

Woodchurch High School

A Church of England Academy



CAREERS EDUCATION & GUIDANCE POLICY DOCUMENT

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 THE CHURCH
OF ENGLAND
Diocese of Chester

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1. Introduction

1.1 Definitions

Essentially, Careers Education and Guidance is 'interventions designed to enable individuals to make and implement well informed, realistic decisions and manage subsequent change'.

Therefore, Careers Education and Guidance is about empowering individuals, in that it gives the pupil the skills, knowledge and understanding needed to manage their lifelong learning and career development; this is in line with the school's aims and philosophy, of enabling every pupil to achieve their God-given potential.

1.2 Legislation

In accordance with the most recent Statutory Guidance for Careers Guidance and inspiration in school (2015) it states:

1. The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The governing body must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner
 - Includes information on the range of education or training options, including apprenticeships and other vocational pathways, and in accordance with the Baker Clause.
 - Is guidance that the person giving it consider will promote the best interest of the pupils to whom it is given.
3. Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school's ethos and meet the needs of all pupils.

2. Rationale

The Education Reform Act (1988) begins with the condition that the school should:

'promote the spiritual, moral, cultural and physical development of pupils in school and prepare pupils for the opportunities, responsibilities and experiences of adult life.'

It is evident that Careers Education and Guidance has an important role in contributing to these requirements.

2.1 Aims of Careers Education

The aims of Careers Education are:

- self development;
- career exploration;
- career management.

The further, non-statutory, aims of Careers Education and Guidance are:

'Through Careers Education and Guidance, pupils are able to feel positive about themselves, improve their motivation, raise their aspirations and take responsibility for their career plans. ...They recognise the importance of equality of opportunity and of valuing difference and diversity between people.

Careers Education and Guidance helps pupils to set goals, show initiative, use information and guidance, make plans and decisions, use self-presentation and negotiation skills, and cope with transitions'.

As such, the components of an effective Careers Education and Guidance programme are:

- a planned programme of careers education within the curriculum;
- information, both paper-based and ICT-based;
- advice and guidance, including assistance with reviewing experiences and achievements and action planning;
- experience of work.

2.2 Contribution to School Improvement

Helping the pupils:

- builds self-awareness - helping pupils understand themselves, recognise their achievements and potential, develop their capabilities and use their self-knowledge when thinking about the future.
- promotes careers exploration - helping pupils investigate opportunities in learning and work, and practise the skills they need to do this.
- develops careers management skills - helping pupils make informed decisions, plan routes to their chosen opportunity, test the realism of their plans and put them into action.

Helping the school:

- promotes positive attitudes to learning - motivates pupils, building their skills, helping them to see what they can do to improve their prospects.
- supports curriculum development - helping schools identify and respond to individual needs.

- strengthens curriculum coherence - identifying transferable learning, links between different subjects, and links between subject content and life outside of school.
- supports staff development - encouraging a skills-focused approach and helping staff identify career opportunities and progression routes in their subjects.
- strengthens links with external partners - helping to build good working relationships with parents, employers and the local community.
- supports effective resource management - streamlining provision and reducing drop-out.

2.3 Contribution to the Spiritual, Moral, Social & Cultural Development of Pupils

Careers Education and Guidance has a significant, but by no means exclusive role in the development of pupils' spiritual, moral, social and cultural development. In addition to the contribution made by Careers Education and Guidance to these aspects of the pupils' development, as outlined in the statement of aims, through their study of Careers Education, pupils will be encouraged to:

- express views openly and honestly
- listen to and evaluate opinions
- develop their own personal values and practices and learn to appreciate the values and practices of others.

As such, certain attitudes should be encouraged in Careers Education and Guidance, these include curiosity, self-confidence and self-esteem, respect for the views of others, open-mindedness, critical ability and consideration for others. In order to encourage these attitudes, it is necessary to employ a range of teaching methods, so that children can develop these skills.

2.3a Contribution to the embedded Christian Values of our pupils

Our careers programme aims to help pupils understand the need to show endurance in the work that they do in all of their life at Woodchurch High School to help them have success in their future careers.

We also encourage pupils to develop integrity in their meetings with people and work they produce so that this will be embedded for when they move onto Post 16 courses.

2.4 Entitlement

In accordance with section 43, of the 1997 Education Reform Act, which gives an entitlement to a programme of Careers Education and Guidance to pupils in Years 9-11, at Woodchurch High School all pupils have access to accurate, impartial and up to date information on the full range of educational, training and employment opportunities open to them, in a format appropriate to their age and ability.

- Year 7-11: The school provides a planned programme of education, including information on post-16 education, training and employment options. Pupils' can also arrange an individual interview throughout Year 7
- Year 9: The Personal (Careers) Advisers provide guidance at 14 to all pupils', through group sessions, drop-in sessions in the Careers Library and Parents' Evenings, on GCSE choices / vocational options. Pupils' can also arrange an individual interview throughout Year 8
- Year 10-11: The Personal (Careers) Advisers provide guidance to all pupils', through group sessions, drop-in sessions in the Careers Library and Parents' Evenings, on post-16 educational, training and employment options. Pupils' can also arrange an individual interview throughout Key Stage 4. All pupils with special educational needs, or a statement of educational need, also attend an individual interview.

3. Management and Administration

3.1 Entitlement

Staff line management roles in the delivery of Careers Education and Guidance:

Link Governors:	Curriculum Committee & 'Named Governor' as per Governor Structure
Headteacher:	Ms R Phillips
Assistant Headteacher i/c	
Careers Education & Guidance:	Rev L R Bannon
Assistant Careers Co-ordinator:	Miss L Quigley
Careers Personal Advisers:	Mrs L Cairns (Mploy)

Careers Education is currently managed through the Work Related Learning / Careers Co-ordinator, who is responsible for liaising with the careers service, local school sixth forms, colleges, training providers and employers, as well as developing programmes of study.

3.2 Outline of how PoS will be covered in each Key Stage

Careers Education and Guidance is primarily delivered through an extensive enrichment programme outside of timetabled lessons as 'drop down' days/half days. It is also supported in Form time activities and in assemblies.

The school uses planning sheets to plan a pathway through the programmes of study for each Key Stage and to ensure progression. The use of these planning sheets also ensures that the content is appropriate to the age and developmental level of the pupils.

The programme contains:

- Careers Education.
- Careers Information.
- Advice and Guidance.
- Experience of work.
- Action Planning.

and is:

- linked to key transition points.
- built upon previous learning.
- delivered through a range of teaching styles.

3.3 Method of Delivery of Cross-Curricular Issues

Careers Education and Guidance is a subject that can be developed through other curriculum areas. It can provide opportunities for developing communication skills. Enriching Careers Education and Guidance with forms of drama / role-play and information technology can add to the experiences and understanding for pupils and make efficient and effective use of curriculum time.

Subject Areas have been provided with relevant activities in order to develop Careers Education & Guidance within their respective Subject Area. These activities contribute towards the aims of Careers Education:

- self development;
- career exploration;
- career management.

3.4 Additional (Special Educational) Needs

All pupils are entitled to the same broad and balanced curriculum as other pupils, and this includes Careers Education and Guidance. If all pupils are to gain maximum access and demonstrate achievement and progress, the following issues need to be considered:

Content - The content must take into account the child's age and level of understanding.

Presentation - A presentation that is lively and invites participation will hold the attention of those who have a short concentration span. This may be achieved through a cross-curricular approach, e.g., drama, art, as well as direct teaching etc.

Resources - Suitable resources are being developed and purchased to support lessons and pupils of all ability ranges.

Access - There should be a flexible approach to take account of the needs of children with reading, writing, physical and visual difficulties and ample opportunity

for discussion and questioning. The activities should take account of the pupils' interests, lifestyles and previous experiences. It is an aim for there to be opportunity for recalling and reinforcing, in order to help all children, especially those who have memory problems.

At Woodchurch, there is a co-ordinated approach to Careers Education and Guidance, to ensure that those with special educational needs gain maximum benefit from the Careers Education and Guidance they receive. To ensure this, there is close co-operation between the:

- Additional (Special Educational) Needs Co-ordinator.
- Work Related Learning / Careers Co-ordinator.
- Pupil Progress Leader/Assistant Pupil Progress Leader.
- Form Tutor.
- Support Staff.

External organisations and individuals are also involved, as and when appropriate, such as specific AEN and/or Pupil Premium sessions.

3.5 Differentiation

It is vital that the activities provided for pupils are appropriate to their age and ability. Differentiation may be achieved in a number of ways, by content, context, task, learning objective, support or outcome. Differentiated material is being developed and a rolling programme of development and purchase of new materials is underway.

3.6 Provision for Equal Opportunities

Careers Education and Guidance can contribute to the elimination of racism, sexism and all unfair forms of discrimination in society, by leading pupils to a greater understanding of the local, national and global community and through promoting equality.

Equal Opportunities issues, in relation to post-16 options, feature in wall displays, found in the Careers Library/Office area.

We are also committed to ensuring all pupils are aware of the range of different learning and training options available to them, as outlined in the **Baker Clause**.

3.7 Multi-Cultural Issues

Careers Education and Guidance has an important role to play in encouraging the development of pupils' understanding of the concerns and values of others, with regard to the world of work.

Multi-cultural issues, in relation to post-16 options, feature in wall displays, found in

the Careers Library/Office area.

3.8 Involvement of the Local and Wider Community

The school is actively developing and expanding links with the local school sixth forms, colleges, training providers and employers.

An up to date list of contacts can be found in the Careers Education and Guidance Handbook.

3.9 Involvement of Parents

The school seeks to provide up-to-date, attractive information to parents on:

- What Careers Education and Guidance is about.
- Their and their child's entitlement, and their respective roles in the process.
- Course and subject options and their implications.

The school also seeks to encourage parents to communicate with careers teachers and advisers, and to attend their child's Careers Planning Interview.

Keeping Parents Informed - Key Stage 2

Parents of prospective pupils are able to form a clear and accurate view from the school prospectus and access to the Careers Library on Open Evenings/Days of the Careers Education and Guidance, which will be provided in Key Stages 3 and 4.

Keeping Parents Informed - Key Stage 3

Parents are kept informed in the following ways:

- Through the Year 8 Option Booklet.
- Through guidance/advice/support offered during Year 8 Options Evening.
- Through guidance/advice/support offered during Year 8 Parents Evening.

Keeping Parents Informed - Key Stage 4

Parents are kept informed in the following ways:

- Through guidance/advice/support offered during Year 10 and 11 Parents Evenings.
- By encouraging parents to accompany their children to Open Evenings and other events at school sixth forms, colleges and post-16 training providers.

Also, parents are encouraged to participate in their child's Career Education and Guidance, by inviting them to attend their child's Guidance Interview.

