

ST. BARTHOLOMEW'S SCHOOL

CAREERS EDUCATION AND GUIDANCE POLICY

Approved by Learning and Achievement Committee, Summer 2010

Approved by Full Governing Body, Summer 2010

To be reviewed Summer 2013

RATIONALE

Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance. The school also seeks to follow The National Framework for Careers, Education and Guidance 11 – 19 in England (DCSF 2001) and other relevant guidance from the DCSF, QCA and OFSTED.

St. Bart's is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7 – 13 through the Personal Development Programme and in partnership with the Connexions Service. In addition the school aims to gain the Investors in Careers award to ensure high standard of provision is maintained and reviewed on a regular basis.

The provision of CEG aims to help our students to

- i) **Understand themselves and develop their capabilities.** In thinking about education, training and work, students need to assess their own needs, interests, values, aptitudes and aspirations. St. Bart's will provide students with opportunities to reflect on these matters and to develop the knowledge, self-reliance, key skills and other capabilities required in order to make choices at 14 – 19 and to manage their careers throughout their lives.
- ii) **Investigate careers and opportunities.** Students need to understand changing patterns of careers and work. Provision needs to be made for them to find out about local, national and international opportunities in education, training and work and gain direct experience of work as part of the curriculum.
- iii) **Implement their career plans.** Students need to develop increasing autonomy in making decisions and implementing their career planning. They need to be able to review and evaluate their decisions and cope with change. Students need to be able to gain access to sources of further help and weigh up the advice offered. They also need to acquire skills for making effective transitions, such as the move from school to further and higher education, training or work.

ENTITLEMENT

Students are entitled to CEG that is impartial and confidential as appropriate. The programme is integrated into their experience of the whole curriculum and will promote equality of

opportunity, inclusion and anti-racism. Teaching and learning will be appropriately personalised to meet student needs. The components are:-

i) **Careers Education** which provides a means of developing individuals' knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.

ii) **Careers Guidance** which provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

In practice, Careers Education and Information Advice and Guidance are interwoven. The school and the Connexions Service will work in partnership to deliver a high quality programme.

The overall programme of CEG will contain the following key elements:

- A coherent teaching programme.
- Continuing guidance.
- Accurate information.
- Experience of work.
- Action planning and the recording of achievement.

IMPLEMENTATION

i) The CEG Coordinator is the leading professional working with the support of his line manager, the Deputy Head Curriculum: Learning and Achievement and the Headteacher. The Coordinator's principle functions relate to

- Vision and leadership.
- Programme management – preparing schemes of work, developing materials and managing resources.
- Staff development.
- Working with partners, in particular Connexions, the Careers Service and the Education Business Partnership.
- Teaching and support of students.

ii) The planned programme will be delivered by Tutors, in year teams, during Personal Development Periods, and also supported by subject teachers. The number of periods designated for Careers will vary to meet the identified needs of Careers Education and Guidance within each year group. In addition, the whole Personal Development Programme will support the development of decision-making skills, student action planning, the recording of achievement and the raising of self-esteem, all of which are key elements of successful career decision-making.

iii) Individual guidance will complement the teaching programme. The Partnership Agreement with the Connexions Service will be reviewed annually in order to reflect local and national demands.

iv) All faculties have a role to play in Careers Education. The Careers Coordinator will work cooperatively with Heads of Faculty to help develop appropriate schemes of work.

v) A CEG Management Committee will help in the continuous process of programme improvement.

EVALUATION

The CEG Management Committee will meet at least annually to consider programme development and evaluating the effectiveness of current practice. The committee should consist of at least the Coordinator, a Governor from the Learning and Achievement Committee, the Deputy Headteacher Learning and Achievement, a Connexions representative, a representative from the EBP and an employer.

There should be an annual review of work experience based upon student evaluation, employers' reports and the views of the Education business Partnership. The report presented to the management group will also be considered by Governors.

The Coordinator should report annually to the Governors' Curriculum Learning and Achievement Committee.

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Signed by Chairman

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Date