

Statement of Policy on CAREERS EDUCATION AND GUIDANCE

[Reviewed and agreed at Governors' Curriculum Committee meeting held on Thursday 15th May 2008]

1. Introduction

- 1.1 City of Ely Community College is committed to ensuring that all students have a full and equal entitlement to high quality careers education, advice and guidance. Our Careers Department will provide students with the opportunity to explore the world of work, helping them to identify possible career routes, job options, training courses and progression routes.
- 1.2 The help offered from the Careers Co-ordinator and from the Connexions Service will be delivered in a supportive, impartial and transparent way, to empower students to choose appropriate college courses, identify local job opportunities or career paths.
- 1.3 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. 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. As a College of Further Education we work with our partners in local schools, LEAs to enable all pupils to make an effective Post 16 transfer and to help them make the right choices for their futures.

2. Aims

- 2.1 We aim to help students develop:
 - 2.1.1 An awareness of the whole range of vocational, educational, leisure, training and work opportunities on offer, both locally and nationally.
 - 2.1.2 An awareness of their own skills, abilities, values, likes, dislikes and how these will determine the type of route they choose.
 - 2.1.3 An awareness of the routes and entry requirements needed for entering college, starting an apprenticeship or moving into work.
 - 2.1.4 An awareness of the local labour market and job trends, to ensure that their skills and qualifications match local labour market need.
 - 2.1.5 To have the ability to use the internet and career resources to look at different job families, careers, training opportunities and job opportunities.
 - 2.1.6 The ability to think independently, research areas of interest and put together a realistic plan of action, with support, to aid a smooth transition from school into college, or into an apprenticeship or work.
 - 2.1.7 The ability to manage and understand the differences between school, college and work and to think through the issues that might arise with the transition process.
 - 2.1.8 The ability to challenge existing stereotypes of job roles, promoting thought and discussion around equal opportunities, disabilities and employment legislation.
 - 2.1.9 Demonstrate how to deal with prejudice and discrimination.
 - 2.1.10 Become involved in mock interviews involving appropriate staff or external providers.
 - 2.1.11 The competence to complete letters of application, application forms and CVs.
 - 2.1.12 The confidence to use careers software to identify jobs and career routes, such as Pathfinder, Higher Ideas and Kudos.
 - 2.1.13 To consider the financial implications of going to college, starting an apprenticeship or going into a part-time or full-time job.

3. Commitment

- 3.1 City of Ely Community College is committed to providing a planned programme of careers education for all students in Years 7-13 and information, advice and guidance (IAG) in partnership with the local Connexions Service.
- 3.2 Every Year 10 student is entitled to participate in a 1 weeks work experience placement. This will include a programme of preparation and debriefing to maximise learning outcomes.
- 3.3 City of Ely Community College endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant guidance from the DfES, QCA and Ofsted.
- 3.4 We are committed to gaining the local quality award for CEG and IAG.

4. Development

- 4.1 This policy was developed and is reviewed biennially through discussions with teaching staff; the College's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners (*e.g. Aim Higher, education-business partnership*).

5. Link with Other Policies

- 5.1 It supports and is underpinned by key College policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special needs.

6. Objectives

- 6.1 The careers programme is designed to meet the needs of all students at The City of Ely Community College and Sixth Form. The careers programme is responsive to the individual needs of the students and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

7. Entitlement

- 7.1 Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.
- 7.2 Students will receive guidance and support from suitably qualified staff.

8. Implementation

- 8.1 The Careers Adviser is responsible for the leadership, management and co-ordination of the careers programme for years 7 - 11. The Careers Adviser works closely with the 6th Form Careers Adviser responsible for sixth form careers and the UCAS application system, the school's Connexions manager and the line manager for careers.

9. Staffing

- 9.1 All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered during Conference Days, allowing more time to focus on aspects of careers education and guidance that are relevant to that time of year. For example during the autumn Conference Day, staff deliver sessions on available college courses, how to complete college applications and personal statements. The careers programme is planned, monitored and evaluated by the Careers Co-ordinator in consultation with the Connexions personal adviser who provides specialist careers guidance. Careers information is available in the Learning Resource Centre, in the Careers area. Administrative support is available to the Careers Co-ordinator.

10. Curriculum

- 10.1 The careers programme is delivered during Conference Days, which comprises of careers education sessions, career guidance activities (group work and individual interviews) and information and research activities (in the Connexions Resource Centre and on the school intranet). Work-related learning (including one weeks' work experience), and individual learning planning/portfolio activities also make up the Careers Programme. Other focused events, e.g. a Higher Education Fair are provided from time to time. Work experience preparation and follow-up take place in Business Studies lessons and other appropriate parts of the curriculum.
- 10.2 Students are actively involved in the planning, delivery and evaluation of activities.

11. Assessment

- 11.1 Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques.

12. Partnership

- 12.1 An annual Partnership Agreement is negotiated between the College and the local Connexions Service which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with *local* 14-19 partners.
- 12.2 The CEG programme is enhanced through links with a number of partners who help us to make the students learning 'real' and up to date. We work closely with the Connexions Service and we are always striving to expand and improve our links with local employers and local groups who work with young people. This involvement includes the provision of work experience placements, mentoring, taking an active part in Conference Days and visiting speakers.
- 12.3 Our partners also include **local colleges** with whom we hold meetings in order to review and plan for the smooth transition of a student from the City of Ely Community College to their chosen college.
- 12.4 In the case of students under 18, **Parents** are vital to the students' understanding of career choices and the decisions they make. Parents' evenings are arranged regularly to discuss individual concerns and to promote discussion. Parents are encouraged to contact the Careers Adviser to discuss their son/daughters career plans.

13. Resources

- 13.1 Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area. The Careers Adviser is responsible for the effective deployment of resources. Sources of external funding are actively sought.
- 13.1.1 The careers library is housed within the Learning Resources Centre and is easily accessible to students and staff. Materials are audited and replaced annually through support from Connexions.
- 13.1.2 Careers software including Pathfinder, Higher Ideas, Kudos and Streets Ahead are available in the Learning Resources Centre. Students are also able and encouraged to access career resources on the internet.
- 13.1.3 The Careers Office is accessible for students and is used for one to one interviews and also houses a range of additional career information material/resources.

14. Staff Development

- 14.1 Staff training needs are identified as part of the Partnership Agreement process with the Connexions Service and in conjunction with the school inset co-ordinator. Funding is accessed through Connexions and from school funds. The College will endeavour to meet training needs within a reasonable period of time.

15. Monitoring, Review and Evaluation

- 15.1 The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the Careers Adviser and the personal adviser, using the local quality standards for CEG & IAG to identify desirable improvements, and a report is submitted to the senior leadership team and governors. Evaluations are carried out from time to time.