

2016

CEIAG Policy



GROVE
SCHOOL & COLLEGE
A mind set to succeed

Careers Education Information Advice and Guidance (CEIAG)

1. 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 decisions and plan their careers, both in school and after they leave. Grove is committed to our statutory duty to provide CEIAG to students in Years 8 (although the school delivers from Year 7) to 13 and ensure all students have access to impartial and inspirational careers education information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and March 2015 Statutory guidance.

This policy is based on the most recent OFSTED review of CEIAG in September 2013 "Going in the Right Direction" and in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in March 2015, "Careers Guidance and Inspiration in Schools" and non-statutory guidance "Careers Guidance and Inspiration in Schools". National Careers Council advice is also used to ensure the school's provision for CEIAG is meeting or exceeding national standards and recommendations.

For the purpose of this policy the following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

2. Commitment

Grove is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-13 with Grove Schools CEIAG staff.

3. Students' needs

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

4. Entitlement

Students are entitled to Careers Education, Information Advice 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.

5. Management

The Assistant Headteacher who is responsible for CEIAG works closely with Grove Schools CEIAG staff and members of the School's Leadership Team. Student guidance is managed through Groves CEIAG programme led by the CEIAG staff. Work experience is planned and implemented by the Assistant Headteacher who is responsible for Work Experience, and the Progress Leader for Year 10 supported by the CEIAG staff. CEIAG is reported to the governing body via the personal committee chaired by Peter Ingham.

6. Staffing

All staff are expected to contribute to the CEIAG Programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Assistant Headteacher who is responsible for CEIAG and the CEIAG staff. The CEIAG staff provides careers guidance. Careers information is available in the library, which is maintained by the Grove librarian and online resources which are regularly updated.

7. Provision

Grove is committed to providing an effective careers education programme that prepares students for the next steps in their education, training or employment. The school is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to aim high and enter the full range of professions and careers.

Careers Education: Careers education is embedded in the curriculum within Discovery Days for Years 7-13, individual guidance sessions for Years 9 to 13 are available through our CEIAG staff. All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about the skills that can be applied in different jobs. A regular audit of provision tracks coverage of CEIAG across the curriculum and helps to deploy resources to areas of need.

Careers information: Grove is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support decision making. The school provides comprehensive careers information and education and access to careers software and websites. There is a dedicated and fully resourced careers library with a range of books, display materials and articles, magazines, FE and HE related take away information, as well as online packages and careers websites. Resources available are differentiated to suit individuals and groups according to their needs and requirements.

Careers guidance: The school ensures that careers guidance is impartial through our CEIAG programme. Action plans demonstrate that the CEIAG staff are supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. The CEIAG staff targets support to students at certain key strategic points during the school year to meet students' needs (e.g. preparation for GCSE or A Level options subjects, or on A-level and GCSE results days to offer advice regarding next steps). As well as this, the CEIAG staff are available for parents and students on parents' evenings throughout the year.

- Vulnerable students/groups are prioritised for guidance interviews. These groups and factors contributing to vulnerable students include:-
- Special Education Needs and Disabled (given additional guidance and fully supported in their transition in line with the new SEND code of practice);
- Looked After Children;
- High risk of NEET;
- Students involved in the CAF process or receiving other forms of intervention;
- EAL students;
- School refusers and persistent non-attenders;
- Young carers; and
- Students from disadvantaged backgrounds.

8. Partnerships

We are in partnership with the Education Business Links for our Work Experience Programme.

9. Staff development

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan, and activities will be planned to meet them.

10. Monitoring, reviewing and evaluation

A framework for monitoring the delivery of the careers programme is in place. Self-evaluation of careers provision is produced annually.

This includes:-

- Monitoring and evaluation of destinations data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment;
- The budget provided for both careers and work experience is audited and monitored each financial year according to the CEIAG improvements as noted in the School Improvement Plan;
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans;
- Feedback is sought using feedback forms, online questionnaires, work experience diaries, evaluation forms and email. Careers provision and guidance is evaluated based on feedback from students, parents and teachers, and reassessed.

WORK EXPERIENCE

Introduction

The DfE defines Work Experience (WEX) as "a placement on employer's premises in which a student carries out a particular task or duty, more or less as would an employee, but with the emphasis on the learning aspects of the experience."

The CEIAG policy links with the school's Work Related Learning Programme and is intended to complement the School aims and to support students with an opportunity to experience the "World of Work". It reflects the School's aims to ensure that students receive equal opportunities regardless of race, gender, religion or disability.

Grove promotes Work Related Learning as part of the learning entitlement for all students at Key Stage 4. This includes learning 'about work' by providing opportunities for students to develop knowledge and understanding of work.

Work Experience contributes to the achievement of the following to give all students an insight into the disciplines and relationships of the world of employment:

- raising standards of achievement for all
- developing students employability and key skills
- enhancing careers education information advice and guidance
- understanding structure and operation of business
- developing personal social and economic education
- providing a work related context for the National Curriculum
- providing students with the means for self-evaluation through the use of a work experience diary and presentation

Learning Outcomes

Through these opportunities students should learn to:

- accept responsibility for themselves and others and work independently
- work co-operatively with a range of different people
- present themselves confidently in a range of different situations
- be aware how others see them and to manage praise and criticism in a positive way
- be aware of how to assess and develop their personal qualities and key skills
- develop organisation, time management and life skills
- recognise, develop and apply their skills for enterprise and employability
- understand the ways business enterprises operate, the working roles and conditions and rights and responsibilities which exist in the workplace
- develop an awareness of the extent and diversity of local and national employment opportunities

Planning and Preparation

Mechanisms for finding placements

Grove retains a list of employers who are prepared to offer a work experience placement for students. Regular contact is maintained between the school and employers throughout the year. This list is regularly updated. All placements on the list are inspected by Shropshire Telford & Wrekin Education Business Links (EBL) to ensure suitability on the grounds of Health and Safety.

Students are encouraged to be proactive in finding their own placements. All self-placement requests are checked with staff before students are given a form to take to an employer. Follow up letters are sent to employers by the school. All self-placements are also inspected by the EBL to ensure suitability on the grounds of Health and Safety.

Curriculum Support

Preparation for WEX is delivered through the tutor programme which starts at the beginning of Year 10. A full timescale for the process is provided.

- Students maintain a diary.
- Students complete forms to identify areas of interest and possible career plans.
- Parental consent forms and medical forms are completed. Explanatory letters are sent home to parents/carers.
- Students are given talks about benefits of self-placing.
- Additional specialised talks from the EBL take place to help prepare students.

Health and Safety preparation is delivered through tutors on Discovery Days with time spent demonstrating the importance of Health and Safety in the work place. The EBL also have an input through practical workshops and video presentations.

Placement request letters are written to employers by each student during tutor time. Students discuss progress with placement planning with their tutor. Preparation support for students is provided with regard to pre placement interviews and protective clothing or equipment needs. Students use an online programme called Navigate as part of our contract with the EBL. Students complete tasks pre & post placement it also has placement details, a work experience diary, and Health and Safety information. Students are expected to complete the tasks during the placement and prepare a WEX presentation ready for debrief and evaluation work which will be completed during Discovery week.

During tutor time, students are taught about presentation skills and given extra support with their individual presentations as required. The presentations are both peer and teacher assessed against the same criteria.

WEX presentations take place for the whole school through various school assemblies. Students also present their work at the WEX open evening.

Time-Scale

Work Experience is undertaken by Year 10 & Year 12 students for 1 week during the summer term. It is available to all students and the work experience programme complies with the school's equal opportunities policy.

September

The WEX programme is introduced to all Year 10 students in September. Students complete a work experience application form during tutor time. Students are encouraged to try to gain a self-placement. Parental consent forms are provided and taken home to be filled in by parent/carers.

November

In November Grove holds a WEX information evening to explain the process, responsibilities and requirements of work experience for parents and students. Employers are informed that a student will be placed with them.

December

During December students are placed, taking the students' application forms and self-placement information into consideration.

Spring Term

Students are informed of where they have been placed.

February - March.

Employers are provided with details of the student to be placed with them. Students write to employers in preparation for their placement.

March – June

Pre-placement interviews take place with employers as required.

June

Final preparations for the WEX take place during tutor time, including Health and Safety talks from the EBL.

July

One weeks' work experience placements take place. Students will maintain a work experience diary. A thank you letter is sent to each employer. Students have a WEX debrief and evaluation in during Discovery week. Students are expected to complete a presentation about their work experience.

November

Students receive WEX 'Certificates of Excellence' during school assemblies.

In September , Year 12 Students are informed about self-placements and are asked to apply to certain employers where WEX placements are competitive, during Discovery day students receive a Health & Safety and employability workshop from the EBL. The launch for the programme is in February. In April students email employers.

Safeguarding

Health & Safety

The tutors, working with the EBL, deliver a programme of study outlining Health and Safety issues for students.

The school rigidly follows the EBL scheme for placement approval and all employers must have appropriate insurance cover in place. It is the employer's duty to provide information about the risks involved in any work experience placement to students. No student is ever allowed to go to a WEX placement that does not have current EBL authorisation. All documents relating to employers are retained at the EBL office in Telford.

Medical information

The school will request information from parents regarding any medical conditions that might affect their son/daughter whilst on Work Experience placement. This information will be provided for employers.

Travel and Hours of Work

Students will be expected to travel independently (or use existing school transport) from home to their work placement. Students will normally be expected to work the same hours as other employees in their respective work placement, subject to legislation.

Roles and Responsibilities

5.1. The School Governors have responsibility for ensuring that the school meets its requirements under the law for maintaining Health and Safety and Work Related Learning curriculum requirements.

5.2. The School Leadership Team have responsibility for ensuring adequate resources are made available to operate the scheme effectively.

5.3. The Progress Leader is responsible for managing all aspects of programme delivery including developing the learning programme, ensuring Health and Safety is in place, and is the point of contact for communication with parents, employers and other agencies.

5.4. The CEIAG staff will support all aspects of the administration of the WEX programme and assist with communications with parents, and employers, and with maintaining records of students' placements.

5.5. Each student's Work Experience Placement is closely monitored by a designated member of staff. A detailed guide of expected procedure is provided for all staff and employers prior to the placement starting. Placement checks will be made through the online portal Navigate. Staff will complete a recommendation for certification based on all the aspects of the WEX Programme.

Accreditation

Where possible the school ensures that all work-related learning programmes contribute, where appropriate, to approved qualifications.

Evaluation

The WEX programme is evaluated, and revised as required, by the Progress Leader for Year 10 & the Assistant Headteacher who is responsible for the WEX programme.

Work Related Learning

1. Introduction

Grove provides a balanced and broadly based curriculum which 'prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life'.

Work-related learning (WRL) is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through experience of work, learning about work and working practices and learning the skills for work.

Grove is committed to maximising the benefits for every student, in the development of a whole school approach to work-related learning. Grove recognises that there should be some work-related learning for all students, and more for some. Grove promotes work-related learning as part of the learning entitlement for all students. This includes learning 'about work' by providing opportunities for students to develop knowledge and understanding of work and enterprise, through CEIAG. It also includes learning 'through work' by providing opportunities for students to learn from direct experiences of work (for example, through work experience, or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects). Also learning 'for work' by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews).

This three-strand approach highlights that it is not skills and knowledge that are unique to work-related learning, but the context in which they are developed. Direct experience of the world of work will be at the heart of work-related provision, supported by enterprise education, Careers Education Information Advice and Guidance (CEIAG), citizenship education and school-business links.

Rationale

Grove recognises that work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from school to adulthood and employment. So that students are able to make this effective transition Grove provides a wide range of opportunities for students to learn about, through and for work in a range of contexts. Grove has clearly identified work-related learning outcomes for all students together with a set of procedures for monitoring and assessing individual student's progress.

Purposes

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. Grove encourages innovative approaches to work-related learning in order to motivate students and to raise standards.

The main purpose of work-related learning is to provide students with a range of activities as part of a balanced and integrated curriculum. The work-related learning opportunities provided by the school contribute to:

- attainment in individual subjects by increasing students' understanding;
- information advice and guidance to provide an insight into the factors which can inform career choices;
- learning about the world of work and better preparation for the transition from education and training to work;
- personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility; and
- increasing the breadth of curriculum experience for every student to support them in their preparation for adult life.

Aims for Work Related Learning

The aims for work-related learning focus on the provision Grove makes for opportunities for students to prepare for adult and working life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all students;
- to ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs;
- to improve students understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all students;
- to improve the transition of students from school to adult and working life

Objectives

The key objectives for work-related learning are:

- to raise levels of attainment through high quality work-related learning for all students;

- to develop a range of opportunities which enhance the curriculum;
- to promote greater awareness for students about the world of work, the development of key skills and employability;
- to develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- to promote awareness and understanding of work, industry, the economy and community;
- to relate skills attitudes, concepts and knowledge learned in school to applications in the wider world;
- to develop students' personal and social skills in relationships and through a range of contexts;
- to provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
- to improve employability through work-related learning
- to develop effective links with key partners which include the Shropshire Education Business Link services, Shropshire Youth Careers, Training Providers, partner Colleges, the LA and other school Business Partners.

Curriculum Provision

Grove offers a wide range of activities that contribute towards work-related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' skills as well as contributing to lifelong learning opportunities.

The range of activities the school is currently using in order to help meet its objectives include:

- Applied A2 level courses
- Cambridge National courses (Key Stage 4)
- Cambridge Technical courses (Key Stage 5)
- Discovery Days
- Careers Education Information Advice and Guidance
- Work Experience
- Extended Work Placements
- Visits to Industry and Business employers
- Enterprise projects
- Problem Solving and Insight into Work Activities
- Business Mentoring
- Young Enterprise programmes
- Visitors from Industry and Business

Work-related learning within the school enables each curriculum area to make a contribution through:

- ensuring that all students have access to some work related activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies;
- the regular review of learning outcomes and assessment arrangements for all work related programmes and courses;
- ensuring maximum understanding for students of the various aspects of work related learning to adult and working life;

Community Cohesion

The work-related learning programme promotes and encourages the development of strong and positive relationships, in school, in the workplace and in the wider community. Groves' contribution to community cohesion through work related learning can be grouped under the following headings:

- Teaching, learning and curriculum – helping students to learn to understand others, to value diversity whilst also promoting shared values, to raise awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action within Discovery Days.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning.
- Engagement and extended services – to provide reasonable means for students to interact with people from different backgrounds and build positive relations including links with work based learning providers, employers and other members of the community. These will help develop opportunities for students to take part in activities and to receive guidance which helps build positive interaction and achievement for all groups.
- The Student Leadership Team contribute to the above programme, through a team focused on charity and community cohesion work.

Management of Work Related Learning

A member of Grove's leadership team has responsibility for oversight, monitoring and evaluation of work-related learning throughout the school.

Individual Faculty Directors are responsible for:

- ensuring that their schemes of work contribute to work-related aims when appropriate;
- identifying suitable types of activity at relevant points in the schemes of work;
- identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them;
- clarifying how the activities help progression and learning about, for and through work;

Grove has a part time CEIAG Co ordinator and Careers Advisor who are members of the school admin. team and is responsible for;

- Organisation of Work Experience Placements
- Organising the annual Careers Convention
- Liaison with colleges, training providers, EBL, and Shropshire Youth with regard to WRL
- Monitoring students on placements

Staff Development

Grove, supported by the Education Business Link services, provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching of work related learning.

Review of the CEIAG Policy

The CEIAG policy will be reviewed as part of the School's policy review cycle.

Signed:

Date:

Review: