

1.2 Policy Statement

Policy for Careers Education, Information, Advice and Guidance

Overall Aims	<p>Careers education, information, advice and guidance (CEIAG) helps young people to make the most of themselves and their opportunities in learning and work. It enables them to:</p> <ul style="list-style-type: none">• construct their own 'career story' about who they are, what's important to them and what they would like to achieve in their lives• raise their aspirations, broaden their horizons and counter stereotyped thinking about what they and others can achieve• extend their knowledge of changing labour market opportunities, requirements and pathways in learning and work• extend their wide network of support through attending careers events, accessing information and advice, and gaining relevant experience• develop essential career skills including resilience, adaptability, enterprise, employability and self-presentation• understand ways of experiencing and achieving career happiness and well-being• take increasing responsibility for managing their own career choices, plans and transitions. <p>This policy complements, and should be read in conjunction with, our overarching careers strategy and other relevant policies and guidelines especially those for teaching and learning, enterprise, PSHE and pastoral care, citizenship, special educational needs (SEN) and equality, diversity and inclusion (EDI).</p>
Commitment	<p>The governing body, Principal and the senior leadership team are committed to meeting our statutory careers-related responsibilities and the Investor in Careers standards of excellence in CEIAG. We will uphold:</p> <ul style="list-style-type: none">• the duty to secure independent and impartial careers guidance for years 8-13• the requirement to improve the employability skills of vulnerable and disadvantaged young people• the careers-related aspects of our published equality duties• the duty to help students with special educational needs achieve better life outcomes and work opportunities, through the effective use of Education Health and Care Plans (EHCP)• the entitlement of young people to a planned and progressive programme of CEIAG activities that is clearly communicate to them and meets their needs (see entitlement statements for each year group at Appendix a)• the principle of engaging partners, including young people themselves, parents/carers, providers of independent and impartial careers guidance, employers and other education providers in achieving worthwhile learning outcomes, progression opportunities and destinations for students.
Provision	<p>Management - A member of the Senior Leadership Team manages the careers team comprised of Career Champions and Careers Officer provide regular updates to SLT and governors' curriculum committee meetings. The careers team are responsible for producing, implementing and evaluating an annual careers programme, informed by the school development plan that identifies the role and contribution of subject teachers, tutors and other staff and partners. Key roles within the careers team include a specialist co-ordinator, a professionally-qualified careers adviser and an assistant to support administration.</p>

Resources and delivery - The budget for CEIAG (including staffing and staff costs, curriculum time and material resources) is settled annually and every endeavour is made to ensure that sufficient resources are allocated to meet students' needs. The Careers Room has relevant, up-to-date information in a range of media, including sign posting to digital careers resources. The careers team select and maintain teaching resources needed for the CEIAG programme and actively seek the involvement of the wider community (other education and training providers, local employers, parents etc.) in providing opportunities for students.

Guidance - Careers guidance is provided in partnership with an accredited careers guidance provider and includes individual and group activities. All staff should, when approached by students, respond with appropriate 'first-in-line' advice and support. All guidance must be impartial, confidential (within policy guidelines), responsive to students' needs and based on the principles of equality and diversity.

Training - Staff professional learning and development needs are identified through an annual needs assessment and appropriate arrangements made to meet needs within a reasonable timeframe.

Monitoring, review & evaluation - Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of students, parents and the wider school community. An annual report on progress is presented to the governing body with recommendations identified for implementation in the next year's plan.

Review date (2 years' time):

Signatures (Chair of Governors and Headteacher):

