

Careers Policy

Careers and Employment Information, Advice and Guidance at Christ the King School and Sixth Form Centre

Background:

Careers education and guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Christ the King there is a planned progressive programme of activities that supports them in choosing 14 – 19 pathways and beyond, that suits their interests and abilities and enables them to plan their career and sustain employability throughout their working lives.

This policy is written following the publication of the updated Department for Education (DfE) Statutory Guidance in March 2013, which schools must have regard to when carrying out their duties relating to the provision of careers guidance for young people. Schools have a role to play in supporting young people to make well-informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions.

All schools have a duty to secure access to independent and impartial careers guidance for their pupils. Apart from the elements identified in the published statutory guidance, it is for schools to decide the careers guidance provision to be made available, based on the needs of pupils and the opportunities available. Christ the King High School and Sixth Form Centre is committed to providing a comprehensively planned programme of careers education, information, advice and guidance for all pupils in years 7 – 13, which is mainly delivered through the Guidance programme along with planned activities throughout the year.

Aims of the CEIAG Policy:

- to encourage and support participation in continued learning including further and higher education
- to prepare young people to meet the challenges of the local, national and international labour markets
- to develop employability skills
- to contribute to strategies for raising achievement, especially by increasing motivation
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to reduce the number of young people becoming NEET (Not in Employment, Education or Training)
- to reduce dropout rates from further education or training
- to contribute to the economic prosperity of individuals and communities
- to focus students on their future aspirations

Staff Responsibilities:

Assistant Headteacher Curriculum – Mrs M Oliver

Careers Education, Advice and Guidance Leader – Ms A Ray

Impartial and independent Careers Adviser – Mrs A Cleary

CIAG Guidance Team

Responsibilities of the School:

1. To secure access to independent face-to-face careers guidance

In fulfilling their duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.

At CTK all Y11, 12 and 13 students will have at least one face to face interview with Andrea Cleary before key dates for applications to further/higher education. All pupils/students can request an additional interview(s) or attend drop in sessions each lunchtime or after school in order to access advice/guidance. Identified groups/students will receive additional support and guidance from Year 9 onwards.

2. To assure the quality of external providers of careers guidance

Schools may work individually or partnerships to secure careers guidance services. Schools can commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they see fit. Where schools deem face-to-face careers guidance to be appropriate for their pupils, it can be provided by qualified careers professionals.

3. To provide other careers activities for pupils

Schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools are free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

At CTK, CIAG opportunities include guidance lessons, monthly Careers Talks, Careers Carousels, College Taster Days and Sixth Form 'Your Future' programme, University Visits, Work Experience and Practice Interviews.

4. To ensure adequate support for pupils with special educational needs (SEN) or disabilities.

Pupils should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available and what

additional support is available to enable them to access the provision. At CTK all targeted pupils receive face to face interviews and additional appropriate guidance with Mrs Cleary in consultation with the SENDCO

5. To work with the Local Education Authority

Local authorities will be required to assist the most vulnerable young people and those at risk of disengaging with education or work under the duties referred to in paragraph 11 of the statutory guidance. Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place. This is increasingly important as the participation age has been raised to 18.

To enable local authorities to fulfil these duties, they will continue to track young people's participation and record this on the local Client Caseload Information System (CCIS) in order to identify those who are not participating post-16, or are in need of targeted support. This includes information that helps to identify those at risk of ending up not in education, employment or training (NEET) post 16, young people's post-16 plans and the offers they receive along with their current circumstances and activities.

From September 2013, Section 13 of the 2008 Education and Skills Act places a duty on all schools to notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion. CTK complies fully with Local Authority requirements and requests in an effort to reduce pupils at risk of becoming NEET

6. To work with education and training providers

Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their further education. This may include A levels, Apprenticeships and vocational options. This will require schools to establish and maintain links with local education and training providers, including further education colleges and work-based education and training providers, to ensure that young people are aware of the full range of academic and vocational options, including Apprenticeships.

Schools are also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

At CTK we work closely with the Apprenticeship Service, local training providers such as Asset Learning and Pathways in Learning, as well as Southport, Hugh Baird and Myerscough Colleges. Pupils are encouraged to attend Open Evenings and a Taster Day at Southport College is arranged for Year 11 pupils. Training providers and the Apprenticeship Service are invited to deliver Careers Talks.

Monitoring, Review and Evaluation:

The CIAG programme will be evaluated annually by Mrs M Oliver and Ms A Ray using a variety of methods. The programme will be reviewed and updated annually. Delivery of lessons will be monitored in line with school policy for lesson observations.