

Policy for Careers Education Information, Advice & Guidance

1 Introduction

1.1 Rationale for CEIAG

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

1.2 Our commitment

Harton Academy recognises that it has a responsibility to ensure all registered pupils at the school are provided with the opportunity to access impartial IAG from its own professionally qualified careers advisor as well as independent careers guidance from an external agency from year 8 (12-13 year olds) to year 13 (17-18 year olds), (Education Act 1997, section 42a). The governing body also recognises that it must ensure that all careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person considers will promote the best interests of the students to whom it is given

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and the Department for Business Innovation and Skills, professional bodies and published research as it is available.

Harton Academy is committed to working towards the 8 Gatsby Benchmarks and a quality award for Careers Education, Information, Advice and Guidance.

2 Development

This policy was developed and is reviewed annually in discussion with school leaders, teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. the Local Authority).

3 Links with other policies

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

4 Objectives

4.1 Learners' needs

The careers programme is designed to meet the needs of learners at Harton Academy. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

4.2 Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotypes and promote equality and diversity.

5 Implementation

5.1 Management

The Careers Leader, Charlotte Sinnett will manage the careers education programme and is responsible to Richard Burroughs, Deputy Head Teacher – Sixth Form (and member of SLT). CEIAG is supported by link Governor: Martin Lightfoot. Work experience is planned and implemented by Helen Stobbs, who works closely with, the Careers Leader.

5.2 Staffing

All staff will be able to contribute to CEIAG through their role as tutors and curriculum subject teachers. Specialist sessions can be delivered by a variety of different internal and external individuals, co-ordinated by the Careers Leader. The CEIAG programme is planned, monitored and evaluated by the Careers Leader in consultation with the senior leadership

team. Careers information is available in the 6th Form Progression Area and the School's website, which is maintained by the Careers Leader, Higher Education Champion and Learning Progress Mentor.

5.3 Curriculum

The careers programme includes: careers education sessions, careers guidance activities (e.g. group work and individual interviews), information and research activities using the school computer network and work-related learning, work experience and individual learning planning/portfolio activities. Other focussed events, e.g. a further/higher education fair are provided at different times of the year. Work experience preparation, debrief and evaluation take place during tutorial time. Learners are involved in the planning of career learning and their views will be collected using student voice/surveys.

5.4 Assessment/Evaluation

The intended career learning outcomes for learners are based on Harton Academy's careers education framework years 8-13 and will be evaluated by the Careers Leader, as well as other key staff.

6 Partnerships

An annual Partnership/Service Level Agreement is negotiated between the school and:

- South Tyneside Council to provide careers guidance for targeted students and any other student students who request it, as well as to attend various careers education events.
- Connexions to provide H&S checks for requested work experience placements, as well as a 'bank' of work experience placements.
- Futurework to provide H&S checks for requested work experience placements.

These partnerships are formalised by Service Level Agreements and reviewed annually.

7 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in CEIAG. The Careers Leader is responsible for the effective deployment of resources.

8 Professional Development

The Careers Advisor is QCG qualified and has undertaken suitable training and professional development to ensure that she is able to manage his responsibilities. The Careers Leader will attend all relevant CEIAG training opportunities and network meetings to update her knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefing and staff training.

There are annual updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Leader or by individual request. The school endeavours to meet all training needs within a reasonable period of time.

9 Monitoring, review and evaluation

The school analyses student destination information, feedback from students and parents/carers to inform its programme. External CEIAG providers and internal CEIAG delivering are reviewed using evaluation forms and informal feedback from students, parents/carers and staff and termly reports to the governors. The school's careers education and guidance programme is reviewed annually and a report is submitted to the Executive Head Teacher and Governors.