



Oakfield School

71. Careers
Education and
Guidance (CEG)

Review Date:	Draft – November 2018
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Policy for Careers Education and Guidance (CEG)

Introduction.

Rationale for CEG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. The Policy for CEG is further developed in line with the Careers guidance and access for education and training providers, 2018. The school endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4.

Commitment

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-11 in partnership with the local Connexions Service.

Development

This policy was developed and is reviewed annually through discussions with teaching staff; the school's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners.

Links with other policies

It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work related learning, equal opportunities, health and safety, and special needs.

Objectives.

Students' needs

The careers programme is designed to meet the needs of students at Oakfield School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Entitlement

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Implementation

Management

The designated Teacher, Mrs Helen Booth, is responsible for co-ordinating the careers programme. The co-ordinator works closely with the school's Connexions Liaison and is responsible to the Senior Teacher (Curriculum) Lee Thompson. Student guidance is managed through the school's Connexions Liaison and SENDCo linked directly to the EHCP Annual Review process. Work experience is planned and implemented by the work experience co-ordinator/Connexions Liaison who works with the Year 10 form tutors and Learning Behaviour Support Mentors.

Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors, subject teachers and Learning Behaviour Support Mentors. Careers education is planned, monitored and evaluated by the Senior Teacher (Curriculum) and Designated Teacher, in consultation with the Connexions personal adviser. The Connexions personal adviser provides specialist careers guidance. Careers information is available in the Connexions Resource Centre, which is maintained by the School Connexions Liaison. Administrative support is available to the careers co-ordinator as resources allow.

Curriculum

The careers programme includes careers education lessons via PSE and PWL lessons, careers guidance activities (group work and individual interviews), information and research activities (in the Connexions Resource Centre), work-related learning (including one weeks' work experience), action planning and recording achievement. Careers lessons are part of the school's Personal Development programme and are monitored by the school's Personal and Social profile, as well as externally via the PWL course. Other focused events, e.g. a Higher Education Fair and Theme Days are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Assessment

Career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all year groups, as part of the PSE and PWL courses, and are also tracked as part of the school's Personal and Social Profile.

Partnerships

An annual Partnership Agreement is negotiated between the school and the local Connexions Service identifying the contributions to the programme that each will make. Other partnerships are being developed, e.g. with the local Education Business Link Organisation.

Resources

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.

Staff development

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan in the Partnership Agreement with the Connexions Service, and activities will be planned to meet them. Funding will be accessed from the Careers INSET budget held by the Connexions Partnership, through their careers education adviser.

Monitoring, review and evaluation

A framework for monitoring the delivery of the careers programme will be in place by December 2018. The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the Senior Teacher (Curriculum), Designated Teacher, and Connexions Liaison and the personal adviser using the local quality standards for CEG to identify desirable improvements. Evaluations are carried out from time to time.

Next Steps.

- 1. To develop an evidence base for the 8 Areas of the Gatsby Benchmarks, to evidence the school's compliance against these standards.**
- 2. Develop a Curriculum Action Plan to illustrate the teaching of careers with the main school curriculum and highlights the Gatsby Benchmarks.**

Approvals

Signatures:

(Headteacher)

(Chair of Governors)

Date of approval by Governors

Date of next annual review

DRAFT