



Ripon Grammar School

Engineering Specialism within a Grammar School

Careers Education, Information, Advice and Guidance Policy

General Statement

This policy has been adopted as a mark of the importance that Ripon Grammar School places on education and guidance that prepares students for challenges in their future lives. It is recognised that an effective CEIAG programme helps prepare young people for the opportunities, responsibilities and experiences of life. It can contribute to achievement and inclusion by raising aspirations, increasing motivation, challenging stereotypes and enabling young people to make realistic and informed choices about their futures.

Context

Since the 1997 Education Act (1) schools have had a statutory responsibility to provide programmes of careers education for pupils in years 9 -11 and this was extended in 2004 to include years 7-9. Although the 2011 Education Bill (2) removes the statutory duty on schools in England to provide careers education in years 7-11 the Secretary of State will still expect schools to deliver high quality careers education. The intention at Ripon Grammar School is to continue to build upon the careers programme, which has been established across all keys stages (including post 16 which remains non statutory).

Another significant change related to CEIAG which is proposed in the 2011 Education Bill is a new statutory duty on schools in England to secure independent, impartial guidance for all pupils in years 9 -11 from September 2012. This will not prohibit school staff from offering careers advice as long as it is supplemented from an independent source. It is likely that schools will have flexibility to choose how to secure independent impartial careers guidance. This is a significant change to the current arrangements whereby local authorities and Connexions have been responsible for securing independent and impartial guidance. NYCC has commissioned careers guidance for schools through its contract with Igen until 31 March 2012. This contract end date links to the development of a National Careers Service from 1 April 2012 and to the expectation that the Education Bill will be enacted without significant amendment by spring 2012.

Definitions

Careers Education helps young people develop the knowledge, confidence and skills that they need to make well informed choices and plans that enable them to progress smoothly into further learning and work.

Information, Advice and Guidance covers a range of personalised activities and interventions that help young people to become more self reliant and better able to manage their progression through learning and work.

CEIAG includes a programme of careers education supported by personalised information, advice and guidance. Together they equip young people with the knowledge and skills that they need to make well-informed and realistic choices about their own progression through learning and work.

Aims

Our aims are to:

- equip students with the knowledge and skills that they need to make informed decisions about their learning and work through a programme of careers education; and
- support students through personalised information, advice and guidance to enable them to build up the confidence to take charge of their careers and effectively manage their own progression through learning and work.

Objectives

At the end of each key stage learners should be able to:

- understand themselves and the influences on them - **self knowledge**
- investigate opportunities in learning and work – **career exploration**
- make and adjust plans to manage change and transition – **career management**

In order to achieve our aims and objectives the programme of CEIAG is planned with reference to the outcomes set out in the Careers Education Framework 7-19 (*DCSF 2010*) (3). This stems from government guidance and strategy relating to careers education (4) (5) (6) (7) and with regard to ongoing national and local guidance as appropriate to the needs and development of students at Ripon Grammar School.

Content and Delivery

The CEIAG programme is made up of the following elements:

- a planned programme of careers education across each key stage
- experiences of the world of work
- impartial careers advice and guidance
- the provision of information about opportunities and progression routes in learning and work

Delivery is through a combination of discrete careers education, integrated careers education through subjects, extended provision and personalised information, advice and guidance as follows:

In **key stage 3** careers education is delivered as part of the Personal, Social, Health and Citizenship Education (PSHCE) programme and within tutorial periods. All pupils are introduced to the careers library and given the opportunity to use paper based and on-line resources. Personalised information, advice and guidance is offered to individuals and small groups of pupils identified by the Head of Lower School.

In **key stage 4** careers education is delivered within tutorial periods by form tutors supported by the careers department. In the 4th form careers education is included within the programme of work experience and work related learning. In the 5th form the focus is to support students as they consider their post -16 options and beyond.

In **key stage 5** careers education is delivered within tutorial periods by form tutors supported by the careers department and is included within the general studies programme. All 6th form students are offered ongoing careers advice and guidance targeted to their individual needs.

Throughout the school careers education is also delivered through subject teaching enabling students to build up knowledge of career opportunities related to different subjects and to identify how the skills learned in school are preparation for the world of work. Subject teachers deliver aspects of careers education both in a structured way through inclusion in schemes of work and incidentally as they arise during the course of an activity.

Opportunities are taken to commission activities that will enhance the CEIAG provision for targeted groups of students. Examples include employability skills workshops, CV writing, practice interviews, visits from external speakers, work experience, workplace visits, enterprise activities, teamwork activities and community service. A large-scale careers evening aimed at raising awareness of a wide range of career and higher education opportunities is held every 2 years for students throughout the school together with 6th form students from Outwood Academy Ripon.

As in other areas of the school, great value is placed on the relationship with parents and carers and we aim to support parents when they discuss subject options and career ideas with their son or daughter. Parents are welcome to attend careers appointments with their child and to accompany them to appropriate careers events, such as the careers evening. Parents with appropriate expertise are also invited to contribute to our careers programme for the benefit of other students.

Students receive personalised information, advice and guidance from a range of staff within the school including heads of year, form tutors, mentors and subject teachers who may refer individual students to the careers department for more specific careers advice and guidance as required. Students from all year groups can come along to the careers library lunchtime drop-ins which are held twice weekly, and any student can request an individual appointment to discuss their career related ideas with a careers adviser. An individual appointment with a careers adviser is arranged for every student in the 5th year to ensure that they have all the information they need prior to making their post -16 option choices.

Responsibilities

It is the responsibility of the **Senior Leadership Team (SLT)** to allocate sufficient resources for the delivery of an effective careers education programme supplemented by impartial advice and guidance to students. The SLT ensures that careers education is included within the structure of the timetable and the school year and monitors the ways in which CEIAG is embedded in syllabuses and activities across the curriculum.

There is a designated member of the **Governing Body** who will help to ensure that the school complies with its statutory obligations with regard to CEIAG. They also offer an important lay perspective on how the CEIAG provision prepares students for the world of work.

The **Personal Development Curriculum Co-ordinator (PDCC)** is responsible for the strategic direction and practical implementation of the policy including liaising with heads of department, form tutors and the PSHCE / work experience co-ordinator regarding the development of the careers education programme across the curriculum. She is also responsible for maintaining and developing links with outside agencies, employers, parents and other education providers and for negotiating partnership agreements.

The PDCC's remit includes procuring appropriate up-to-date resources and disseminating information to support the delivery of CEIAG. She will ensure that students and parents have access to information regarding their entitlements to CEIAG and that good quality information on careers related issues is easily accessible to students and their parents at the time when it is required.

Heads of Departments are responsible for considering how careers education can be built effectively into their subject curriculum to add a richness and relevance that actively promotes the development of personal, learning and thinking skills as envisaged in the cross-curriculum dimensions of the national curriculum (8).

Pastoral Staff including **Heads of Year, Form Tutors** and **Mentors** are responsible for ensuring that students receive CEIAG to which they are entitled having regard for their individual needs. This includes obtaining relevant up-to-date careers information from the PDCC and elsewhere for use in assemblies, form periods, individual mentoring sessions and other appropriate forums and promptly imparting information disseminated by the PDCC to relevant students. They will also liaise as appropriate with the PDCC regarding careers information, advice and guidance for individual students and ensure that parents are involved in their children's choices regarding careers, training and future education.

Resources

There is a well-stocked careers library situated above the main school library, which is open to students and staff. Resources include books and an extensive range of current careers literature and university prospectuses.

Large careers notice boards are positioned near the main school hall and there is a display area in the joint 6th form learning centre and study room where 6th form students from both Ripon Grammar and Outwood Academy Ripon can access careers information. Students are reminded to regularly check the display boards for current information including: university open days and taster courses; work experience; volunteering; apprenticeships and other work-based training opportunities; local and national careers events; and a wide range of initiatives for personal development in the UK and overseas.

A number of subject departments maintain dedicated careers notice boards to display material reinforcing the links between classroom activities and opportunities for further study and employment.

Licences are held for a range of computer packages which students can access on the school network and on-line.

The Careers Education section of the Ripon Grammar School website contains comprehensive information for students and parents about their entitlements to CEIAG and the content of the careers programme. It also contains sections on higher

education, job hunting, study abroad, taking a gap year and recommended careers resources which are intended as a starting point for individual research and include links to other useful websites.

Monitoring and Review

CEIAG provision is audited against local and national quality standards. An annual careers department development plan is produced to indicate key priorities over the coming year and beyond having regard for the specific needs of the students as identified by feedback from students, parents and teaching staff. The development plan identifies individual responsibilities, proposed methodologies, timescales and success criteria.

The CEIAG policy is kept under regular review and updated in accordance with any statutory requirements and with reference to non-statutory recommendations having full regard for the vision and ethos of the school.

Signed: R Marsden, Chair of Governors

Signed: M L Pearman Headmaster

Issued: September 2011

References

- (1) Education Act section 43 1997 amended 2004
- (2) Education Bill published on 26 January 2011
- (3) Careers Education Framework 7-19 (*DCSF 2010*)
- (4) Statutory Guidance: Impartial Careers Education (*DCSF October 2009*)
- (5) Quality, Choice and Aspiration – A strategy for young people’s information, advice and guidance (*DCSF October 2009*)
- (6) Careers Education and Guidance in England: National Framework 11-19 (*DfES 2003*)
- (7) National Curriculum - PSHE: Economic wellbeing and financial capability programme of study (non-statutory) (*QCA 2007*)
- (8) Cross-curriculum dimensions – A planning guide to schools (*QCA 2007*)