

Sherburn High School



Careers Education and Guidance Policy

“Achievement for All”



Sherburn High School
Careers Education and Guidance (CEG) Policy

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- Post 16 Careers
- Work Related Learning
- Work Experience
- Enterprise Education
- Citizenship
- PSHE

and general departmental policies:

- Progress File
- Health and Safety / Child Protection
- Literacy
- Display
- Behaviour
- Link Governor
- Self-Evaluation

Sherburn High School

Careers Education and Guidance (CEG) Policy

1. Introduction

Careers Education and Guidance is statutory from Y7. At Sherburn High School we are committed to provide CEG for all students. The school motto 'Achievement For All' underpins the work of the department. Students are all able to achieve but can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

School Aim 1

To enable students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world

Policy Statement

Careers Education and Guidance at Sherburn High School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society.

2. Aims of CEG

a) Self Development

Young people should be able to understand themselves and the influences on them

b) Career Exploration

Young people should be able to investigate opportunities in learning and work

c) Career Management

Young people should be able to make and adjust plans to manage change and transition.

Learning Outcomes

a) Self Development

Students should be able:

- To assess their achievements, qualities and skills.
- To present this information as appropriate
- To use this information for personal development

- To set career and learning targets
- To recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work

b) Career Exploration

Students should be able:

- To understand the nature of work and people's attitudes to it
- To use a variety of sources of careers information
- To use work experience to improve chances
- To understand employment trends

c) Career Management

Students should be able:

- To use decision-making techniques
- To understand and use sources of help
- To make informed and appropriate choices at 14 and 16
- To make and manage changes as appropriate
- To understand job / learning applications and the requirements of interviews
- To understand rights and responsibilities in the workplace

3. Careers Education and Guidance

Careers Education and Guidance consists of Careers Education and Careers Guidance.

Careers Education

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work.

Careers Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding, they have learned, to make appropriate decisions about learning and moving into work. It should be impartial, client-centred and confidential.

4. Staffing 2009-10

Ann Tomlinson	Achievement Leader KS4
Irene Haigh	Deputy Head,
Rob Jackson	Head of Post 16 & Y11 PD
Anne Dawson	Post 16 Co-ordinator & Vocational Co-ordinator
Annette Saxon	Careers & Work Experience Administrator

All staff are involved in preparing students for personal and working life, both as a young person and as an adult.

5. Professional Development

The Achievement Leader KS4 keeps up-to-date by attending as many training sessions as possible provided by NYBEP, Connexions, North Yorkshire and other organisations.

The Achievement Leader Yr.8&9 is Real Game and Be Real trained.

Training is arranged as and when it is required, in-house or other.

6. Careers Education and Guidance (CEG) Across the Year Groups

Year 7

In Y7, students have a one-hour weekly lessons in which they 'play' the Make it Real Game and do Self Development work. SEAL is implemented within the programme.

Year 8

In Y8, CEG and SEAL are currently part of the Tutorial programme.

Year 9

In Y9, students have one hour per week in which they do The Real Game, Citizenship and PSHE. Progress File activities are covered in the Tutorial Programme.

Year 10

In Y10, students have approximately 13 one-hour PD lessons that include CEG, preparation for Work Experience and de-brief (see summary schemes of learning and Work Experience policy). Progress File activities are covered in the Tutorial Programme.

Year 11

In Y11 the PD programme covers Opportunities at 16, Action Planning, Job Hunting and Interview Skills. Progress File activities are covered in the Tutorial Programme.

Post 16

Post 16 students have personal tutors in addition to a PD programme. See separate policy.

7. Connexions

Connexions was launched officially in the school in April 2003 over four days of activities.

The school is committed to working closely with all Connexions partners to try to ensure that students have access to all the help required. A contract is drawn up annually with partners.

Connexions Personal Advisers (Careers) work an agreed number of days in school per year and are involved in the delivery of Careers Education and Guidance as appropriate, giving Careers Interviews, in group work, in lunchtime drop-in sessions and in the planning of the CEG programme.

The Personal & Vocational Education Manager and Careers Administrator work closely with the Connexions PAs and Heads of Year to identify the group of students who will be seen by priority by the Connexions Personal Advisers. Other members of staff can refer students for interviews and the students can self-refer.

The Connexions PA (Intensive) works with a small group of students who have been referred according to the Connexions Guidelines. She runs a Connexions drop-in session one lunchtime a week with a Youth Tutor.

8. Information and Resources

- Careers Information and Resources are located in the Connexions Information Centre / Careers Library.
- Resources in the Information Centre are catalogued according to the new Connexions system.
- The Connexions Information Centre is audited annually by Guidance Services.
- In the Connexions Information Centre, there are IT facilities connected to the school network with Kudos and CID and access to the Internet.
- The Connexions Information Centre is available to students at lunchtimes.
- Materials are available on short-term loan to students.
- Room 19 is a Connexions Room, specially set up for group work, Guidance Interviews, Lunchtime Drop-in Sessions.

Connexions Monitors

Students are encouraged to take on the responsibility of Connexions monitors. These students spend time in the Connexions Information Centre at lunchtimes and are available to offer help with resources and to encourage sensible conduct amongst Information Centre users. They report to the Careers Administrator.

Keeping Up-to-Date

Copies of books that are up-dated annually are renewed each year. Other bought resources are up-dated as often as appropriate. Resources are purchased through Guidance Services' schemes.

College and universities prospectuses are current. It is envisaged that the collection of university prospectuses will be phased out as information is available on the internet.

The mostly free information in the drawers is requested regularly from the organisations that supply it.

The Careers Administrator is responsible for the resources and display. See Job Description.

9. Accreditation

The school received Accreditation for Careers in November 1997 and was re-accredited in 2005-6.

10. Monitoring, Review and Evaluation

Monitoring

- Aims and / or Learning Outcomes written on board at beginning of each lesson and explained.
- Referred to again at end in discussion about what has been learned.
- Y7 have booklet setting out Make it Real Game learning.
- Tutorial programme monitored by Achievement Leaders.
- Informal checks with teaching staff about programmes.
- Intermittent activities to check on students' learning.
- Staff visit Work Experience students to monitor placements.
- Regular Connexions meetings to review provision.

Review

- Students review Make it Real Game and Real Game learning at end of programme.
- Staff meet to review lessons, series of lessons, and schemes of learning.
- Schemes of Learning reviewed and rewritten annually.
- Students review learning on Work Experience
- Monthly review of contract with Connexions Link Personal Adviser.
- Regular Connexions meetings to review provision.

Evaluation

See Self-Evaluation Policy

- Students complete evaluation of Work Experience placements
- Staff complete evaluation of Work Experience placements
- Annual evaluation of Connexions work with Connexions Link Personal Adviser.
- Lesson Observations
- Work Experience & CEG accreditation

11. Equal Opportunities

The Careers Department supports the school Equal Opportunities Policy and endeavours to implement it in the following ways: -

- Equal Opportunities lessons.
- Careful selection of posters and display material.
- By encouraging all students to prepare to support themselves financially.
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, eg using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for Work Experience.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all students of all abilities.

However, we recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, F.E and H.E courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

12. Special Needs and Differentiation

We endeavour to cater for students with Special Needs appropriately.

- Differentiated material and resources are used in lessons whenever necessary.
- Differentiation is often by outcome.
- Y9 groups are timetabled in Science sets for Careers lessons thus providing the opportunity to use appropriate language, approach and content.
- We work closely with the Connexions Personal Advisers to ensure that all students obtain the help they require.
- The Connexions Personal Adviser attends the Annual Reviews of students with a Statement of Special Needs from Y9 onwards.

13. Gifted and Talented Students

- Gifted and Talented students are identified by looking at KS2 SATS results when students enter in Y7 and by reference to KS3 SATS at end of Y9. They can also be identified by referral by the Head of Year or by a subject teacher.
- In Y7 Careers lessons, the students are taught in mixed ability groups and differentiation is often by outcome. There are many opportunities for discussion enabling all students to contribute as well as they can.
- In Y9 students are taught in groups selected by other subjects, science at present. Again the work is such that students can find their own levels. The top groups have more information about universities and discussion might include jobs requiring very high qualifications. Some will start to look at university prospectuses.
- In Y10 the work and discussions are open-ended so that Gifted and Talented students can work at their own level. For **Work Experience**, Gifted and Talented students are encouraged to choose placements that will offer a challenge and be appropriate for their interests.
- In Y11, again differentiation is often by outcome.
- Most Gifted and Talented students would not be on the priority list for Guidance Interviews but they have the opportunity like all the others to consult Connexions Careers Advisers at lunchtime. Guidance Interview would be available.

14. Recording, Assessment and Reporting

- Students' work is kept in folders. The work is individual and personal to the student and therefore marks are not often given. Some work is checked for spelling and to monitor students' progress.
- Y9-11 use Progress File in tutorial
- In Y10, Work Experience Record Books are used for preparation, recording experience, de-brief and certification.
- Students also receive Work Experience reports from visiting staff and, in the majority of cases, from employers.
- Reports are written on Y7 & Y9 students at the appropriate time.

- Careers Action Plans are produced by the Connexions Personal Adviser for the student.

15. Entitlement

New user-friendly Entitlement Statements are to be produced in 2005-6 with the help of students.

They are likely to encompass the following:

Entitlement statement for students (draft)

In the CEG and Work Experience Department, students from Y7 to Y11 should:

- learn about themselves and the influences on them
- develop decision-making skills
- develop skills to help them manage transition
- develop skills to use and research careers information
- have access to up-to-date information about opportunities in learning and work
- have access to a Connexions Personal Adviser
- have impartial, confidential and up-to-date guidance
- learn about the world of work
- experience the world of work

Parents

Parents are entitled:

- to have the opportunity to speak to The Achievement Leader by telephone or by appointment and/or Connexions Personal Adviser
- to have access to information on Options at 13, at 16 and during Post-16 education
- to have information about Work Experience and the opportunity to discuss Work Experience issues
- to be present at Careers Interviews (at appointed time)

16. Links with the Community, Outside Agencies and Businesses

Sherburn High School has a vast bank of links with businesses in the local area and beyond in Leeds, York, Pontefract, Castleford and Wakefield.

Speakers are invited into school as appropriate.

Speakers from local colleges and training providers are not invited in to school in order to avoid bias. However, students are encouraged to visit college departments and attend their Open Days where appropriate and, in addition, information is available in the Connexions Careers Library.

The school has strong links with NYBEP (North Yorkshire Business Education Partnership).

17. Links with Parents

- Y5 and 6 Open Evening
- Newsletters
- Booklets
- Letters
- WE4 Work Experience legal form.
- Work Experience Record Book has a page for parents to complete.
- Parents' Evenings
- Telephone conversations
- Individual meetings
- Post 16 Evening

18. Teaching and Learning

- Careers Education is delivered using a variety of teaching styles.
- Students work in class groups, small groups, pairs and individually.
- Materials involve worksheets, library resources, IT programmes, videos, quizzes and questionnaires.
- Students are encouraged to take part in discussions and listen to each other's ideas.
- Students have their own folders they keep work done in lessons and their own research notes.
- Connexions Careers Advisers involved in the delivery of some lessons.
- Team-teaching
- Make it Real Game & Real Game are essentially student-centred activities
- Learning Styles are discussed at appropriate stages

19. The Governing Body

There is a Link Careers Governor with responsibilities established (see separate policy).

20. Quality Assurance

See also Departmental Self-Evaluation Policy

- Schemes of learning reviewed, evaluated & updated annually
- Training for staff as appropriate
- Varied Teaching and Learning Styles
- Good relationships with students encouraged
- Lesson observation
- Team Teaching in Y10 & Y11
- Performance Management meetings with Deputy Head
- Departmental Target Setting meetings with Deputy Head

21. Departmental Action Plans & Targets

Produced annually & reviewed with Deputy Head. See separate documents.

22. Other Related Policies

This policy should be read in conjunction with the following policies:

- Work Related Learning
- Work Experience
- Enterprise Education
- Citizenship
- PSHE

and general departmental policies:

- Progress File
- Health and Safety / Child Protection
- Literacy
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*Approved March 2006 by Governors
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