

THE SWINTON HIGH SCHOOL POLICY FOR CAREERS EDUCATION AND GUIDANCE (CEIAG)

Rationale for CEIAG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the school that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

Commitment - The Swinton High School recognises that the The Education Act 2011 inserts a duty, requiring schools to secure access to independent, careers guidance for pupils in years 8 -11. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 14-19 education or training, including apprenticeships and other work-based education and training options.

It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 8 -11, in partnership with LL Universal Careers Service . Salford Connexions Service will provide extra support as required for learners with additional needs.

The Swinton High School endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time.

It is also committed to gaining the local CEIAG quality award, Inspiring IAG, and has achieved the Bronze and Silver award to date.

Development - This policy was developed and is reviewed annually in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. LL Universal Careers Service).

Links with other policies - The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, work related learning and enterprise, equality and diversity, gifted and talented, looked after children and special needs/LLDD.

OBJECTIVES

Student's needs - The careers programme is designed to meet the needs of learners at the Swinton High School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school. It is delivered at Key Stages 3 and 4 during form tutor time.

Entitlement - Learners are entitled to CEIAG which meets professional standards of practice and which is delivered by trained staff and which is person-centred, impartial and confidential. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. This is supported through the work of our school Careers Adviser and Connexions PA who is available to all students 3 and ½ days per week .

IMPLEMENTATION

Management – Lynne Loughnan co-ordinates the careers programme and is responsible to Paul Turner the Assistant Headteacher. She works closely with Lisa Bennet the Connexions PA and Year Managers.

Staffing - All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the personal form tutors in form time and specialist careers guidance is delivered by an independent careers Adviser, Lynne Loughnan and Connexions PA Lisa Bennet. The CEIAG programme is planned, monitored and evaluated by the Paul Turner in consultation with the senior leadership team. Careers information is available in the Careers Library which is maintained by the school careers adviser. Administrative support is available to the careers co-ordinator.

Curriculum - The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities (on the school VLE and website), work-related learning (including a world of work day), and individual learning planning/portfolio activities. Careers lessons are part of the school's personal development programme. Other focused events, e.g. careers fair are provided at different times of the year.

Learners are actively involved in the planning, delivery and evaluation of activities.

Assessment - The intended career learning outcomes for learners are based on 17 Learning Outcomes recommended by the Career Development Institute (ACEG) and are assessed using assessment for learning (AfL) techniques.

Partnerships - An annual Partnership Agreement is negotiated between the school, LL Universal Careers Service and Salford Connexions which identifies the contributions to the programme that each will make. Links with local business are being built up through visiting speakers.

Resources - Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. Paul Turner is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

Staff Development - Staff training needs are identified in conjunction with the school careers adviser and through staff reviews . The school endeavours to meet training needs within a reasonable period of time.

Monitoring , review and evaluation - The programme is reviewed annually by the careers adviser and Paul Turner using the Inspiring IAG quality standards for CEG to identify areas for improvement. A report is submitted to the senior leadership team and governors. Evaluation of different aspects of CEIAG is undertaken regularly.

- Approvals - Signatures:
- Headteacher and Chair of Governors _____
- Date of approval by Governors _____
- Date of next review _____