

Dronfield Henry Fanshawe School 	Policy No: C11	Revision No:	2
		Date Issued:	December 2019
Careers Education, Information, Advice and Guidance Policy		Committee:	Curriculum
		Author:	KPI/SLT
		Initial Date Adopted:	May 2011
		Review Cycle:	Every two years
		Minute No:	19/28
		Review Date:	December 2021

1. Policy Aims and Objectives

Dronfield Henry Fanshawe School
Policy for Careers Education, Information, Advice and Guidance.

Students' needs

The careers programme is designed to meet the needs of students at Dronfield Henry Fanshawe School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Aims

Through CEIAG our students will:

- develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment of abilities and aptitudes
- acquire a sound understanding of the range of opportunities available through learning and work, and of career progression structures
- develop skills to form and implement effective decisions and a reflective approach to learning from experience.
- Identify, develop and relate to key employability skills

This policy aims to:-

- Ensure CEIAG provision provides students with the support that they need and deserve
- Provides information sources that are accurate, respond to needs and are differentiated
- Is reviewed systematically and evaluated so that provision remains strong
- Respond to student, local and national trends and needs

2. Introduction

Introduction

At Dronfield Henry Fanshawe School we have set ourselves an aim of achieving "Success with Care".

▪ Rationale for CEIAG

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 well informed and realistic decisions; and plan their careers; both in school and after they leave. The 2011 Education Act places a duty on schools to provide students in Years 7-11 access to careers education,

information and guidance. Dronfield Henry Fanshawe School endeavours to extend this guidance to 11-19.

Under the Education Act 2011, CEIAG must be impartial, and provided by a skilled professional who is not employed by the school. **This is further reinforced in the statutory guidance laid out in 2018 "Careers Guidance and Access for Educations and Training Providers".**

- **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 external providers. This encompasses curriculum provision, CPD for staff, Information provision, funding and management of the provision.
- **Development** This policy is developed and reviewed annually through discussions with teaching staff; the school's CEIAG Personal Adviser(s) provided via the LA, students, parents, governors, advisory staff and other external partners, in order to guide development of policy, process and practice via the SEF and the school improvement development plan.
- **Links with other policies** It is underpinned by the school's policies for Learning and Teaching, Assessment, Recording and Reporting, Personal Social Health Education and Citizenship, Health and Safety, and Special Educational Needs.
- **Entitlement** Student entitlement is clearly communicated via a range of in school media for example classroom posters, notice boards, assemblies, digital signage, tutor activities, CEIAG website, CEIAG booklets, CEIAG newsletters and through attendance of partner agencies at parents' evenings and school events.
Students should receive:
 - Clear impartial advice and support from a trained professional who is not employed by the school.
 - Clear and impartial CEIAG about all of the options available
 - Support and guidance to help them make choices and complete a career action plan
 - Opportunities in the world of work
 - Support interviews at key transitional phases
 - Impartial and unbiased access to vacancy and course materials from external providers **in line with the statutory guidance laid out in 2018 "Careers Guidance and Access for Educations and Training Providers".**

3. Implementation

Professional, specialist staff are available in school to support students with CEIAG. These colleagues complement the impartial advice provided by the LA. In addition, all staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. CEIAG is planned, monitored and evaluated by the school in consultation with students, SLT and the LA. A specialist reflections team, members of SLT and form tutors deliver the programme. The partner personal advisers provide specialist impartial CEIAG. Careers information is available in the school resource centre, which is maintained by the Learning Resource Centre staff.

Specialist advice is also available via local providers who will be regularly invited into school for enrichment and information days, curriculum input and drop-in sessions. Free notice boards are provided for vacancy and

opportunity marketing materials.

- Curriculum
The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (in the careers library), work-related learning, action planning, interview preparation, CV creation and recording achievement.

Careers lessons are part of the school's Pastoral, CEA, Enrichment and broader curriculum ~~and~~ in Year 7, 8 and 9, and the Lifeskills Programme in Year 10 and 11. In ~~the~~ Sixth Form, CEIAG is embedded within the ~~tutor support~~ Futures programme. Other focused events, e.g. progression interviews, options events and education fairs are also provided.
- Assessment and differentiation
Career learning outcomes have been identified and a framework for assessing what students have achieved is consistently reviewed for all year groups.
Review is completed via:-
 - Differentiated worksheets
 - TA Support
 - One to one guidance
 - Referral to partner agencies
 - Software
 - Career action planning
 - Transition planning meetings.
- Partnerships
An annual Partnership Agreement is negotiated between the school and the LA, identifying the contributions to the programme that each will make.
- Resources
Funding is allocated in the annual budget planning round. Funding for developments in the school improvement development 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 are identified in the faculty and school improvement development plan, and in the external agencies partnership agreements.
- Monitoring, review and evaluation
A framework for monitoring the delivery of the careers programme is in place. The external agency partnership agreements are reviewed annually. The programme is reviewed annually using the local quality standards for CEIAG to identify desirable improvements. Evaluations are carried out on a termly basis to ensure information provision. LRC staff continuously monitor resources, with a formal purchasing review undertaken in Term 4.

Updated – May 2019

K. Pickles.