

UPPER WHARFEDALE SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

1. Introduction

Upper Wharfedale School is committed to providing Careers Education, Advice and Guidance to all students through the curriculum and organised activities. Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student.

2. Aims

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance.
- Work place experience through the Year 10 Work Experience week.
- Independent investigation through the use of the learning platform.
- Progression planning through the provision of Information and Guidance (IAG) from external careers advisors, support across the curriculum, organised progression activities and events and association with local colleges and businesses. Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

3. Commitment

Upper Wharfedale School is committed to all providing a planned programme of careers education, information and guidance for students in all years in partnership with an external provider. All students will leave school with the skills and knowledge required to support their entry to further education or employment. We actively promote parent/carer involvement through events and ensuring access to information throughout the year.

4. 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

their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given.

5. Provision

The careers programme is managed by the SLT lead for CEIAG and co-ordinated by the subject leader responsible for Personal, Social, Citizenship & Health Education (PSCHE).

Careers resources, available in the learning resource centre for all students, are relevant and updated regularly. Access to careers software and the internet is easily available.

Participation in activities, both in school and off-site, provide employer contact and further information. Upper Wharfedale School is employing the services of an external IAG provider, which is providing individual careers interviews for every Year 11 student and careers information, advice and guidance within PSHCE lessons. Additionally small group work takes place for each child from year 8 upwards.

Careers focused activities delivered through the PSHE curriculum are provided and managed by the subject leader responsible for PSHE/Citizenship. This will include activities about work to develop knowledge and for work to develop skills.

The SLT lead and subject leader will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result.

Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice
- Allotted time through PSHE lessons for self-development focusing on lifestyle and progression
- Access to the careers etc software via PSHE lessons and tutor time
- Yr 9 will be invited to attend an Options Evening
- An introduction to the careers resources in the learning resource centre
- Assemblies and other information on KS4 options including vocational and alternative courses.
- At least one meeting with the IAG advisor in a small group setting.

By the end of Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- A understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase.

Key Stage 4 Provision

- One week block work experience placement which focuses on students' future career aspirations, where possible, allowing learning about work through the experience of work
- Careers Fairs
- College/Sixth Form College/Apprenticeships presentations
- Careers interview for every Year 11 student
- Information on College/Sixth form Open dates
- Support with completing College/Sixth Form/Apprenticeship Application forms
- Mock Interviews, where deemed advantageous
- Supported CV and Personal Statement sessions within Business Studies and on Deep Learning Days
- Parents' evenings and some assemblies are supported by external IAG provider
- Close monitoring of vulnerable students and specific work with Pupil Premium students

By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the World of Work through a work placement.
- Been given direct access to employers, colleges, Sixth Forms and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves