, staff

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		Yes	
Gender		Yes	
Disability		Yes	
Religion, Faith or belief		Yes	
Sexual Orientation		Yes	
Transgender		Yes	
Age (N/A to pre-school and school children)		Yes	
Rurality		Yes	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups		Yes	
Gender		Yes	
Disability		Yes	
Religion, Faith or belief		Yes	
Sexual Orientation		Yes	
Transgender		Yes	
Age		Yes	
Rurality		Yes	

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out byBaron Miles.....

Signed Date.....01/03/2017.....

Comment by Headteacher:

Date.....



The Careers Education and Information, Advice and Guidance Policy



CEIAG aims to prepare young people for the opportunities, responsibilities and experience of adult and working life. It equips our students with the knowledge, skills and attitudes for managing their lifelong progress in learning and work and raises their aspirations by linking the world of work with their learning. CEIAG will be impartial, reflecting the needs/aspirations of the student rather than those of the institution.

ENTITLEMENT

All students (Years 7-14) are entitled to impartial information, advice and guidance, including a careers education programme with clear objectives. The programme will describe the knowledge, skills and understanding required of students for the world of work and help students to broaden their knowledge of careers and the job market. The entitlement will be published in student-friendly language on the College website and in classrooms and careers notice boards. Students will receive information about all their options without prejudice or bias. Staff will be aware that students are very sensitive to input and will do their utmost to reduce pressures perceived by the students.

OUTCOMES

1. Outcomes for students

- a) Ensure students have equal access to accurate, up-to-date and impartial information.
- b) Enable students to understand the full range of careers options open to them and help them develop decision making and transition skills well before choices are made.
- c) Raise awareness of the local and national labour markets to enable our students to make decisions about how to cope with the changing nature of the employment landscape.
- d) Enable students to develop and use career management and transferable skills.
- e) Develop a culture of independent learning through self-awareness and understanding, and encourage students to independently research next steps, through the Careers Curriculum
- f) Raise aspirations by linking learning to career outcomes.

2. Outcomes for Budmouth

- a) Meet government IAG Gatsby Benchmark standards
- b) Develop improved systems, working with the Chesil Education Partnership, for tracking individual learners within College and beyond (**National Framework Page 30 – NFP30**).
- c) Develop collaborative work with key partners both within BTC and the wider community, and ensure coherency and communication across the support network. The key partners are students, parents, staff, Ansbury Guidance, Weymouth and Portland Chamber of Commerce, local business, Careers and Enterprise Company, the L.A. and local providers. (NFP30)
- d) Provide INSET about CEIAG developments through a planned programme for all staff and to support staff with their IAG, improving the quality of Teaching and Learning as a result.
- e) Ensure IAG is consistent across all qualification pathways and routes.
- f) To work with Ansbury Guidance and Chesil partners in order to reduce numbers of young people becoming NEET (not in education, employment or training)
- g) To track students' progress in careers education and to annually update knowledge of student career plans. This information will be shared with relevant staff.
- h) To encourage all stakeholders to participate in the development of Careers Hub work – students, staff, parents, providers.

STAFF ROLES

1. Progress/Year Leaders

- Progress Leaders will be responsible for referrals to Careers Hub within their Year Team as well as supporting the Careers Hub in planning and delivering Careers Hub Sessions.
- Year 11 Progress Leader and Director of Sixth Form will support the promotion of Careers Focus Sessions and help collate relevant data on their student cohort.
- The Careers Hub will work with Progress Leaders to ensure all staff are aware that SEN students are more likely to become NEET and may need more assistance and advice and will collaborate in monitoring the quality of careers-related targets.

2. Tutors

- Responsible for delivering part of the Careers Hub Curriculum, including Careers Hub Sessions, Morning Tutor Mini-Activities and Evaluations.
- Refer students to the Careers Hub.
- Promote and support Careers Hub events and Careers Hub Website when necessary and support students in making decisions.
- Act as signposts to point students towards multiple sources of information and encourage independence.
- Communicate with The Careers Hub and Ansbury Guidance, where necessary.
- Assist in the collation of information about their students.

3. Subject Leaders

- Assist the Careers Hub in the planning and delivery of Careers Hub Sessions.

4. Teachers

- All teachers will **be aware of Careers Hub Focus Targets** (see appendix 1) and will promote, discuss and inform students during lessons. The Careers Hub will share detailed information regarding these with Department Links. Information promoting the Careers Hub targets will be easily accessible on the Careers Hub website as well as a number of other areas.
- The Careers Hub, Department Links and Directors of Learning will **encourage teachers to use 'Employability/Transferable Skills Objectives,'** in order to highlight the purpose of lessons beyond that of pure academia. The Careers Hub will support this process by developing specific examples for each department/subject.
- All teachers will **help promote Careers Focus Sessions to Year 11 and Sixth Form** students. The signing up process for this will be completed in relevant departments as well as during Sixth Form and Year 11 tutor time. The Careers Hub will liaise with CEIL, Year Leaders and Department Links in

order to organise these sessions. Promotion for this will appear on the Careers Hub website, briefing and via targeted email.

5. Department Links

- Work experience - department links will ensure their department follows the policy/protocol relating to work experience. For more detail see the full **Work Experience Policy**
- Department links will share information (e.g. flag up useful web links provided by Careers Hub) and promote Hub Focus Targets and activities in department meetings when relevant.
- Using information provided by Department Links (e.g. cohort information, useful contacts, former students' contact details etc.) the Careers Hub will provide information for each individual department's cohort and assist in organising relevant work experience, subject-based events and Careers Focus Sessions.

6. Directors of Learning

- The Careers Hub will liaise with the Directors of Learning, as appropriate, in order to support teaching and learning of CEIAG.

TEACHING AND LEARNING

1. Overview

a) Teaching in the CEIAG programme will be:

- Based upon sound, up-to-date knowledge and understanding of career developments.
- Challenging for students to widen their career knowledge and understanding.
- Designed to actively engage students in their own learning and meet their needs.
- Up-to-date and use well organised resources, including computer based careers information.
- Based upon clear outcomes so that students' knowledge and understanding shows progression.
- Able to counter gender bias over different academic and vocational pathways and students' choices by using Connexions research and data. (NFP11)
- Able to offer careers information and computer aided guidance (located in the Resources Centre). These will be available to students at key transitional points.
- Enable students to identify their needs and to be guided on to appropriate pathways.
- Based on assessment of student progress, providing intervention when necessary.

b) A variety of teaching styles and resources will be implemented into the programme to ensure involvement:

- One-to-one discussions with teachers, Academic Tutors, Director/Assistant Director of Careers or Careers Advisor.
- Whole class discussion or group work in the classroom with tutors/subject teachers or visiting speakers.
- Group sessions with Careers Advisors, employers or other adults with career/subject expertise.
- Direct or simulated experience of the workplace environment. (NFP18)
- Individual field or desk research and use of computer based information (NFP13). New technology will be used to present students with information and options choices, using examples of good practice across the country (e.g. Twynham). Software provision will be up-to-date. Students and staff will be able to access this across the whole college.
- Special Options Focus Weeks at relevant periods in College life of the student.

2. Outcomes

a) **Careers Hub Focus Targets** have been created to give each year group a specific primary and secondary aim. These targets are published on the **Careers Hub Website**.

b) In order to clarify the purpose and direction of the Careers Hub's work stated above **Student Entitlement Statements** (outcomes) will be published online, on careers notice boards across College and in Tutor rooms.

3. Careers Hub Sessions

a) The Careers Hub will be responsible for the organisation and development of the Careers Hub Session Curriculum.

b) Careers Hub Sessions will meet the Careers Hub Focus Targets (See Appendix 1) for each year group. Delivery will also be tied directly to need. For example, in Year 9 the bulk of the sessions will come during the Summer Term in order to support the Year 10 interviews that are delivered in the following Autumn Term and will be linked to specific Academic Tutoring outcomes. This means, in practice, that students in Year 7 will receive less time in Careers Focus Sessions than those in Year 8 or 10, for example as their need is less.

c) Sessions will be delivered through specific whole college Tutor time, through selected subject teams and on Development Days.

d) Planning for lessons will take place in liaison with Progress/Year Leaders, Subject Leaders, Directors of Learning, Tutors and Students.

e) Sessions will be differentiated to cater for all students no matter their ability, gender, race, sexuality, religion, educational needs or disability.

f) Staff will have access to the Careers Hub Scheme of Work from September and will therefore be able to amend or develop their delivery in accordance with the desired session outcomes.

4. Development Days

- Organisation of Development Days will be carried out by a team comprising of the Careers Hub, CEIL, Development Day Leader, Progress Leaders, Subject Leaders and the Sixth Form Leadership Team
- CEIL will give support to our external providers
- Teachers and Tutors will provide promotional and administrative support and teaching, where appropriate
- Parents will be informed of events by letter
- Health and Safety and Child Protection Protocols will be followed
- Stakeholders will evaluate sessions to inform review

5. Careers Focus Sessions

a) Careers Focus Sessions will be organised jointly by the Careers Hub and CEIL in response to the needs of the student cohort. CEIL will organise speakers with the Careers Hub overseeing the promotion, delivery and evaluation of the sessions.

b) Student information will be collated by the Careers Hub team via Tutors (and Tutor Group visits) in order to facilitate the sessions.

- c) Providers will be briefed on the nature of the sessions and will be asked for information about themselves.
- d) Careers Focus Sessions will be advertised to Year 11-14 students on the Careers Hub Website, FROG, student and staff briefings (including Sixth Form Notices) and by relevant departments.
- e) Students will need the permission of their teacher in order to attend. This can take the form of a note or email.
- f) Sessions will be open to College staff (when booked)
- g) Sessions will be evaluated by students, staff, providers and parents using the College Evaluation Form.

6. Sixth Form Careers Support

On top of the CH curriculum and development days Sixth Form student will receive:

- a) Careers Focus Sessions
- See above
- b) CEIL Training and ETs (Employment and Training) Support (details from CEIL)

Students will receive directed information and support based on the comprehensive information collected in our database in Year 12.

7. Subject Departmental Responsibilities

The Careers Hub will ensure that CEIAG becomes embedded throughout subject/course delivery, by providing a coherent learning programme across all aspects of College life.

- a) Support
- Careers Hub staff are **available to support departments with any aspects of lessons that relate to careers** education. Progress Leaders and department links can request support (either physical attendance or resource) at any time and the Careers Hub will endeavour to meet that request.
- b) Department Links
- See above
- c) Department Staff/Teachers
- See above