

CEIAG Policy

2019-2020



“CEIAG makes a major contribution to enabling a learner become employable. It provides the opportunities for a learner to develop the skills, competencies, attributes and dispositions necessary for sustained employment” (Minister of Education 2012)

*In partnership with parents, guardians, staff, governors and students,
St. Philip Howard promotes excellence in learning and teaching within a
Catholic, Vincentian, Comprehensive ethos*



St Philip Howard Catholic Voluntary Academy: Careers Education Policy

1. INTRODUCTION/OVERVIEW

1.1 Rationale and Commitment for CEIAG

A young person's career is the progress they make in learning and work. All young people 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 and sustain employability throughout their lives. As a school we have a statutory duty to provide Careers Education in Years 8-11 through the English National Curriculum the Entitlement Framework (14-19) and to give students access to careers information and impartial guidance so that they may become effective career decision makers.

St Philip Howard is committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in Years 8-11 in partnership with DCC, D2N2, Employers and other key stakeholders.

In order to meet the aims of a good CEIAG programme, i.e.:

- ✓ **Self-Awareness & Development:** Learners can identify, assess and develop the skills and qualities necessary to choose an appropriate career pathway
- ✓ **Career Exploration:** Learners can identify, explore and investigate the diversity of opportunities available in education, training and employment
- ✓ **Career Management:** Learners can identify, explore and review appropriate career pathways

The school endeavours to follow the statement of careers education principles and the learning intentions for CEIAG as set out in Preparing for Success – A Guide to Developing Effective Decision Makers (DFE 2009), the Quality



Indicators for CEIAG (ETI 2008) and other relevant guidance from DFE and ETI that appears from time to time.



1.2 Policy Development

This policy was developed for students in St Philip Howard and will be reviewed annually in discussion with teaching staff, the school's careers officer/s, students, parents, governors, advisory staff and other external partners as appropriate.

1.3 Links with other Policies

The policy for CEIAG supports Whole School Development Plan and is itself underpinned by a range of key school policies especially those for Learning and Teaching Policy; Assessment for Learning Policy; Special Needs (Additional Needs) Policy; Inclusion Policy; Pastoral Policy and Personalised Learning Plan for linking Achievement and students' dispositions to learning as well as wider key skills. This policy also links to our curriculum offer at Key Stage 3, 4. Our Curriculum offer changes as changes occur in the economic landscape and can be linked to LMI information.

2. AIMS AND ETHOS OF CEIAG DEPARTMENT

In partnership with parents, guardians, staff, governors and students, St. Philip Howard promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos

The policy for CEIAG is underpinned by the ethos of the academy and places the child at the heart of curriculum as reflected in the mission statement above.

What Does the Mission Statement Mean?

The school as a community is characterised by a living faith in God and people, by a spirit of service and a commitment to equality and diversity. It believes all partners must contribute to, and share in, the purpose of the school. The purpose is to provide an educational environment where there is an expectation that each student will work in partnership with staff to achieve his/her potential.



2.1 Promotion of the Mission Statement through the Careers Education Information and Guidance Department

The CEIAG Department work to promote the Mission Statement through the delivery of a coherent and planned programme of Careers Education and Guidance which helps each student to:

- ✓ develop knowledge and understanding of themselves and others as individuals - their strengths, limitations, personal qualities, interests, abilities, skills potential, values, attitudes, motivation and needs.
- ✓ develop knowledge and understanding of the world in which they live, the major roles which people play in various spheres of life, employment and other career opportunities available and routes of entry into them.
- ✓ develop skills and personal qualities to manage their career development, including the ability to make considered choices and effective transition from school to adult and working life.

2.2 Teaching and Learning

CEIAG also supports the key school policies in particular it embraces the Learning and Teaching policy. In St Philip Howard we are deeply committed to every pupil's success through high quality teaching and learning. The interrelated strands of quality teaching and learning are enhanced through consciously promoting thinking skills and personal capabilities as well as the development of the cross curricular skills of Literacy, Numeracy and ICT. In our policy the guidelines for effective teaching and learning are clear. **(Refer Appendix ---- Teaching & Learning Policy)**

2. OBJECTIVES

3.1 Students' needs

The careers programme is designed to meet the needs of students at St Philip Howard. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. **(Refer Appendix 2, 3 & 4 Flyers KS3, 4)**



3.2 Entitlement

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

The CEIAG learning offer will include the 5 component parts of an effective careers programme:

- ☐ Careers education
- ☐ Careers information
- ☐ Careers advice and guidance
- ☐ Work related learning
- ☐ Development of employability skills

4. IMPLEMENTATION

4.1 Leadership

Mr S White, Assistant Head teacher who is a member of Senior Leadership Team co-ordinates the Careers plan.

4.2 Staffing

- ✓ All staff contribute to CEIAG through their roles as Leaders of Year Groups, Form Tutors and subject teachers.
- ✓ The CEIAG programme is planned, monitored and evaluated by the Head of Careers in consultation with the careers service representative and



SLT.

- ✓ Careers information is available in the Careers Area in Sixth Form Centre and LRC which is maintained by the Head of Careers. Administrative support is available to the CEIAG Department

4.3 Curriculum

The CEIAG learning offer includes the 5 component parts of an effective careers programme:

- ✓ **Careers Education:** timetabled Careers lessons are delivered at Year 10 & 11
- ✓ **Careers information:** available from CEIAG department, all subject departments, Learning Resource Centre, DCC Careers Officers,
- ✓ **Careers Advice and Guidance:** available from CEIAG Department, Subject Heads of Department, DCC Careers Officers, Careers Ambassadors, DCC Careers Service
- ✓ **Development of employability skills:** employability lessons are delivered at Key Stage 3 & 4 through PSHE, employability lessons and opportunities are also provided in subject areas and through Pastoral Programme

4.4 Assessment & Accreditation

- ✓ The intended career learning outcomes for students are based on Preparing for Success and are assessed using assessment for learning (AfL) techniques.
- ✓ A number of accredited courses are currently being offered to some students in Year 10 and Year 11.



4.5 Partnerships

An annual Service Level Agreement is negotiated between the Academy and the Careers Service, which identifies the contributions to the programme that each will make. Other links are being forged and developed.

4.6 Resources

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

4.7 Staff Training

- ✓ Staff training needs are identified as part of the SIP survey of needs process. This is one in conjunction with the Head, assistant Head in charge of Curriculum and Staff Development and the CPD team
- ✓ The school will endeavour to meet training needs within a reasonable period of time.

4.8 Action Planning, Monitoring, Review and Evaluation

- ✓ The SLA with the Careers Service is reviewed termly.
- ✓ The CEIAG Programme is reviewed annually by the Head of Careers, the Careers Service representative.
- ✓ An evaluation of CEIAG/Quality Curriculum is submitted to the Principal in line with whole school action planning and self-evaluation.

Within the school improvement plan there is a clear focus on the development of Quality Curriculum and CEIAG. Using the four key quality indicators from



Together towards Improvement plans are outlined for implementation of CEIAG at all levels.

- ✓ Department contributes to a broad, balanced and flexible curriculum which meets individual needs and ensures progression
- ✓ Department provides a wide range of extra-curricular activities
- ✓ Students are given impartial CEIAG advice within the subject domains
- ✓ Students are given opportunities to explore STEM areas

This plan combines the development work of the CEIAG Department, Year Teams and Departments and therefore provides a road map for the development of CEIAG within the curriculum and pastoral domain.

The action plan defines the following:

- ✓ Whole School CEIAG Developments and Priorities year on year based on rigorous, self evaluation
- ✓ STEM developments linked to the strengthening of school and industry links
- ✓ CEIAG developments at Departmental Level led by the Head of Careers
- ✓ Whole School Targets based on:
 - Whole Experience Opportunities aligned to Careers Aspirations
 - Mock interviews at Key Stage 4
 - Careers Talks at Key Stage 3, 4
 - Open Days/University Experience at Key Stage 3, 4
 - Destinations Data by number, % and by sector
 - CEIAG Programme – student voice for Key Stage 4
 - Developments across the curriculum

This improvement plan is supported by a Whole School Personal Development Plan which focuses on:

- ✓ Key Stage 3, 4 and Post 16 Extra Curricular involvement inside and outside school under the following key areas: sport and development, creative and expressive, spirit of generosity, community involvement, improvement in life chances and involvement in events.

These two improvements plans are evaluated year on year using first hand evidence in line with our Whole School Self Evaluation process.



An overview of student leadership and opportunities for participation in events, competitions is collated year on year and represented in our Excellence in Student Leadership section/Sharing Excellence Section of our annual self evaluation report.

5. APPROVAL

This policy has been agreed and formally adopted by the Board of Governors of St Philip Howard Catholic Academy September 2018