

SOUTHBROOK SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY



**Adopted by the Full Governing Body 3rd October 2018 – Ian Hughes/Katie Fry
To be reviewed annually
Next Review Autumn 2019**

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Introduction

“High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well informed when making subject and career decisions”

Careers guidance and inspiration in schools – DFE March 2015

Careers Education, Information, Advice and Guidance at Southbrook will endeavour to help all pupils achieve their potential while being aware of their individual needs. Following the statutory guidance, Careers Guidance and Inspiration in Schools issued in April 2015: we aim to provide a planned diverse, integrated and relevant programme to meet the needs of every pupil. Southbrook will endeavour to help pupils develop their aspirations and consider a broad range of careers.

The Government raised the participation age so that all young people in England are now required to continue in education or training beyond the age of 16 until their 18th birthday.

Southbrook will ensure that pupils understand what this means for them; that they are not required to stay in school and have a range of options available to them. The range of options will include:

- Full – time study in a school (not Southbrook)
- Full – time study at a Further Education College
- Full – time study with a training provider
- An apprenticeship, traineeship or supported internship
- Full – time work or volunteering (20 hours or more) combined with part – time study or training

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Aims and Objectives

Impartial and independent careers education will enable pupils:

1. To understand themselves and develop their capabilities
 - Consider their personal qualities and skills
 - Clarify and discuss their values, attitudes and preferences in relation to work
 - Develop self-reliance and self-presentation skills

2. To investigate careers and opportunities
 - Investigate the knowledge and skills which people need at work
 - Use occupational and labour market information to investigate career opportunities
 - Consider the changing patterns of work and careers
 - Investigate issues that may arise at work
 - Find out about the range of education and training options including apprenticeships and other vocational pathways

3. To implement their career plans
 - Make decisions concerning their post 16 choices
 - Use action planning to support their career development
 - Seek and use information and guidance to shape their plans
 - Manage transitions such as the change from school to college
 - Enable an experience of the world of work

Organisation

Careers Education, Information, Advice and Guidance is provided across the whole curriculum and will be delivered as part of a tutor time programme. All staff are informed of the programme and those delivering will work closely to further develop resources.

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Year 7

Topics / Tasks

- 1. Investigating job roles within the school**
- 2. Identifying where pupils can become involved in wider school life**
- 3. Where to find information about careers**
- 4. Identify work away from the school environment**

Pupils Should	Topics / Tasks
A) Find out useful information about certain careers	1 and 3
B) Be aware of different forms of work such as in the house and employment.	3 and 4
C) Explore the job opportunities within an organisation	1
D) List areas of strength and how they could apply them to roles within school.	2
E) Be able to describe how having a job and earning money can help people	3 and 4
F) Be aware of how employers and people looking for work find out about each other	1, 2 and 4

Year 8

Topics / Tasks

1. Personal aspirations and work
2. Using skills to develop a career
3. Setting Goals
4. Using Education
5. Managing money well.

Pupils Should	Topics / Tasks
A) Be aware of stereotypical decision making on the pay gap between men and women. Investigate pay levels in jobs mainly done by women and especially in Caring, Cooking, Cleaning, Cashiering and Clerical. Investigate pay levels in jobs mainly done by men in areas such as construction and Engineering	1 and 2
B) Find out about a range of individuals who have chosen non-traditional options in learning and work. Undertake a class project on women in the protective services e.g. fire, police and armed services. Recognise barriers individuals face and how they overcome them e.g first black M.P. elected in 1987	1 and 2
C) Be aware of how subjects they are studying will help them make progress in learning and work. Choose a subject and identify the jobs where it is useful to have a qualification in the subject chosen.	3 and 4
D) Get to know the levels in Qualifications	4
E) Be setting challenging and realistic short term learning goals with targets and action points to help towards achieving those target	3 and 4
F) Understand “who”, “what”, “where”, “when” and how which sources may help with decision making.	1 and 4
G) Be able to describe how having a job and earning money can help people. How to manage your pay.	1 and 5

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Year 9

Topics / Tasks

- 1. Understanding job roles**
- 2. Identifying personal skills**
- 3. Understanding transferable skills**
- 4. Local Labour Market Information (LMI)**
- 5. Making option choices**

Pupils Should	Topics / Tasks
A) Identify sectors where opportunities exist to be self-employed. List skills and qualities needed for employability and those needed to be self-employed.	1 and 2
B) Recognise the value of different forms of voluntary work and community activities.	1 and 2
C) Be aware of the principles of budgeting, money management and rates of pay.	3
D) Be aware of the Local Labour Market and opportunities for young people.	4
E) Be aware of the laws relating to young people's hours of work and part time jobs.	1
F) Recognise the benefits of 14-19 pathways that suit their preferred learning styles.	5
G) Recognise and challenge the stereotypes that limit choices and opportunities for them and other people.	5
H) Be aware of the progress that they can make if they continue to study a particular subject.	2
I) Be able to follow the arrangements for applying for Key Stage 4 options.	5

Year 10

Topics / Tasks

1. Visitors to groups of pupils

2. Work and Health and Safety Implications

3. Action Planning

4. Preparation for Work Experience

5. Attending Post 16 Information / Transition events and evenings

Pupils Should	Topics / Tasks
A) Make challenging but realistic plans for their future learning / training	3
B) Know how to access personalised information, advice and guidance that reflects their needs	1 and 3
C) Be able to review and update their Post 16 Plan	3
D) Understand the opportunities afforded by and are provided with easy access to: <ul style="list-style-type: none">• Careers South West• College Prospectus• Apprenticeships• Key Stage 4 Transition Team	1, 3 and 4
E) Understand the work opportunities and rewards afforded by each course / pathway	3 and 5
F) How to access information about community and voluntary opportunities	4
G) Understand the rights and responsibilities of employees at work.	2 and 4

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Year 11

Topics/Tasks

1. Post 16 Options and Action Plan
2. Application Forms and Letters of Application
3. Mock Interviews
4. Volunteering
5. Workers' rights and responsibilities
6. Visits to Further Education Colleges
7. Taster Days at Further Education Colleges
8. Producing a CV
9. Local Labour Markets

Pupils Should	Topics / Tasks
A) Understand the concepts of Labour Markets	1
B) Be aware of opportunities within local and regional labour markets.	1 and 2
C) Understand the benefits of remaining in learning – to include F.E., Apprenticeships and Training	6
D) Understand that stereotypical decision making can have financial implications.	5
E) Can follow application procedures and prepare for interviews.	1, 2 and 3
F) Have positive expectations of work.	4 and 5
G) Make successful transitions when they choose non-traditional opportunities	1
H) Understand that they are guaranteed an offer of a place in learning after Year 11.	6 and 7
I) Progress smoothly in to F.E. / training or employment.	3, 8 and 9
J) Understand the importance of Key Stage 4 and Post 16 subject / course choices in long term work and careers options.	6 and 7

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Personnel

Provision of Careers Education, Information, Advice and Guidance will be delivered by Southbrook staff working closely with other partners including:

- Careers South West
- Parents / Carers
- Employers
- Local FE providers
- Training providers

ICT

Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning, including the use of the internet in accordance with Southbrook policy.

Equal Opportunities

CEIAG will be provided for all pupils regardless of cultural background, ethnicity, sexuality, economic circumstances, gender, disability and educational needs. Programmes of study will be inclusive, free from bias and actively promote equal opportunities.

Statement of Pupil Entitlement for Careers Education, Information, Advice and Guidance

The careers education, information, advice and guidance you will receive from Southbrook will be:

- Independent
- Impartial
- Actively involve you
- Actively involve your parents or carers

Your careers education programme begins in Year 7 and will continue through to Year 11. During that time we aim to help you develop:

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- Awareness of your strength and skills
- Practice making decisions and choices
- Confidence in using a wide variety of resources
- Skills for coping with change and dealing with the world of work

In Key Stage 4 you will be supported by Southbrook staff and Careers South West who will help you with:

- Information, ideas and advice
- Careers decision making
- Guidance and support
- Placement at Further Education, training or an apprenticeship

At Key Stage 4 you will be given the opportunity of a work placement/ supported work or volunteering placement which will help you to prepare for the world of work.