

The White Hills Park Federation CEIAG Policy

Rationale

All young people need, and are entitled to, a planned programme of careers education and access to information, advice and guidance, to enable them to develop the skills, understanding and knowledge they need to enable them to make well-informed and realistic decisions about the education, training and work pathways available to them, and to enable them to implement these decisions, and manage the outcomes.

Having made 'sound' choices students will be better motivated to achieve and thus become a more valuable asset to society and the economy.

The White Hills Park Federation uses the relevant frameworks to ensure that our careers provision both meets the needs of students and takes account of statutory guidance. The Federation secures independent and impartial careers guidance as required by the 2011 Education Act, as updated by the following guidance: From September 2013 the Government extended the duty on schools to provide independent impartial advice to students from year eight through to Post-16.

The Federation also takes account of

- Framework for Careers and Work Related Education (ACEGF)
- The OFSTED Framework
- Careers guidance and inspiration in Schools (government departmental advice)
- CDI Framework for careers, employability and enterprise education 7-19
- Good Career Guidance (The Gatsby Charitable Foundation)
- D2N2 LEP Employability Framework

Context

Careers Education, Information, Advice and Guidance (CEIAG) at the White Hills Park Federation has been informed generally by the current national and educational context and the documents listed above.

School Context

The White Hills Park Federation consists of two schools, The Bramcote School and Alderman White School. It also includes Bramcote College which comes under the remit of Alderman White.

Commitment

Caryn Welch has overall responsibility for CEIAG and she is line managed by the Head of School (Bramcote College). The Federation Executive, which includes the Head of School (Bramcote College), is committed to high quality in CEIAG for all of our students, ensuring that they follow appropriate pathways. This provides our students with the skills, knowledge and understanding to successfully manage their careers in a rapidly changing world.

The WHP Federation endeavours to follow the Association for Careers Education and Guidance Framework for careers and work-related education with the main aims of self-development, career exploration and career management.

The Federation schools attained Career Mark accreditation in July 2012 and were re-accredited in January 2015. The Federation schools are currently preparing for a second revalidation by January 2016.

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Development

This policy was developed in consultation with staff, senior leadership, and Directors. It will be reviewed biennially. This policy is informed by and informs other relevant school policies including Equal Opportunities, Curriculum and SEN Policy. The Work Experience Policy is currently being re-written due to work experience moving to Year 12.

CEIAG Policy Aims

- To help students develop an awareness of themselves, their capabilities and their interests in relation to the work of work.
- To help students understand the full range of options available to them at 14+, 16+ and 18+.
- To develop students' confidence and self-esteem and encourage high aspirations enabling them to achieve economic well-being.
- To develop students' abilities to make informed and realistic career decisions.
- To enable students to manage successful transitions through education and in to work.

Objectives

A CEIAG programme is designed to meet the needs of students at the WHP Federation. It is designed to ensure progression in skills, knowledge and understanding through activities that are appropriate to students' stages of career learning, planning and development. It is delivered through Citizenship / Modern Studies lessons and supported by additional events targeting specific year groups. The programme covers Years 7 through to Year 13.

A week of work experience for Year 12 in the Summer Term.

An online careers library (<http://vcl.whpfederation.org/>)

Independent, impartial careers guidance from our Ideas4Careers advisors or school staff according to need.

Students have opportunities to engage with employers to enhance their learning about the world of work and support development of their employability skills.

Outcomes and Targets

- Year 10 students settled in to their courses by October half term. We encourage our students to evaluate the suitability of their options choices once they have started them. Whenever possible we support them in making changes early in the autumn term of Year 10. (COE)
- 99% of Year 11 students making a successful transition to post 16 learning (education or apprenticeship) (COE)
- 99% of Year 13 students making a successful transition to post 18 learning (education or apprenticeship) or work. (PAR)
- 100% of Year 11 and Year 13 students understand the full range of options open to them at 16 or 18. (MAC)

Monitoring, Review and Evaluation

Teaching of CEIAG related topics and learning outcomes are monitored and evaluated by SLT through lesson observations, learning walks and book scrutinises in line with the federation's quality assurance programme.

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General monitoring of the careers education programme is ongoing with modifications being made as necessary. Formal evaluations are undertaken of the Real Game (feedback from students and teachers) and the Year 10 programme (feedback from the students and interviewers at the Mock Interview Day) annually. The Year 9 Options process is evaluated through a survey and analysis of requests to change subjects in Year 10. Feedback for the Year 11 programme is collected from staff and students on a more informal basis. Parent views are sought as part of the annual parent survey. Student destinations also inform the review process. Each year one unit of the programme undergoes an in depth evaluation and review.

The review and evaluation process identifies areas for further development.

Entitlement

See Appendix. The Entitlement statements are approved by the Directors at the same time as the policy. They are posted on the Federation website and on the Virtual Careers Library at <http://vcl.whpfederation.org/>.

Outline of Provision and Implementation

Management

The CEIAG programme is planned and implemented by the Careers Manager, Caryn Welch in consultation with the Head of Citizenship. She holds the Diploma in Careers Education. She is managed by James MacDonald, the Head of School for Bramcote College, who also has responsibility for the curriculum. Administrative support is provided by the Library Assistants.

Additionally, employability and enterprise events are planned and implemented by the Head of Social Sciences who is also the Lead on Alternative Pathways, Mel Lancley

Transition is overseen by Federation Assistant Head Teacher (Transition and Partnership), Jo Cooper.

Staff Development

The training and support needs of staff involved in co-ordinating, delivering and supporting careers education and IAG are identified and met through a continuing professional development programme. The Federation endeavours to meet identified training needs within a reasonable period of time. A session on careers education is included in the programme for all new staff.

Key staff delivering careers education receive briefings from the Careers Manager but where possible, staff development is achieved through team teaching with the Careers Manager leading the lesson.

Curriculum Delivery

Staffing

Careers education is delivered by the Careers Manager and the Citizenship/Modern Studies team.

The careers education programme follows a scheme of work with differentiated outcomes and includes:

- Careers lessons and events/activities at KS3. The main focus at KS3 is to help students to make good decisions about their Key Stage 4 courses and make them more aware of the world of work. (14 hours across the Key Stage)
 - Real Game Morning – Year 8
 - Options Experts Sessions – Year 9

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- Options Tasters Sessions – Year 9
- Options Evening and Consultations - Year 9
- Careers lessons and events/activities at KS4. The focus at this key stage is to support students in making sound decisions about their post GCSE progression routes and subsequently in making successful applications to courses, apprenticeships and jobs that will enable them to achieve their career goals. (26 hours across the Key Stage)
 - Mock Interview Day – Year 10
 - College Taster Days
 - Employability sessions with employers
- Year 12/13
 - Employability and Life Skills Day – Year 12
 - Next Steps day for Year 12 where the focus is to support students in making sound decisions about their post 18 progression routes and subsequently in making successful applications to courses, apprenticeships and jobs that will enable them to achieve their career goals. A range of workshops including apprenticeships and Personal Statement Support. There is also a self-study careers unit.
 - Apprenticeships –all you need to know (Year 13)
- At all key stages there is a focus on labour market information.
- Assemblies delivered by school staff and outside speakers.
- Input from across the curriculum where relevant, but especially Citizenship/PSHEE.

The formal, taught programme is delivered by the Careers Manager and Citizenship/PSHEE team. Other input is from form tutors, Inclusion Teams, Learning Mentors, Teaching Assistants, external partners.

Methodology

Careers education is taught in *groups who are setted by ability or mixed ability depending on the year group and school*. Timetabled lessons are delivered during PSHEE/Citizenship time at a point in the year appropriate for the particular year group, e.g. Year 9 lessons take place in the period running up to when they make their option choices. For other activities such as Options Experts and Mock Interviews groups are taken off timetable. A variety of teaching and learning methods are used as appropriate for the learning outcomes of the lesson and the learning styles of the students.

These include:

- Team work
- Use of ICT
- Use of careers software
- Decision making
- Information gathering and sharing
- Information analysis and evaluation
- Exposition
- Video
- Use of peers
- Discussion and debate
- Action planning.

Information

Information is available from a number of sources, but primarily from the Virtual Careers Library at <http://vcl.whpfederation.org>. This is developed and managed (purchasing decisions, evaluation, organisation, equal opportunities and currency monitoring) by the Careers Manager, who is also the Federation Librarian, with support from one of the Library Assistants. The VCL is web-based and so is

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accessible from all computers across the Federation, from students' computers at home (nearly all have internet access at home) and public facilities such as libraries and internet cafes.

A small number of print resources are still held in the library at Bramcote College, along with higher education prospectuses (for reference only) and the libraries at the two schools have post 16 prospectuses (to take away).

These are promoted during lessons.

Advice and Guidance

Expert external impartial information, advice and guidance (IAG) is provided by Ideas4Careers. Additional impartial advice and guidance is also available from subject staff, tutors, the Key Stage 3 and 4 Inclusion Leaders and mentors and the Head of School (Bramcote College) and the Assistant Executive Head Teacher (Bramcote College).

Assessment, Recording and Reporting.

Work is assessed marked though a mixture of peer and teacher assessment.

Achievement is recognised through the rewards system which includes E-praise points.

Personal statements are produced for a variety of purposes from Year 9 onwards and are used as evidence of progress towards the learning outcomes of CEIAG.

Delivery staff record achievement through a central database on SIMS and report to parents annually.

Partnerships

The Federation has a partnership agreement with Ideas4Careers to ensure that qualified, independent and impartial guidance is available to our students. Provision is differentiated: mainstream and targeted. The targeted support, known as Support4Progression, is targeted at students in danger of being NEET post 16. This provision is negotiated annually and is influenced by the nature and size of the cohort.

Other active links include:

- Central College
- New College Nottingham
- Nottingham University
- Nottingham Trent University
- Bilborough College
- Siemens
- Experian
- Specsavers
- Vision Express
- The Land Registry
- PFK Cooper
- Boots
- Webs Training
- Network Rail
- Babbington Training
- Castle Rock Brewery
- Young Professionals
- STEM PED Consultants
- CAGE
- Stratstone Landrover
- 3AAA
- Pearson Business College
- De Montfort University

Resources

Funding is allocated via the annual budgeting process (£2000 in 2015-16). The CEIAG manager is responsible for the effective use of the budget. Software licences and classroom resources account for most of the budget.

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