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# CAREERS EDUCATION AND GUIDANCE POLICY

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Person(s) Responsible:	Mrs E Clelland
Governors' Committee:	Curriculum Development Committee
Last Review Date:	Summer 2021
Next Review Date:	Summer 2022
Status:	Recommended

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them to make informed decisions about learning and work that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education to students in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information, advice and guidance. The Education Act (2011) also requires schools to secure independent and impartial careers guidance for students in Years 8 - 13.

At Collingwood College, we will offer Careers Education to all students in all year groups. This programme will support them to:

- Develop their knowledge and understanding of the changing nature of work, learning and career;
- Extend their understanding of opportunities in learning and work;
- Make good use of information and guidance;
- Develop and use their self-knowledge when thinking about and making, course and other choices;
- Develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves and cope with change and transition;
- Develop themselves and their ability to explore careers;
- Develop their ability to become independent enquirers, allowing them to take responsibility for managing their own career path;

### **Governor Responsibility**

Governors are responsible for ensuring that there is provision for careers education for all students from Year 7 to Year 13.

### **Our Commitment**

- To provide a planned programme of activities to which all students are entitled and will have equal access;
- Work in partnership with Surrey County Council and external agencies to ensure that no student is disadvantaged in gaining access to education, training or work;
- Ensure that, wherever possible, students' progress to an opportunity in further education, training or employment;
- Involve young people and their parents in programme activities and further developments.

### **Guidance**

Guidance is provided by the Information, Advice and Guidance Co-ordinator and U-Explore and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within procedure guidelines), and responsive to students' needs and based on the principle of equality. Guidance will follow the Career Development Institute (CDI's) Code of Ethical Principles.

### **Evaluation and Assessment**

The College will ensure that the Careers Education and Guidance (CEG) programme is evaluated and assessed in accordance with other College programmes. All parties involved will be consulted on the content, delivery and impact of the CEG programme. All programmes are monitored, reviewed and evaluated with active involvement of the students. The findings are presented in the annual self-evaluation report. The development priorities identified in the report form the basis of the programme's development plan.

## Curriculum Provision

### Aims:

- To enable all students to develop the self-knowledge and skills that they need to take charge of their personal and career development;
- To be an integral part of the College curriculum;
- To raise aspirations, improve motivation, develop key and other employability skills and illustrate the relevance of subject studies to future life;
- To promote equal opportunities and to challenge stereotypical thinking and attitudes;
- To help students overcome any overt and hidden barriers to progress that they may encounter;
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and that all career decisions involve making choices about learning and lifestyles;
- To ensure that students receive appropriate information, advice and guidance, especially at key decision and transition points.

### Outcomes:

#### By the end of Key Stage 3, all students will have:

- Accessed the Collingwood Careers website and web-based resources;
- An understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations). Used the research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes;
- Received appropriate advice and guidance on post-14 choices.

#### By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge and career management and other employability skills;
- Used the other resources to investigate future choices including apprenticeship options and explore alternative routes to their goals;
- Accessed advice, guidance and support to help them firm up their choices and think about the implications;
- Accessed information about how to gain experience of work out of term-time;
- A clear understanding of the requirements to continue in Education or Training until their 18<sup>th</sup> birthday;
- A clear understanding of the importance of achieving a Grade 4/5 or above in English Language and Maths;
- Chosen and applied for an appropriate opportunity and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Identified where to get help in the future.

#### By the end of Key Stage 5, all students will have:

- Extended their self-knowledge, career exploration, career management, key and other employability skills;
- Devised a set of personal criteria to help them identify appropriate routes to their goals;
- Accessed information about how to gain appropriate experience of work. Year 12 and 13 students are encouraged to organise their own placements and complete them out of term-time;
- Researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity including apprenticeship options and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Identified where to get help in the future.