

## Careers Education and Guidance Policy 2008-2009 INFORMATION, ADVICE AND GUIDANCE

### INTRODUCTION

St. Anthony's Girls' School is committed to improving the employability of its pupils and in preparing them for the demands of adult life, enabling them to contribute to society.

The School is a beacon school and has Specialist School Status in Technology.

- Careers Education and Guidance is delivered as part of the Tutorial Programme, Years 7-13, and as part of the Timetabled Programme for students in Years 9 and 11.
- Personal Development includes Citizenship, PHSE and Careers Education and Guidance.
- Careers Education and Guidance is composed of three elements: Self-awareness, Careers Exploration and Careers Management.
- There are set criteria in each of the three elements that indicate what pupils are expected to have learned by the end of Key Stage 3, Key Stage 4 and 5. The opportunities for fulfilling the aims are outlined in the Connexions Partnership agreement and in Supporting Choices.
- Careers Education and Guidance contributes to the Spiritual, Moral, Social, and Cultural requirements.

### RATIONALE

#### **St. Anthony's Girls' School believes that:**

- CEG is a significant and important contribution to the preparation of individual pupils for present and future choices, the transition stages, developing employability, enhancing key skills and preparing them for the demands of working and adult life.
- In accordance with Every Child Matters and the School Improvement Plan, CEG contributes to the safety, health, enjoyment, achievement, economic well-being, and positive contribution outcomes, and in raising aspirations and motivation.
- CEG contributes to other aspects of the school's work by fostering the skills and attitudes for effective learning and bringing relevance to subject teaching.
- CEG framework provides opportunity for pupils to prepare for the most suitable courses at Key Stage 4, appropriate post 16 and post 18 routes, suitable to the individual's needs.
- CEG is central to the contributions provided by a range of outside agencies such as industries, businesses, and school link organisations such as Connexions, Sunderland Education Business Partnership, and TWEBLO.
- CEG is closely linked with Work Related Learning opportunities, Widening Participation and Aim Higher initiatives and 14-19 Sunderland Partnership Action Plan Projects.
- CEG provides support for pupils in empowering them to deal competently with difficult decisions, situations and setbacks and where to go for help.
- CEG enhances the guidance offered in Citizenship, Pupils Reviews Programme and supports the work of the SEN Department and Inclusion.

## AIMS

### The aims of the Careers Education and Guidance Programme are:

- To provide an extensive programme appropriate to each key stage.
- To provide the Guidance Centre, a resource area – where lessons can be taught, and events can be held such as workshops, conferences, meetings, and where pupils can conduct their own research using the careers library resources at lunchtime and after school.
- To provide ICT learning opportunities in which pupils learn the skills to conduct their own research in the Guidance Centre and the wider school context.
- To contribute towards the raising of motivation, aspiration, and achievement.
- To develop pupils' knowledge and understanding of Self-awareness, Careers Exploration, and Careers Management.
- To support pupils' in the transition stages, facilitating increased independence and decision-making.
- To provide opportunity for pupils to recognise and develop their potential to the full and promote widening participation and life-long learning
- To assist learners in developing their career management skills and participate in the economic and social life of their communities, and to contribute to society.
- To provide access to Connexions Tyne and Wear and a network of outside of agencies that are for the benefit of the pupils in providing support, advice, work related learning links, FE and HE opportunities.

## OBJECTIVES AND LEARNING OUTCOMES

- For specific and detailed objectives please refer to Scheme of Work.
- In accordance with the National CEG Framework and Supporting Choices, the outcomes for Key Stage 3, Key Stage 4 and 5 CEG Programmes are outlined in the St. Anthony's Girls' School and Connexions Service Partnership Agreement.

## ENTITLEMENT

- In accordance with St. Anthony's Girls' School's Equal Opportunity Policy, all pupils have access to Careers Education and Guidance.
- Pupils in Year 10 follow a Work Experience Preparation Programme and are entitled to a one-week work experience placement in Year 11 (last week of September).
- Pupils in Year 11 follow a Transition Preparation Programme involving a range of opportunities that assist their decision-making.

## ADDITIONAL NEEDS

Additional support is offered to pupils with additional needs.

### EXAMPLES:

- CEG advice sessions with pupils and their parents
- Connexions PA interviews with Year 11 students
- Individual visits arranged for pupils and their parents to FE Colleges or appropriate Work Based Learning Providers.
- Liaison with SENCO.
- Individual support offered
- Connexions PA attends SEN reviews

## TEACHING AND LEARNING PRINCIPLES

- CEG is delivered in banded ability groups.
- There is a Personal Development reference file for the non-specialist to teach CEG within the tutorial and Timetabled Courses for Years 7-13. The files contain the Scheme of Work, lesson notes, resources, and support material.
- Teaching and learning styles vary throughout the Programme to incorporate the Seven Intelligences.
- There are pupil booklets for recording pupils' evidence.
- There is a core team of Guidance Teachers who contribute to the CEG Programme on a regular basis.
- There are extensive school-industry links.
- There are facilities for ICT (Internet, programmes and CD rom learning opportunities).
- There is a range of opportunities for pupils - outlined in the CEG Improvement Plan.
- There is a range of extra-curricular CEG activities Eg: CEG Presentation Programme, visits, industry links, CEG linked WRL opportunities.
- Form tutors, support tutors and the Senior Leadership Team are given provided with information about CEG and WRL activities by regular memo.
- There are extensive school-industry-business links with regular contact with:
  - Connexions
  - Sunderland and Newcastle Education Business Partnership
  - TWEBLO
  - University of Sunderland, Durham, Newcastle, and Northumbria
  - City of Sunderland College
  - Engineering Employers' Federation
  - Armed Forces
  - Apprenticeship Training Providers
  - Work experience placement providers
  - RTC North
  - 'If I can –you can'

## CONTINUITY AND PROGRESSION

CEG is part of the Personal Development framework within the school.

- There are extensive links with outside agencies
- Careers Education and Guidance links with:
  - Member of Senior Leadership Team with overall responsibility
  - Enterprise and Work Related Learning Co-ordinator
  - Head of SEN
  - School Welfare Officer
  - Progression Leaders
  - Deputy Progression Leaders
  - Tutors Years 7-13
  - Senior Leadership Team
  - Connexions Personal Advisers
  - Sunderland IAG Forum

## AIM HIGHER

The Progression Coach is responsible for:

- Identifying specific groups of pupils to personalise Aim Higher activities to the needs of pupils
- Preparing and delivering aspects of the Aim Higher Activities Programme
- Monitoring and recording Aim Higher activities using an Access database
- Working with students on a 1:1 basis

## RECORD OF ACHIEVEMENT

### Contributions to Record of Achievement:

- Year 10 Work Experience Diary
- Work Experience Employer Assessment Form
- Connexions Tyne and Wear Work Experience Certificate
- Other CEG/WRL certificates
- Mock Interview Debriefing Record Sheet
- Mock Interview Connexions certificates
- Year 11 Transition Document
- Curriculum Vitae

## CROSS-CURRICULAR

### ICT in Schemes of Work

- Year 9 Computer Programmes: Odyssey, Kudos, Careerscape, Careers First Steps
- Use of internet to access Connexions and Careers Guidance websites
- Year 11 CV template
- Year 10 Health and Safety virtual learning programme

### Other Curriculum areas:

#### Literacy

- **Year 11 Completion of the Work experience Diary**  
Record of work in pupils' booklets

#### Numeracy

- Year 10 Labour Market information session
- Year 11 Finance Session

#### In general:

- Currently, CEG activities and events are communicated to all Year 9-11 Year Teams and Leadership Team.
- Subject related CEG posters have been distributed to all Curriculum areas. EG Careers in History, Geography, Biology etc.
- All CEG and WRL activities related to subject areas are passed to the Curriculum Leaders.
- All Connexions INSET opportunity for staff development in subject related WRL are passed on to the Curriculum Leaders and teaching staff.
- All lessons have been linked with the requirements outlined in the CEG National Framework, SMSC, Citizenship, and PHSE at Key Stage 3-4, and at Key Stage 5, the lessons have been linked with the CEG National Framework and Supporting Choices.

## ROLES AND RESPONSIBILITIES

- There is core team of Guidance Teachers involved in the delivery of CEG lessons that are part of the Personal Development Timetabled Course.
- Tutors deliver the CEG lessons that are part of the Tutorial Programme.
- A resource assistant from Connexions supports the maintenance of the careers library.
- The Connexions PA is responsible for the Consultation Interviews.
- Connexions staff are responsible for the organisation of the employers and the administration of the Mock Interview Programme.
- **During the secondment of Mrs J. Murray, Assistant Headteacher, Mrs Ann Jackson will be responsible for aspects of CEG and Work Experience.**

## ACCOMMODATION

- The Guidance Centre is a central and easily accessible room on the ground floor in the O'Connell Block. It is the Connexions Access Point, and Careers Library and Resources Centre.
- The Guidance Centre has six computers with access to the Internet and printers (black and white and colour), computer linked projector, TV, cassette recorder, books, literature, magazines, pamphlets, posters, videos, and DVDs.
- Individual Connexions interviews with pupils are held in Somerleyton.

## PARENTAL INVOLVEMENT

- Parental involvement is encouraged wherever possible.
- Parents are kept informed by letters.
- Pupils are encouraged to take home particular pieces of their CEG work and share the information with their parents.
- Parents are invited to some school-based CEG events e.g. Connexions Consultation Interviews and the Apprenticeship Forum.
- Parents are provided with CEG Calendar of Events and asked to make positive suggestions to improve the provision.
- The School's Connexions Personal Adviser is available throughout the Year 9 and Year 11 Options Evenings and to provide advice and guidance for pupils and parents.

## RESOURCES NEEDED

### **General**

- Administration assistance
- Access to ICT
- ICT programmes on all computers in the school, including the school library, ICT resource rooms as well as the Guidance Centre.
- Connexions Access Point – telephone and internet connection
- Careers Library and Resources area
- INSET time for Connexions update meetings
- Range of external contacts from industry
- Computer and e-mail access
- Access to computer link overhead display
- Time for meeting with parents and pupils

### **Funding**

- Stationery
- Photocopying fund
- Colour Printer
- Transport costs

## GIFTED AND TALENTED

Gifted and talented pupils are encouraged to attend suitable events and activities. The Personal Development staff liaise with the Gifted and Talented Co-ordinator and the Aim Higher Co-ordinator to ensure that information is passed on to the relevant pupils and staff.

### **Opportunities for G&T pupils:**

- Differentiation for the more able pupils
- Extension material that provides a natural progression

- Use of vocabulary
- Variety of challenging texts
- Pace and rigor to the lessons
- Extension by thought and questioning
- Expectation of pupils to be critical of their own work
- Facilities for pupils to monitor and contribute to their own learning.

Mrs R. Whitehouse is the Progression Coach also assists the G&T Co-ordinator.

## ASSESSMENT FOR LEARNING

### REVIEW AND RECORDING STRATEGIES

#### Examples

- Pupil self-assessment and Review work in Years 9 and 11 in which pupils identify their personal likes/dislikes, skills and qualities, achievements and set targets.
- Pupil self-assessment activities
- Regular Pupil feedback from sessions and events
- Certificates awarded for participating in events
- Staff observation of pupil performance
- Questioning and answering
- Presentation of group or individual work
- Completion of Pupils' Self-assessment and Evaluation sheet at the end of each session.
- Completion of Assessment and Evaluation sheet at the end of a topic.
- Peer assessment opportunities

## MONITORING AND EVALUATION

- The CEG Programme is updated annually.
- It will continue to be monitored, evaluated and reviewed in accordance with the National CEG Framework and new developments.
- It is accepted that there are timetable constraints on the implementation of the full CEG National Framework.
- The response from pupils has been very positive towards CEG lessons. This has been shown verbally by pupils and by their attitude to learning within the CEG lessons and by contact with parents.
- Feedback from tutors is positive.
- Assessment and Evaluation Sheets are used at the close of all activities.
- Parents are invited to contact the Progression Manager to make any suggestions regarding the CEG Programme.
- Databases are used to record pupils' participation in CEG, WRL, Enterprise and Aim Higher Activities.

## POLICY LINKS

- Every Child Matters
- Work Related Learning
- Enterprise
- Aim Higher
- Citizenship
- Spiritual, Moral. Social and Cultural
- PHSE
- Work Experience
- Equal Opportunities
- Health and Safety
- Safeguarding Children