

THE FRIARY SCHOOL
POLICY FOR CAREERS EDUCATION AND GUIDANCE

Issue No 2
Summer 2007
Review 2011

1. Aim

This policy is designed to support School Aims 1, 3 and 5 and Objectives 1, 8, 10, 15 and 19.

2. 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 School* endorses the suggested objectives for careers education and guidance in the non-statutory framework for personal, social and health education and the proposed national framework for CEG in England.

 - Commitment *The School* is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13 in partnership with the local *Connexions Service*.

 - Development This policy was developed and is reviewed annually through discussions with teaching staff; the school's 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.
- 3. Objectives**
- Students' needs The careers programme is designed to meet the needs of students *in this 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.

4. Implementation

- Management

A named teacher is responsible for co-ordinating the careers programme. The co-ordinator works closely with the school's *Connexions* co-ordinator and is responsible to *the Assistant Headteacher (Student Support)*. Student guidance is managed through the school's Guidance Forum led by the Head of Guidance and support. Work experience is planned and implemented by the *work experience co-ordinator* who works with the careers co-ordinator.
- Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the careers co-ordinator in consultation with the *Connexions* personal adviser. Careers education is taught in Citizenship lessons, through recording, review and planning activities and special events. Specialist careers guidance is provided by the *Connexions* personal adviser. Careers information is available in the *Connexions* library which is maintained by the school librarian. Administrative support is available to the careers co-ordinator as resources allow.
- Curriculum

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (in the *Connexions Library*), work-related learning (including two weeks' work experience), action planning and recording achievement. Other focused events, e.g. Higher Education Fair and Careers Convention 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, starting with Year 11 from September 2007.
- 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 Staffordshire Partnership*.

- 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 September 2007. The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the careers co-ordinator and the personal adviser using *the local quality standards for CEG* to identify desirable improvements. Evaluations are carried out from time to time.