



## **HAYDON SCHOOL**

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# **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**

## Policy for Careers Education, Information, Advice and Guidance (CEIAG)

### Rationale for CEIAG

There is a need for a planned programme of activities, learning and support to be delivered to young people to enable them to make decisions and plan their careers. The 1997 Education Act places a statutory requirement upon schools to provide students with careers education in Years 7 – 11 (1997 Education Act, 2003 Education Regulations) and to give students' access to careers information and guidance. The National Framework and QCA guidance on Work Related Learning (WRL) at KS4 gives guidance on what should be covered.

### 1. Definitions

**Career** is defined as an individual's lifelong progression through learning and work.

**Careers education** refers to a planned programme of activities within the curriculum that helps young people to gain the knowledge and understanding, and develop the skills and confidence, to make successful choices, manage transitions in learning and move into work.

**Information Advice and guidance (IAG)** enables individuals to use the knowledge and skills developed through careers education to make the decisions about learning and work that are right for them. It includes:

- careers information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support
- impartial careers advice - to help young people gather, understand and interpret information and apply it to their own situation
- impartial careers guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them.

IAG includes information, advice and guidance on careers but extends to other personal wellbeing issues that young people face, some of which may present obstacles to progression and achievement in learning and work, e.g. health, welfare, financial issues.

### 2. Commitment

2.1 Haydon School is committed to providing a planned programme of careers education for all students in years 7-13 and information, advice and guidance in partnership with the Hillingdon Connexions service.

2.2 Haydon School is committed to meeting the statutory requirement that all young people should receive some Work Related Learning at Key Stage 4 and that all young people should have the opportunity to recognise, experience and develop the key skills for employment.

2.3 Haydon School is committed to integrating government thinking as detailed in 'Every Child Matters' into the careers programme. It is designed to encourage enterprising behaviour and develop key skills, particularly where enterprise and work related learning is embedded in the curriculum. It is also

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intended to raise achievement, value careers education, enjoy learning and ensure students progress as well as they can. The careers programme enables students to engage in decision-making and plan positive futures. The Citizenship programme, which incorporates careers, promotes positive engagement with community and environment and positive relationships.

**3. Development**

This policy was developed and it is reviewed biannually through discussions with teaching staff; the schools Connexions Personal Advisor, students, parents and governors.

**4. Links with other policies**

It supports and is underpinned by key school policies including those for equal opportunities, race equality, gifted and talented and special needs.

**OBJECTIVES**

The careers curriculum is designed to meet the needs of students at Haydon School. It is differentiated and personalised to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development.

**5. Entitlement**

Students are entitled to information, advice and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into student's experience of the whole curriculum and based on a partnership with students and their parents/carers. The programme will promote equal opportunities, inclusion and anti-racism.

**IMPLEMENTATION****6. Key objectives include:**

- To develop a range of opportunities which enhance the curriculum
- To promote greater awareness for students about the world of work. The development of key skills and employability
- To promote understanding of work, industry, the economy and community
- To develop students personal and social skills in relationships in a range of contexts
- To provide students with informed and impartial guidance on the post 16 choices available
- To prepare and enable students to access IAG
- To support and assist students in progressing to learning beyond 16
- To ensure students access and benefit from external guidance provision
- To provide a coherent learning framework 14-19
- To develop the alternative education curriculum
- To provide vocational, enterprise and work related learning as well as an academic curriculum

**7. Management**

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The Co-ordinator of Citizenship is responsible for the inclusion of a careers programme within the overall Citizenship programme for years 7 to 11. The Heads of Years 12 & 13 are responsible for the delivery of Careers Education and IAG in the 6<sup>th</sup> form.

**8. Staffing**

All staff contribute to careers education and IAG through their roles as form tutors and subject teachers. The careers programme itself is planned, monitored and evaluated by the citizenship co-ordinator (Years 7 to 11) in consultation with the Connexions personal adviser who provides specialist careers guidance. The 6<sup>th</sup> Form programme is planned by the Heads of Years 12 & 13 in consultation with the Connexions personal advisor. Careers information is available in the Connexions Resource Area (in a section of the library), the sixth form common room and display boards outside the library.

The programme is supported by a member of support staff who has responsibility for the admin of the Connexions team and the resource area.

The school also has a full time work experience co-ordinator who arranges the year 10 work experience and all the additional work experience for the vocational courses.

**9. Curriculum**

The careers programme includes career education sessions integrated into the citizenship programme, careers guidance activities (group work and individual interviews) that are often part of the work related and vocational learning (including two weeks work experience in year 10). Careers lessons are part of the school's Personal Development programme and form part of the Personal Social Health Education (PSHE) delivery. Other focused events are provided such as the annual Higher Education (HE) Fair and other subject visits to Higher Education institutions in KS4 & 5. Work experience preparation and follow-up take place in citizenship lessons.

Year 9 students are all interviewed by a Deputy Head following draft option choices to give appropriate guidance.

There is a comprehensive programme run by the 6<sup>th</sup> form staff for year 11 forms starting in November of year 11 to give information, advice and guidance to year 11 students on making appropriate choices on education following year 11. This includes focused assemblies, parents' evenings, focused research using ICT facilities, a subject information week where all departments have a drop in Q&A session. Finally draft option forms which are then discussed individually by Form tutors, looked at by House Managers and students are then interviewed by Deputy Heads.

**10. Assessment and accreditation**

Career learning is assessed annually as part of the Citizenship exam.

Vocational qualifications such as BTEC.

Also, Duke of Edinburgh and the opportunity for extended work experience in vocational areas.

**11. Partnerships**

An annual partnership agreement is negotiated between the school and Connexions Service, which identifies the contributions to the programme that each will make. Other partnerships are being developed e.g. with local 14 – 19 partners and Diploma Consortium.

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**12. Resources**

Funding is allocated in the annual budget planning round in the context of the whole school priorities and particular needs in the IAG area. This funding is held and distributed by the Deputy Head for Inclusion. Sources of external funding, support and resources are actively sought.

**13. Staff Development**

Staff training needs are identified as part of the Partnership Agreement process with Hillingdon Connexions Service and in conjunction with Deputy Head Inclusion. Funding is accessed through Connexions and from school funds. The school will endeavour to meet training needs within a reasonable period of time.

**14. Monitoring, Review and Evaluation**

The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the Deputy Head Inclusion and the personal advisors, using the Investors in careers (IIC) quality standards to identify desirable improvements, and a report is submitted to the senior leadership team and governors.

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**History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
10.02.10	1	New Policy	
23.02.10	1	New Policy	To Student Committee
23.02.10	1	Accepted	By Student Committee