

**Southshore Academy Careers, Education, Information, Advice &
Guidance Policy**

Written by: H. Geibel

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To be reviewed by ALT & Governors

Southshore Academy CEIAG Policy

I. Policy Background

Careers Education and Guidance in schools is changing and under the new Education Act it is no longer a statutory part of the Curriculum delivered within an accompanying Careers Education Framework (Statutory Guidance published October 2009).

Schools must now choose what they want to deliver as part of their own programme and this policy sets out the vision for Southshore Academy students and how we will ensure this provision is delivered. We will carry out our annual review of our Careers Programme in the summer term of 2016.

It is important to set out the context for our draft Careers Policy. Nationally we have high levels of youth unemployment and a slow growing economy which impacts on opportunities for young people. It is also important to note two other factors, from September 2013, young people have had to continue in education or training until at least their 18th birthday. This means we are no longer preparing students for work when they leave after Year 11, but instead for Further Education or an Apprenticeship Scheme. Another factor is that the increase in university fees will mean that more students will defer starting university or consider entering the job market after year 11. Therefore we have to ensure that our Careers Programme for Year 9 to 11 supports both those going into university and those choosing to go to work.

II. Southshore & BFET Vision

Southshore Academy has a vision to enable all students to achieve their unique potentials. Inspiring and motivating young people to succeed at school and to develop meaningful, intrinsic motivation are two invaluable tools preparing students to achieve and embark on successful careers in which they can thrive and contribute to society. To provide these opportunities Southshore Academy seeks to enable and encourage students to reflect and to make informed choices for their futures.

This vision upholds an expectation of providing support and guidance towards careers for all students – placing equal value on academic and vocational work, providing meaningful support for students of all backgrounds and meeting the broad spectrum of student needs. Southshore Academy is developing a careers team which will provide support for all students from year 7 through to year 11 and which will offer inspiration to all students' interests as well as providing independent and impartial careers guidance.

Southshore Academy seeks to instil a counter-cultural mind-set of raising aspirations, empowering young people and liberating them to the variety of opportunities available to all. Southshore Academy will ensure this happens by providing whole school, consistent careers pathway guidance from year 7 until year 11; there is gradual careers responsibility transference from year 7 until year 11 by offering timely and accurate information as well as ensuring the careers focus remains engaging and relevant. Careers provision at Southshore Academy will develop meaningful parental engagement so that parents and carers are involved in raising the aspirations of their young people. To prepare students realistically for work life a broad variety of resources is used which includes advice from a qualified careers adviser, visits from employees from all different fields and direct experience working in the fields of interest including taster sessions and apprenticeships – these will broaden students' minds about possible future employment, in adding to their experience it will

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enhance their academic knowledge base, develop employability skills and help to prevent mismatches in career aspirations.

A clear model of careers guidance will be used alongside the reflective and thorough IAG criteria and framework. This will draw on school, community and national resources ensuring that resources are selected appropriately to celebrate the diversity within the school and to assist pupils profoundly on their next steps in training, education and employment. This will also help Southshore Academy to combat the growing NEET demographic. Careers provision will benefit from ongoing scrutiny and analysis of destination data on students' progression after leaving the academy. Quality Assurance will be structured with the IAG support and assessment, this will also enable the academy to provide a "successful provision" to meet Ofsted and DfE criteria, however the quality assurance will be seen most meaningfully by engaging students from year 7, by instilling an aspirational mind-set into Southshore students, by developing character and resilience for work life in young people and by supporting and accurately guiding students as they take ownership and responsibility for the trajectory of their own lives.

III. Policy Principles

- ◆ Individuals are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- ◆ Individuals have equal access to accurate, up to date and impartial information advice and guidance free from bias and stereotyping.
- ◆ Individuals' personal aspirations are the most important factor in any activity and should be treated with respect.
- ◆ Impartial Careers Guidance is an integral part of the whole guidance programme.
- ◆ Careers Education and Guidance underpins and runs through the whole curriculum.

IV. Commitments

Southshore Academy is committed to providing all its' students with a planned programme of careers education and work-related learning activities throughout their school career, with opportunities at key transition points to access up-to-date, impartial information and expert advice and guidance (IAG) for all students in Years 7-11.

Southshore Academy is committed to maximising the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies. Southshore Academy's CEIAG programmes follow the Inspiring IAG Framework and work in collaboration with the VIA Partnership. In addition the school looks at practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

V. Development

This policy was developed and will be reviewed through discussions with teaching staff, parents, students, the school's Careers Guidance Adviser, Governors and our business partners. The policy will be reviewed annually.

The policy for CEIAG supports, and is itself underpinned by a number of key school policies, especially the Curriculum Policy and Behaviour for Learning document which should be viewed in relation to this policy.

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The school policies for equal opportunities and diversity, gifted and talented, looked after children, pupil premium and special needs and for teaching and learning, assessment and recording and reporting achievement are also integral to this policy.

VI. Objectives

The school's CEIAG programme is designed to meet the needs of all students at Southshore Academy. It is differentiated and personalised to meet the needs of key groups, including statemented students, students with Special Educational Needs, Looked after Children, Students with attendance issues, Traveller Children and students from Black Minority and Ethnic groups. It aims to support transitions and ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. CEIAG will be integrated into students' experience of the whole curriculum and will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

VII. Implementation

a. Management

The ALT link for Careers is responsible for the oversight of the careers delivery across the whole academy and appropriately delegating meetings, responsibilities and training to other staff. The Head of Careers [HoC] has strategic responsibility for the management of CEIAG, oversight of the external careers adviser and collaborates with the SENCO, the ALT link for behaviour and the work experience co-ordinator.

The HoC will also oversee the structure for delivery by members of staff who have access to relevant training. The SLT link will review and evaluate the provision with all stakeholders including young people and the external IAG service, taking into account the school's destination data.

b. Staffing

All staff are expected to contribute to CEIAG through their roles as tutors, subject teachers and support staff. Lessons are to be enriched by relevant external visitors such as representatives from Colleges and the National Apprenticeships Service and local employers. The CEIAG programme is planned, monitored and evaluated annually by the HoC and in collaboration with the member of the SLT who is responsible for Teaching and Learning. Impartial and accurate IAG at transition points, such as the Year 9 options process, is the responsibility of all teaching and support staff. Group and one-to-one guidance is given to all students at key transition points; parents will also be invited to attend information evenings and have opportunities to discuss their children's options and direction at parents' evenings and open evenings.

Training and direction will be given appropriately to all form tutors as well as giving a fortnightly careers framework to go through during form time.

Careers information is available in the Year 7 base which is maintained by the Head of Careers.

c. Curriculum

The CEIAG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research and work-related learning (including two weeks' work experience in Year 10, and further work experience opportunities within KS4 where possible).

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Ongoing curriculum development is necessary across KS3 and 4.

d. Assessment and accreditation

The intended career learning outcomes for students are based on the Inspiring IAG framework and are assessed using a RAG rating and working through the different modules to achieve accreditation.

e. Partnerships

The policy recognises the range of partners that support the CEIAG offer within Southshore Academy. These include:

- Liaison with post 16 providers and higher education institutions.
- The VIA partnership
- The National Apprenticeship Organisation
- Employers (work experience contacts etc.) and training providers.
- Parents and carers

The policy also recognises the need to develop further contacts and to expand the links and partnerships with Southshore Academy.

f. Funding

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The HoC is responsible for the effective deployment of resources. Sources of external funding need to also be actively sought.

g. Monitoring, review and evaluation

The service level agreement with Via Partnership is reviewed termly. The CEIAG programme is reviewed and evaluated annually by the careers co-ordinator, incorporating the views of students and parents and using the Inspiring IAG framework to identify areas for improvement. A report is submitted to the Senior Leadership Team and Governors annually.