



Careers Education and Guidance Policy

Reviewed by Curriculum Committee - June 2016

Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care

RATIONALE

The **purpose** of **Careers Education, Information, Advice** and **Guidance** (CEIAG) is to enable students to acquire a firm foundation of essential knowledge, understanding and skills alongside a commitment to lifelong learning as career paths continue to change and new knowledge and abilities are required. It engages students in a process which enables them to appreciate the skills they have gained and understand how they fit together, helping them to make ambitious decisions wisely throughout their lives particularly relating to education, training and employment.

AIMS

The CEIAG programmed aims to help pupils to:

- 1 Understand themselves and develop their capabilities by:
 - Assessing and reflecting upon their needs, interests, values, aptitudes and aspirations.
 - Developing the knowledge, self-reliance and key skills needed for adult life.
- 2 Investigate careers and opportunities by:
 - Extending their knowledge of the changing local, regional and international opportunities in education, training and work.
 - Gaining direct experience of work as appropriate and at designated times during the school year.
- 3 Implement their career plans by:
 - Developing the skills needed to make ambitious, but informed, reasoned decisions based on research.
 - Reviewing and evaluating their decisions.
 - Discussing other alternatives and coping with any change.
 - Gaining access to further help.
- 4 Prepare for effective transition to new roles and situations by:
 - Identifying routes to stated career goals.
 - Stating the action necessary to achieve these goals.
 - Considering alternatives.
 - Putting their decisions into action with confidence when they are ready.

Commented [DMS1]: We now encourage and support students to arrange their own Work Experience rather than it being an organised feature of the curriculum.



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OBJECTIVES

- 1 An appreciation of the need to recognise pupils' personal qualities and skills including potential academic ability, needs and aspirations.
- 2 Development of pupils' ability to monitor their own learning, setting personal targets and working towards them through action planning and recording achievement.
- 3 An opportunity to develop pupils' own, and an appreciation of other people's priorities, attitudes and values.
- 4 The development of decision-making, communication and teamwork skills and understanding of their use and value, in anticipating and preparing for changes in pupils' lives.
- 5 The development of career management skills, including self-reliance and self-presentation.
- 6 An increased awareness of all aspects of equal opportunities.
- 7 A full knowledge of the range of pupils' career options, including post-16 opportunities in further and higher education, training and work both in this country and internationally.
- 8 The ability to use occupational and labour market information to investigate opportunities, linking these to pupils' achievements.
- 9 An opportunity to develop knowledge and understanding about the world of work, including job areas, differences between school and work, working conditions and an appreciation of the 'work ethic'.
- 10 An understanding of the different levels of entry into employment and terms used to describe workers, e.g. modern apprentice, technician, professional.
- 11 An ability to conduct pupils' own work investigations by means of projects, enquiries and work experience.
- 12 An opportunity to develop critical awareness of the changing nature of work and careers and the possible effects of this in relation to career choices, lifelong learning and the possible need to retrain in the future.
- 13 The ability to write letters of application, curriculum vitae and to compete at interview, enabling them to move successfully into education, training or work.



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- 14 Knowledge of where to obtain occupational and other information and how to gain access to it, e.g. social security benefits, tax information, trade unions, employer's federations, professional bodies.
- 15 An understanding of personal financial management with particular reference to salaries, wages, bank accounts, taxes etc.
- 16 The ability to use relevant sources of careers information, including information technology, to inform career choices.
- 17 An understanding of the value of individual career guidance interviews with a qualified adviser in the support of action planning.

THE COMPONENTS OF CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Careers Education and Information provide a means of developing individuals' knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.

Careers Advice and Guidance provide a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

In practice Careers Education, Information, Advice and Guidance are interwoven. The school careers staff including the Independent Careers Adviser work collaboratively, with the school taking the lead on the Careers Education Programme. The Independent Careers Adviser leads on guidance at key decision points. Additional support is provided by Careers South West, especially with regard to provision for students with special needs.

ENTITLEMENT FOR STUDENTS

All students are entitled to expect the following:

- A) A Well-Planned Programme** of careers education and guidance; a coherent programme from year 7-13 appropriate to individual needs, which will enhance students' knowledge, skills and abilities to help them make decisions about the future.

The programme offers all students opportunities to:

- Develop ideas and awareness of self, in relationship to abilities, aptitude, interests, attitudes, values, skills, strengths and limitations.
- Use suitable learning tasks which will explore, process, test and record these ideas.



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- Acquire knowledge and awareness of opportunities, qualifications, routes ahead, occupational structures, progression, and implications of choices.
- Access these opportunities through open day visits, interviews, careers fairs, admission systems information.
- Practice strategies and tools for making decisions, handling careers information and managing transitions.

B) Access to information about career opportunities, education and training which is:

- Freely available
- Accessible
- Up-to-date
- Accurate
- Unbiased
- Comprehensive
- Of high quality
- At an appropriate level

Information available includes a range of printed, audio-visual and IT-based materials, together with careers fairs, open days and contact with other informed people both inside and outside school. Information will include details of wider opportunities post A level, e.g. gap year, sponsorship. Students will be given opportunities to acquire the skills needed to make best use of this information.

A Planned CEIAG Programme
From years 7-13 through PSHE, tutorials, enrichment days, work experience and visits

Access to information
Which is unbiased, accessible for all, up-to-date and of high quality



ENTITLEMENT
What all students are entitled to expect at TBGS





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Experience of Work

Through visits, Enrichment Days, opportunities for work experience in years 11-13 and extra-curricular activities.

Access to Guidance

Which is individual, impartial, confidential and delivered by an independent and expert adviser

C) Experience at Work

A wide variety of experiences of the working world are supported and encouraged. The school works with businesses and other agencies to ensure pupils' awareness of a variety of opportunities and to offer a range of suitable learning activities. These may include (at various stages):

- Work visits, work simulations (e.g. design-and-make exercises, mini enterprises, business games).
- Work shadowing.
- Application of industrial processes in the classroom.
- Project work arising from real-life problems set by industry and community contacts.
- Work experience placements from year 11 onwards – students are given advice and support in finding, applying to and preparing for work experience placements suited to their particular ambitions and interests.

D) Access to Individual Guidance

Students will be offered individual guidance from a variety of sources including an Independent Careers Adviser who has appropriate and up-to-date training and expertise. School careers staff and advisers from Careers South West will also make contributions.

Individual guidance must be:

- Independent
- Based on the needs of the individual
- Confidential
- Free from bias
- Regularly reviewed
- Continuing, with additional help offered at key decision times, and will give students an opportunity to discuss, agree and review an action plan.

Careers guidance is an integral part of the school approach to pastoral care and PSHE provision.

Commented [DMS2]: Altered in accordance with request of Curriculum Board.

Commented [DMS3]: Students will still be provided with health and safety advice and, where appropriate, briefing and debriefing. However, we no longer provide these placements as part of the yearly curriculum. Instead, students are given advice, support and time to arrange these placements.



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MANAGEMENT OF CAREERS EDUCATION AND GUIDANCE

**Co-coordinator: Head of Careers
Independent Careers Adviser**

The co-coordinator liaises with and advises SMT and governors on policy, works closely with colleagues to jointly prepare and evaluate the program, and offers support to colleagues involved in its implementation.

The Independent Careers Adviser is required to offer individuals impartial and confidential advice. Records of contact with individuals may not be stored on school computer systems but must be stored securely by the ICA. No school staff or agents other than the ICA may have access to these records. By ensuring absolute confidentiality, students may be assured that the guidance given is without bias.

STAFF DEVELOPMENT

The school membership of the South West Academic Trust (SWAT) provides a conduit for sharing good practice with similar institutions. School careers staff attend annual meetings with SWAT colleagues to exchange ideas and experience.

In addition, the Head of Careers attends courses for professional development. Where appropriate other staff are also offered the opportunity for professional development in CEIAG.

In-service training is available to tutors in order to enhance their ability to deal with Careers Education and Guidance issues.

EQUAL OPPORTUNITIES

Careers Education, Information, Advice and Guidance promotes equality of opportunity for every individual and prompts thinking beyond the confines of stereotypical occupational roles. Careers education supports the wider school goals to help pupils to gain access to the full range of opportunities in the school. Specific support may be necessary for those such as late entrants, particularly in year 12. Students are encouraged to explore their own attitudes, recognising the risks of stereotyping and discrimination and accepting responsibility for their own actions.

All pupils are offered impartial and confidential advice about their choices of education, training and work.

Commented [DMS4]: Previously, the school was a member of the Torbay CEIAG Association. This group no longer exists.



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METHODOLOGY AND APPROACH

Careers education is offered as both continuing and blocked work units according to need. Provision is incorporated into Philosophy and Ethics lessons at KS3 since so many of the skills and attitudes appropriate to CEIAG cross the 'strands' of the Philosophy and Ethos/PSHE programme (see PSHE policy). It is also provided by registration activities during tutorial sessions.

A range of teaching and learning strategies are advised and monitored as part of the quality control process by the Head of Careers.

At key points, for example year 9 and year 11 option choices, the Careers Teachers and Careers Advisers lead tutorial sessions. Blocked units in the tutorial programme supplement careers work in year 12 with advice on and practice in research before application to Higher Education courses or employment. Occupational seminars are run jointly with Torquay Girls' Grammar School. The focus in year 13 is on personalised careers advice supplied by the Head of Careers and the Independent Careers Adviser.

PROCEDURES FOR REVIEWING EFFECTIVENESS OF CEIAG

Informal evaluation will be constant by discussion between Head of Careers, Independent Careers Adviser, tutors and students to keep progress under review and to identify targets for future development that would further good practice. Structured formal evaluation of both pupil and tutor response at the end of modules in the PSHE programme supports this process, together with questionnaires and evaluation forms supplied by Careers South West. The Independent Careers Adviser will be observed **at** least once each year while conducting an individual interview. The permission of the interviewee must be obtained. Student Council will be consulted at least annually for their views on the provision of CEIAG.

Commented [DMS5]: This previously read "on a small number of occasions"

RESOURCES USED AND CRITERIA FOR SELECTION

Resources are selected in consultation with and on the recommendation of the Careers Service Advisers and other professionals. The Career Library provides a central resource with written texts, CD ROMs, audio-visual resources and computer databases.

Visiting speakers can fulfil a valuable expert role, but the contribution of any outside speaker should form part of the overall programme and should complement the teaching. In particular, former students regularly return to give current pupils information on their experiences.

PROGRESSION AND DIFFERENTIATION



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Progression is addressed by the schemes of work written for the year 7–12 PSHE programme.

During Key Stage 4 and beyond the programme offers a variety of alternatives at post-16 and post-18 to allow for specific needs of individuals. Occupational seminars in year 12 cater for different interests, while individual interviews offer **differentiated** advice according to need, ability and potential.

Commented [DMS6]: Previously read: "individual interviews from year 9 offer differentiated"

Individual Action Plans, in which students consider and record the appropriate next steps, help in making better choices and decisions affecting future careers.

Parents and guardians are also entitled to a clear understanding of the services available and will have regular opportunities to consult careers staff and advisers especially at key transition periods.

A COHERENT APPROACH

Careers education is an essential element in the school curriculum, cutting across subject boundaries and reaching out to the world of business, education and training outside school.

In **Years 7 and 8** the program will concentrate on self-awareness, relationships with others and communication skills. It also raises awareness of career opportunities within school and local community and introduces students to the resources available in the careers library. Tutorial resources are made available to Year 7 tutors to encourage research into what various jobs entail. Year 7 theme week requires students to relate the activities to the world of work. Year 8 students participate in a sessions exploring informed decision **making** and possible career paths.

Commented [DMS7]: This phrase has been added

In **Year 9** the emphasis will be on awareness of the options available at 13+ with exploration of career opportunities, stereotyping and decision-making. This is done by use of the Career Pilot computer based system to encourage individual research into possible career options.

In **Year 11** students participate in a Work Experience preparation day, which also considers their options for 6th form study. All students are encouraged to complete a work experience placement at the end of year 11. Access to up-to-date, unbiased information will be available on post-16 alternatives and A level choices during year 11 and individual careers guidance interviews with the Independent Careers Adviser are given to every student.

In **Years 12 and 13** students are prepared for UCAS application to higher education through a UCAS preparation day and also an Independence day and are made aware of other opportunities available in further education, training and employment. Again, all year 12 and 13 students are offered individual careers guidance interviews. They are also given weekly registration activities to enhance their knowledge of Further Education, Job opportunities, Gap years etc., as well as discussion topics used to develop Citizenship.



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The careers program is an integral part of the school's PSHE curriculum, but is also linked to other school learning and guidance processes.

Careers information is being made available for appropriate subject areas across the school, while specific careers work is offered in a variety of disciplines.

The Careers Department is committed to working closely with its partners:

Students, tutors and Careers South West colleagues are invited to contribute to the evaluation, review and organisation of the careers program in PSHE on an annual basis.

Parents have a key influence on pupils' careers choices. Careers staff are available at parents' evenings for consultation and parents are invited to contact the school regarding careers issues at any time. Booklets are published to aid student choice in year 9 and year 11 whilst year 12 parents' induction and higher education evenings are held to inform parents of developments in further and higher education and training.

Careers staff from the **South West Academic Trust** provide the benefit of their experiences in schools that are academically similar to TBGS.

Careers South West is a key partner working with the Independent Careers Adviser in the provision of careers education and guidance, with a limited negotiated service level agreement to allow the flexibility to respond to changing needs.

Local Business and the wider community work with the school as part of the Community Cohesion program.

Co-operation with **other schools and colleges** locally is facilitated by contact between appropriate careers staff over pupil transfer and application.

Senior Officers in the **Armed Forces** visit the school regularly to give presentations and offer individual interviews on request.

Commented [DMS8]: This used to include "There is particularly effective collaboration with Torquay Girls' Grammar School in careers work in the school." This has not been the case for recent years, but there is an intention to explore how the two schools can more effectively share resources and events in the future.

'TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of disabled people, promotion of the positive duty in relation to race and disability and avoidance of stereotypes. This document is available in alternative formats on request.'