



Holte School

Careers Education, Information & Guidance Policy

Lead member of staff:	Y. Sadique (AHT Vocational)
Legislation Status: (Statutory/Non-Statutory)	Non-Statutory
Local Authority Model Policy or School Written Policy:	School Written policy
Required on school website:	No
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Signed by Chair of Governors:	C Hardy

Careers Education Information, Advice and Guidance (CEIAG)

Policy

Holte School recognises the essential part played by Careers Education Information, Advice and Guidance (CEIAG) in supporting young people to make choices about their lifestyle, education and future careers, to raise their aspiration and achievements.

CEIAG also plays an important role in developing our approach to broadening the curriculum, increasing participation and improving the achievement and progress of all students.

This policy sets out a commitment to implement CEIAG standards and to support an entitlement for all pupils. As a school we aim to continue expanding our broad 14-19 curriculum to pupils, to make it accessible, attractive and relevant, clear progression, a coherent programme with flexible, differentiated learning opportunities.

All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives.

Commitment

Holte School is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils in Years 7-13, in partnership with outside agencies such as Prospects.

Development

This policy was developed and will be reviewed annually in discussion with teaching staff, pupils, parents, governors, advisory staff and other external partners including Prospects.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for Provider Access, Teaching and Learning, Assessment, Citizenship, Work Related Learning, Equal Opportunities and Special Educational Needs.

Pupil entitlement

Pupils should receive:

- clear impartial advice and information about all the options available, so that they understand what is involved
- support and guidance to help them make choices and complete a career plan for the future
- regular personal support and information on how well pupils are doing
- help to decide what to do when pupils leave school, including further learning, training or employment
- a programme of careers education helping pupils develop skills and knowledge to make choices and the transition to work and learning
- the opportunity to be involved in making decisions about things that effect their learning
- an opportunity to set out an individual learning plan
- an opportunity to learn about the world of work
- help at the appropriate time

This entitlement will be published and made known to all students from Year 7 onwards through pupil planning materials, school prospectus and websites. Pupils will be encouraged to review their entitlement and provide feedback within tutorials and via student council and consultation processes.

Management

The Assistant Headteacher (Vocational) will review annually the planning and delivery of the CEIAG entitlement for pupils, to monitor the implementation of the national CEIAG standards and to work impartially and in partnership. An annual meeting will be held to review pupil's needs, plan timely support and agreed process for identification of individual needs, referral and information sharing. The Assistant Headteacher (Vocational), assisted by the Assistant to the Assistant Headteacher (Curriculum & Careers), are responsible for Careers and WRL from years 7-13. This is accompanied by close liaison with Prospects and the SENDCo. The Assistant to the Assistant Headteacher will have regular meetings with the Head of Sixth Form to continue to develop a Careers, WRL and Work Experience programme for years 12 and 13.

Staffing

All staff contribute to CEIAG through their roles as form tutors and subject teachers. Specialist sessions are delivered by the Citizenship and Career teams during designated days every half term. The CEIAG programme is planned, monitored and evaluated by the Assistant Headteacher (Vocational), the Assistant to the Assistant Headteacher and the Pastoral Team.

Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including work experience) and individual learning planning/portfolio activities.

Careers lessons are part of the Schools Citizenship, PSHE and Financial Capability programme of study. Work experience preparation, employability and citizenship activities also take place in form time. Pupils are actively involved in the planning, delivery and evaluation of activities.

Partnerships

Annual Partnership Agreements are negotiated between the School with Prospects, which identifies the contributions to the programme that each will make.

Resources

The school has dedicated CEIAG funding, which is allocated in the annual budget planning round in the context of whole school priorities and particular requirements of the Education Act (2011). The Assistant Headteacher (Vocational) is responsible for the effective deployment of the resources.

Staff Development

Staff training needs are identified as part of the Partnership Agreement process with Prospects, Performance Management and Vocational Department meetings. The school will endeavour to meet training needs within a reasonable period of time.

Monitoring, review and evaluation

The programme is reviewed annually by the Assistant Headteacher (Vocational), and the Assistant to the Assistant Headteacher (Curriculum & Careers).

Access to CEIAG

All pupils in will be provided with opportunity, resources and support to review information on choices available to them throughout the school and beyond.

Holte Visual & Performing Arts College will ensure pupils have access to career pathways information either via Vocational Department staff, Prospects Advisers, websites, careers software or downloaded and alternatively formatted materials. Clear information on how to access information, advice and guidance will be provided for all pupils and be prominently displayed.

UNICEF

- Article 3 (best interests of the child)
- Article 28 (right to education)
- Article 29 (goals of education)