

# Careers & Work-Related Education and Guidance Policy



<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2020
<b>Last reviewed on:</b>	May 2020	
<b>Next review due by:</b>	May 2023	

## Contents

1	Introduction .....	3
1.1	Rationale for CEG .....	3
1.2	Commitments .....	3
1.3	Developments.....	3
1.4	Links with other Policies .....	3
2	Objectives .....	4
2.1	Students' needs and entitlement .....	4
3	Implementation .....	4
3.1	Leadership and Management .....	4
3.2	Staffing .....	4
3.3	Curriculum .....	4
3.4	Student Outcomes .....	4
3.5	Partnerships .....	4
3.6	Resources.....	4
3.7	Staff Developments .....	5
3.8	Monitoring Review and Evaluation.....	5



# 1 Introduction

## 1.1 Rationale for CEG

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 8-11 (Section 29, 2011 Education Act and amended by the statutory guidance 'Careers guidance and access for education and training providers' DfE October 2018) and although careers education is no longer a legal requirement we wish to continue to make provision in this area. In line with raising of the participation age of young people in education, employment or training to their 18<sup>th</sup> birthday (DfE Sept 2014), all students are prepared for transition to either college, apprenticeship or full-time work or volunteering combined with part-time education or training, once they leave the school at the end of Year 11. Tracking of student destinations takes place and information is published on the school website.

## 1.2 Commitments

*Carrington School* is committed to providing a planned programme of careers and work-related education and information, advice and guidance (IAG) for all pupils and students in Years 7-11 according to the eight Gatsby benchmarks listed below as laid out in the Statutory Guidance (DfE 2018):

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each students
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with Further and Higher Education
- Personal Guidance

The school employs a Careers Lead & Excellence Co-ordinator who is the designated Careers Leader. This person holds a Postgraduate Diploma in Careers Guidance so is qualified to design and deliver the careers education and guidance programme to students throughout the school. Details of the careers programme along with the name and contact details of the Careers Leader are published on the school website.

The careers programme will help students to achieve a range of outcomes including the careers and work-related learning as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies from time to time.

## 1.3 Developments

This policy was developed by the Careers Leader after wide consultation and was discussed by the governors' curriculum committee before being formally adopted.

## 1.4 Links with other Policies

The policy for CWRE and G is related specifically to our policies for teaching and learning, assessment, citizenship, PSHE, equality and diversity, gifted and talented, looked after children and learning difficulties and disabilities



## 2 Objectives

### 2.1 Students' needs and entitlement

To ensure the career development, wellbeing and progression of all students.

To provide CWRE and G that is relevant, timely and sufficient to meet students' needs and integrated into their overall curriculum.

To uphold the standards and code of practice of the Career Development Institutes standards and codes of practice.

To provide CWRE and G in partnership with students themselves, their parents/carers and our chosen professional and community partners.

## 3 Implementation

### 3.1 Leadership and Management

Leadership and management are secured through the careers lead team. Membership includes *the* Deputy Headteacher (Curriculum) line manager to the Careers Lead & Excellence Co-ordinator (Careers Leader) who leads and co-ordinates the day-to-day delivery of the careers programme and liaises with other members of staff who from time to time are called on to be part of the careers lead team. A link governor supporting this area is also a member of the careers lead team.

### 3.2 Staffing

It is an expectation that all staff contribute to CWRE and G delivery through their roles as tutors, subject teachers and support staff. Specifically, designed careers and work-related education sessions are designed by PSHE lead staff in partnership with the Careers Lead & Excellence Co-ordinator. These sessions are delivered by Form Tutors in PSHE lessons. The CWRE and G programme is planned, monitored and evaluated by the Careers Lead & Excellence Co-ordinator in consultation with the careers lead team.

### 3.3 Curriculum

The careers and work-related education programme for each year group is constructed around taught careers education, assemblies, careers events, online and printed information, personal tutoring, group work and individual interviews. Links between taught subjects and careers are identified through a scheme of subject themed months, utilising local employment contacts along with links to local Further Education, Sixth Form Colleges, Apprenticeship Providers and Universities.

Students are actively involved in the evaluation of activities and their feedback used for the planning and delivery of future sessions.

### 3.4 Student Outcomes

The careers and work-related education programme forms an integral part of the whole school ethos to encourage and enable students to develop skills, knowledge, attributes and networks to allow them to manage their career development now and in the future.

### 3.5 Partnerships

The school works with a range of partners to deliver the CWRE and G programme. This includes working with a Local Enterprise Partner sourced by the Government funded Careers and Enterprise Company, local education-business partnerships in addition to a well-established network of local and national business contacts. To support RONI students with Year 11/12 Transition, the Careers Lead & Excellence Co-ordinator works in partnership with U-Explore Personal Coaches, contracted by Surrey County Council.

### 3.6 Resources

Funding is allocated in the annual budget planning round and the level of funding is related to whole school priorities and particular needs in the CEG area. The Careers Lead & Excellence Co-ordinator is responsible for the effective deployment of resources. Sources of external funding are actively sought.



### 3.7 Staff Developments

Staff training needs are identified in conjunction with the school inset co-ordinator. The school will endeavour to meet training needs within a reasonable period of time.

### 3.8 Monitoring Review and Evaluation

The annual CWRE and G strategy is connected to the school improvement plan. It is reviewed termly by the careers lead team and annually by the senior leadership team.

The careers programme is evaluated each school term using the Compass Benchmark Tool developed by the Government Funded Careers and Enterprise Company. Regular student feedback and evaluation also occurs on careers events and initiatives.

