



## **POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)**

*The content of careers programmes can become dangerously narrow. Perennial topics such as CV writing and interview practice are not enough. Raising aspirations, improving social mobility, overcoming skills shortages and tackling youth unemployment and unemployability are huge and important challenges to be addressed through careers programmes; but they too, are not enough. Careers education must also be about preparing young people for the changes in the labour market that we already recognise. Globalisation, new technologies, the knowledge economy and sustainable economic development are mega-issues for careers work in schools.*

**Cegnet**

### **Rationale**

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 16 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

The Governing Body must ensure that pupils are provided with appropriate and effective careers advice from Year 7 to Year 11 and that the careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given
- Expands advice and guidance for young people so they are inspired and motivated to fulfil their potential. The school should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future
- The school must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging

The Unicorn School's Careers Education and Guidance Policy has the following aims:

- to contribute to strategies for raising achievement, especially by increasing motivation
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to encourage participation in continued learning including further education
- to develop enterprise and employment skills
- to contribute to the economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate differentiation
- to focus students on their future aspirations
- to involve parents and carers

The school must offer advice and guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways.

The school must ensure that their students are clear about the duty and what it means for them; in particular, they must be clear that young people are not required to stay in school and that they can choose how to participate which might be through:

- Apprenticeships
- Vocational training
- Part-time employment and training

Where a student has an EHCP, all reviews of that plan, from Year 9 at the latest, must include a focus on preparing for adulthood, independent living and participation in society.

### **Commitment**

The Unicorn School is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7 – 11.

We endeavour to follow the National Framework for CEG 11 – 16 in England (DfES, 2003) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

### **Aims**

We aim to raise aspirations, challenge stereotypes and encourage our students to consider a wide range of careers. Through careers education and guidance, it is hoped that the students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

In particular, we intend our students to:

- develop a broad understanding of the world of work and an ability to respond to changing opportunities
- develop independent research skills so that they can make good use of information and guidance
- develop and use their self-knowledge when thinking about and making choices
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices only after completing their higher education course.

### **Curriculum**

The Careers Programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the school's PSHE and Citizenship Programme; other events and activities are planned and organised separately throughout the year.

### **Relationship to other parts of the curriculum and other policies**

Careers education is conducted in accordance with the School's equal opportunities policy, work experience policy, external visits policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum

### **Student Entitlement**

Careers Education and guidance (CEG) is an important component of the 14-16 Curriculum and at the Unicorn School, we fully support the statutory requirement for a programme of careers education in Years in 7 – 11.

### **Development**

The policy was developed and will be reviewed biennially by the Pastoral Lead and the Line Manager (Head Teacher) based on current good practice guidelines by DfES/ Ofsted, CEG Framework.

### **Links with other Policies**

The policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Citizenship and PSHCE.

### **Implementation of Careers Education**

Careers Education is delivered during timetabled sessions in Years 7 – 11 by tutors, at key appropriate points throughout the academic year; the sessions are embedded within the PSHCE and Citizenship curriculum delivered through the Jigsaw scheme of work.

### **Equality and Diversity**

Careers education is provided to all KS3 and 4 students and provision is made to allow all those students to access the curriculum. Students are encouraged to initiate career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. In lessons teachers are asked to ensure that pupils work in mixed gender groups and that girls as well as boys are asked to be spokesperson. We monitor careers resources regularly to ensure that they encourage both boys and girls and pupils from minority ethnic groups to enter different careers.

## Schemes of Work

We follow the JIGSAW Scheme of work; the title of the Careers Programme in JIGSAW is *Dreams and Goals*.

### Year 7

The focus is about introducing careers and thinking about the vast number of careers / jobs available; emphasis will be on assessing personal strengths and how these might match to a particular career path.

There are decision making quizzes that carry on through all the year groups and which escalate as the students get older.

The students are encouraged to identify their personal dreams and goals, looking at skills for the 21<sup>st</sup> century, possible steps to achievement, managing potential setbacks, and making responsible choices.

Can having dreams and goals improve my happiness and success? We look at coping strategies, using experiences and setbacks to make appropriate changes to plans. We also discuss that as people's lives change so do plans and sometimes changes have to be made.

#### Resources:

[www.goodchoicesgoodlife.org](http://www.goodchoicesgoodlife.org)

[www.realisingdreams.co.uk](http://www.realisingdreams.co.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.mind.org.uk](http://www.mind.org.uk)

### Year 8

The focus is continuing the work started in Year 7, analysing personalities and strengths. The students will recognise particular terms associated with Careers and identify their USP.

We ask, 'What is a career path?', look at USPs and then they will research some different careers to gain insight in the complexity of one 'job' – using music is an ideal choice for this.

The students are encouraged to consider their short, medium- and long-term goals and their employability skills as well as budgeting.

Knowing how to identify a realistic goal is important as well as being able to adapt to changes and to be flexible.

We look at money and how it can be a divisive element in relationships and that it is important to keep track of spending.

#### Resources:

[www.realisingdreams.co.uk](http://www.realisingdreams.co.uk)

[www.young-money.org.uk](http://www.young-money.org.uk)

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[www.moneyadvice.service.org.uk](http://www.moneyadvice.service.org.uk)

## **Year 9**

In Year 9, the focus is self-assessment, career paths and options post 14. The students will look into the requirements of employers, recognise what the terms Apprenticeship and Vocational Work mean and begin writing their CV; for this, we access the National Careers Service, where they set up a 'Lifelong Account', something they can continue to access through their entire career.

We look at working for pleasure or for money and ask what they think job satisfaction means.

We also look again, at options for post-16 education and link this in with their GCSE options.

The students are encouraged to consider their personal strengths and weaknesses and to look at and assess mental health.

We produce a SMART plan and discuss how we can apply this to support life and learning. We identify factors that contribute to a better quality of life and look at legislation surrounding young people's working practices.

### **Resources:**

[www.young-money.org.uk](http://www.young-money.org.uk)

[www.themix.org.uk](http://www.themix.org.uk)

[www.idealists.org](http://www.idealists.org)

[www.globalideasbank.org](http://www.globalideasbank.org)

[www.realisingdreams.co.uk](http://www.realisingdreams.co.uk)

[www.princes-trust.org.uk](http://www.princes-trust.org.uk)

## **Year 10**

The focus is work experience including preparation, implementation and evaluation.

We look closely at learning styles, linking in with how they are coping with the GCSE curriculum; we return to their CVs and complete any necessary updates and then look to planning ahead with regard to going into Year 11.

The students are encouraged to consider their dreams for the future and for the world, to look at balance and perspective, relationships and community; we also look at legislation around work for young people and then managing setbacks and resilience building.

We look at identifying challenges that we might face and how we can overcome them. We ask social media really works and the consequences of misuse and the possible impacts. We also look at our consumer rights and how to be a discerning customer.

### **Resources:**

[www.realisingdreams.co.uk](http://www.realisingdreams.co.uk)

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[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)  
[www.livingethically.co.uk](http://www.livingethically.co.uk)  
[www.which.co.uk](http://www.which.co.uk)  
[www.moneysavingexpert.com](http://www.moneysavingexpert.com)  
[www.brake.org.uk](http://www.brake.org.uk)  
[www.brook.org.uk](http://www.brook.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.gov.uk](http://www.gov.uk)  
[www.askthepolice.uk](http://www.askthepolice.uk)  
[www.mindsetworks.com](http://www.mindsetworks.com)

### **Year 11**

The focus is post 16 options and the Application process.

We also look at earnings, stereotypes in the workplace and interview techniques – what are employability skills?

All of the Careers sessions are interlinked within the year groups and each year follows the previous learning, consolidating strengths identified and possible career paths recognised.

The students are encouraged to consider their dreams and goals including finance, jobs and relationships; we also look at contingency planning.

We look at identifying goals that are in the near future and others that are longer-term aspirations; we discuss how some goals take longer to realise than others and that they might change over time. We discuss a range of possible scenarios and consequences that might affect us and our peers and identify possible ways forward.

#### **Resources:**

[www.realisingdreams.co.uk](http://www.realisingdreams.co.uk)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.nesta.org.uk](http://www.nesta.org.uk)  
[www.princes-trust.org.uk](http://www.princes-trust.org.uk)  
[www.themix.org.uk](http://www.themix.org.uk)  
[www.skillsyouneed.com](http://www.skillsyouneed.com)

## **Implementation of Careers Guidance**

### **i) Careers/GCSE Evenings**

- An evening in both September and June takes place where parents and students in Year 9, 10 and 11, together with teachers, meet to discuss careers as well as GCSE options (this will be held remotely due to current COVID guidance)
- Year 10 and Year 11 students will visit a Careers Fair in London/Birmingham on a two-year rolling process (this will be dependent on guidance relating to COVID)

### **ii) IT**

A range of software products are available for students and parents to use. These include:

- Career Pilot.com
- Cascaid.com
- Adviza
- National Careers Service
- icould.com
- Careersbox
- JIGSAW

## **Resources**

Any materials are shared with the appropriate year group and the tutors. Advice is given as required by individual teachers and the Pastoral Lead has an 'open door' policy and students can regularly call in for advice.

Past students are a valuable resource and come in to help support with careers work.

## **Parents and Carers**

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved; all online resources are easily accessed through the links on the school website. Parents are also encouraged to share their experiences of work with the students via assemblies and small group visits.

## **Management**

A named member of staff (Pastoral Lead) co-ordinates the Careers programme and is responsible to the senior management line manager, (Head Teacher).

A named Governor co-ordinates with the C&FE Co-ordinator and Head Teacher.

## **Staffing**

All staff contribute to CEG through their roles as tutors and subject teachers.

The Careers programme is planned, monitored and evaluated by the C&FE Co-ordinator.

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The C&FE Co-ordinator is responsible for maintaining the general information resources available.

**Policy Co-ordinator:** Ann-Marie Martin (C&FE Co-ordinator)

**Name:** Annie McNeile

**Position:** Governor with responsibility for safeguarding



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