

Careers Education and Guidance, Work-Related Learning, and Information Advice & Guidance¹ Policy

The Intentions & Rationale of the Policy:

1. This policy provides us with a framework for meeting statutory requirements and achieving our Academy aims of:

- raising students' achievement
- supporting inclusion and promoting equality of opportunity
- encouraging participation in lifelong learning, including Higher Education
- developing enterprise and employability skills, inc. through our specialist status
- encouraging students to contribute positively to their communities

2. A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Academies 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 Academy's Commitment:

3. The Marsh Academy is committed to providing high quality CEG as an integral part of every student's education. It will seek to ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual and is underpinned by equality of opportunity. The Academy is committed to providing a planned programme for all students in Years 7-13 in partnership with the local Connexions Service. The Post-16 Student Development Leader (SDL) is responsible for the planning, resources and implementation of the curriculum content in Years 7-11 and the timing and content of the delivery is aimed at the particular needs of the individuals in question.

4. The Academy endeavours to adapt or include all National Frameworks for CEG including those published and amended from time to time by the DCSF, QCA and Ofsted.

5. Staff training needs are identified by the Post-16 SDL, Directors of Learning (DoLs) and SLT. Funding is accessed through *Connexions* and from Academy funds, following established protocol. The Academy will endeavour to meet training needs within a reasonable period of time.

¹ NB. For the purposes of this policy where no one area is meant explicitly, these three areas will all be grouped under the one term, CEG.

The Objectives and Aims of Careers Education and Guidance:

6. The learning and support programme is designed to meet the needs of students at The Marsh Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of learning, planning and development through Key Stages 3 - 5. Our aims are as follows:

- To prepare all our young people for the opportunities, responsibilities and experiences of adult life.
- To enable students to develop skills, attitudes and abilities, equipping them to become effective in a variety of adult occupations and roles.
- To help them develop educational, course- and career-awareness and enable them to manage personal career development.
- To enable them to handle careers information and assist them in making informed choices relevant to their stage.
- To enable them to experience the world of work and already develop transferable skills.
- To enable them to manage transitions in their lives, such as the changes from Primary Academy to Secondary, from Key Stage 5 to university, or beyond to work.
- To help young people understand the range of support available from the Connexions service and other relevant agencies.

Statement of Entitlement:

7. Every student is entitled to CEG, which:

- a) meets recognised professional standards of practice;
- b) aims to provide a person-centred, impartial and confidential experience;
- c) is integrated into students' experience of the whole curriculum;
- d) is based on a partnership with students and their parents or carers;
- e) promotes equality of opportunity, inclusion and counters any type of discrimination; and
- f) is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to a member of the SLT).

The Implementation of the Policy:

8. The overall responsibility for the management of CEG lies with the Post-16 SDL, who is responsible to the relevant Assistant Principal. The **curriculum committee** is the linked element of the Governing Body. The Post-16 SDL is responsible for the work carried out and required of the members of the administrative staff with relevant responsibilities. Work Experience is planned and implemented by the relevant administrative staff under the leadership of the Work Experience Co-ordinator.

9. All staff contribute to elements of CEG through their roles as Tutors, Directors of Learning, Admin Assistants, Student Development Leaders and Subject Teachers – the Post-16 SDL leads and supports these in their various roles.

10. The Academy delivers the programme both imbedded by subjects through their cross-curricular links and through discrete activities which are scheduled in Tutor Times. The careers programme is being developed, planned, monitored and evaluated by the Post-16 SDL in consultation with Connexions advisers, who provide specialist guidance. The programme includes activities around skills development and coping with transition, careers

education sessions, career guidance activities (group work and individual interviews), information and research activities (in IT-Suites and the Careers Library as well as using the Academy intranet), work-related learning (including various types of work experience), and individual learning planning / portfolio activities (such as the Real Game and Fast Tomato). Careers activities are part of the Academy's Tutor Time programme, for which every student receives thirty minutes per day across Years 7 - 11. Other focused events, e.g. a Careers Fair, Higher Education or other visits are provided from time to time. Work experience preparation and follow-up take place in special sessions and other appropriate parts of the curriculum, as well as in conjunction with East Kent Business Partnership (EKEBP).

11. Staff are made aware of National Frameworks and learning is assessed using these in line with the Academy's Assessment Policy.

12. Students are actively involved in the planning, delivery and evaluation of activities.

13. Careers information is available in the Careers Library which is maintained by Academy staff and visitors from Connexions. Administrative support is available to the co-ordinators for this and other purposes.

14. The implementation of the policy is the responsibility of all staff in their various roles, as already stated, together with outside agencies and partners, as appropriate.

15. The Academy negotiates an annual Partnership Agreement with the Connexions service to provide guidance and information for students and support for the teaching programme.

16. Funding is allocated to these areas in the annual budget planning round in the context of whole Academy priorities and particular needs in the CEG area. The Post-16 SDL, in consultation with the relevant Assistant Principal, is responsible for the effective deployment of resources. Sources of external funding are actively sought. Appropriate financial resources will be allocated to this area of the Academy's work (including Enterprise, the funding of which is managed separately) and links with business partners to support careers activities will be encouraged.

How the Policy will be developed and evaluated:

17. This policy was developed and is reviewed regularly through discussions with the Senior Leadership Team (SLT), teaching staff; the Academy's Connexions personal advisers, students, parents, governors, advisory staff and other available external partners (e.g. *Aim Higher, Business Partnerships, or Trust Partnerships, as may come into being*).

18. The Connexions Manager will monitor, review and evaluate the policy for an annual report to the Head of School and will conduct specific evaluation activities of aspects of the programme, as required. The Partnership Agreement with Connexions is reviewed regularly. The programme is reviewed annually by the Post-16 SDL, the Work-Experience Co-ordinator and the personal adviser, using the currently published Quality Standards to identify desirable improvements, and it is intended that a report be submitted to the SLT and the Curriculum Committee of the Governing Body.

Relationship to other whole Academy Policies:

19. This policy is underpinned by our policies on teaching and learning, the assessment and recording of achievement, target setting, equal opportunities, work experience, confidentiality, health and safety, gifted and talented, and special needs.

Date: Jan 2009

Date of next review: Jan 2010