

## **CEIAG Policy Beaucroft Foundation School**

### **Intent**

#### **Rationale**

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of Beaucroft's curriculum, which is delivered by staff teams with support where appropriate from Ansbury Guidance who provide impartial, independent careers and employability information, advice, guidance, support and training.

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, Higher Education institutions and our local community and supporting students in the life-time experience of learning.

We have effective procedures in place to ensure students receive support and guidance at transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it from appropriate agencies.

#### **Related Policies**

CEIAG is under pinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work-related learning, equal opportunities, health and safety, and special needs. Beaucroft follows the statutory guidance for impartial Careers Guidance for young people in schools – March 2015, updated in April 2017.

The school endeavours to meet the Gatsby Benchmarks providing a framework for career guidance, outlining the experiences and information each and every young person should have access to so that they can make an informed decision about their future.

#### **The Aims of our CEIAG Policy**

The CEIAG Policy has the following aims:

- To implement PfA outcomes across the school.
- To help students learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+.
- To raise students' self-esteem and encourage them to have high aspirations which allow them to achieve in the five main areas outlined below;
  - 1.Cognition and learning
  - 2.Communication and interaction
  - 3.Social, Emotional and Mental Health
  - 4.Self-help and Independence
  - 5.Sensory and Physical skills
- To support students in making informed and realistic career decisions.
- To help students manage transitions through education, training and into work or alternative provision.

## **Objectives**

Entitlement, Advice and Guidance – Students are entitled to careers education and guidance that is impartial and confidential. This is supported through the work of our school Careers advisors (Ansbury) and specifically during interviews with individual students. *The contract has been increased through a service level agreement to cover children from every authority (including Poole, Bournemouth, Hampshire and Wiltshire)*

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Post 16 and 18 destinations. Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings, school web-site).

## **The CEIAG Curriculum and Implementation**

Management – All senior class teachers are responsible for co-ordinating the Work-Related Learning and Careers programme, working closely with the school's Careers link advisor.

*Curriculum*- The careers programme includes careers education lessons primarily delivered through the schools PSHE curriculum and in the senior school through external qualifications in PSD and Personal Progress. The Careers Programme covers personal development in understanding personal strengths and weaknesses, and understanding Key Skills; careers activities (Group work and individual interviews), information and research activities, investigating different career options, work related learning, action planning, enterprise activities and recording achievement.

Delivery methods encompass a full range of learning styles, building in flexible active learning methods such as:

- Target setting; using career aspiration as a focus for EHCP reviews
- Decision making;
- Teamwork;
- Information gathering and sharing;
- Problem solving;
- Understanding others points of view and influences;
- Considering feelings and using imagination;
- Reflection, review and evaluation;
- Using various ICT opportunities.

*Resources* – funding is allocated in the annual budget planning round.

## **Staffing**

All staff are expected to contribute to the careers education and guidance through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the careers co-ordinator in consultation with the Ansbury link advisor. Careers Education is usually delivered by form tutors. The Ansbury personal advisor provides specialist careers guidance.

## Work experience

Beacroft Specialist School provides students in Key Stage 4 and Post 16 access to a work-related learning element in their curriculum usually in years 10 and 11 or Post 16. Internal or external work experience forms a significant part of this curriculum for some pupils and helps student's understanding of the world of work and to enable them to identify and develop the skills and capabilities they will need for their future.

The aim of the Work Experience Policy and related working procedures is to formalise the process of work experience in order to satisfy our moral and legal duties and requirements in a manner that will enhance the quality of student's learning and experience.

### Objectives:

To provide a safe and secure placement through meeting our moral and legal obligations. To introduce elements of working life to students to include:

- 1) Methods of seeking employment.
- 2) Contacting potential employers (letter writing, 'phone calls etc).
- 3) An introduction to Health & Safety.
- 4) An overview of behaviour and dress code in the workplace.
- 5) An introduction to interviews.

To encourage participation/support from parents/carers and employers.

To enhance learning outcomes by pre and post placement reviews.

The Work Experience Coordinators have day to day responsibility and will

report to the S.L.T. member and tutors as appropriate. The governors and S.L.T. have an overall responsibility to ensure school policies applicable to work experience are reviewed regularly. The school will liaise with parents/carers as appropriate to encourage involvement in the process.

Placements are organized, registered and monitored by the individual class teacher.

DBS checks and ID checks are processed through the school office. The risk assessment is completed by the class teacher.

Work experience diaries are maintained by the students and checked by staff.

### **Impact**

## **Assessment, Recording and Reporting**

*Monitoring*, review and evaluation – The CEIAG programme is monitored by the subject co-ordinator and appropriate SLT member. All units of work are monitored and assessed via teacher evaluation, both students and teachers are involved in this process. Achievement in Year 11 is recognised by the final award gained in either PSD or Personal Progress examinations. Based on these assessments, programmes are continually monitored, updated and adapted to meet the needs of the students. Achievement is recorded by delivery staff and reported to parents annually in a full school report. Destination information is recorded and kept for a three-year period as required by the Gatsby Benchmarks.

Policy Co-ordinator: Rob Sallows

Policy Reviewed: Rob Sallows

Policy sent to Leadership Team and Governors for approval.