

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

All college students are entitled to a planned programme of Careers Education Information, Advice and Guidance and work related learning within the overall broad and balanced curriculum of the College. Progress is monitored through the curriculum enrichment programme and through the pastoral system.

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of the preparation of students for the opportunities, responsibilities and experiences of adult life. Its central concern is preparing students for the choices, changes and transitions affecting their future education, training and life as adult members of society. This process of personal and social development begins in the home and continues throughout adult life. The college is committed to impartial Careers Education, Information, Advice and Guidance as a right for all students.

Principles

Thomas Estley Community College works towards the Code of Practice for all Leicestershire schools, colleges and work based learning providers to:

- Promote life long learning and the personal development of all learners
- Recognise CEIAG as an integral part of each learner's entitlement throughout his or her learning programme
- Ensure that all learners are informed about and have the opportunity to receive their entitlement to unbiased guidance and support when making career decisions and encouraging and supporting them in accessing it
- Support all learners in achieving their potential as individuals and in maximizing their contribution to the community
- Respect individual learners' needs and circumstances and encourage diversity of approach in education and training to address these needs
- Acknowledge the value of each individual's experience, talents, skills and achievements and in doing so promote equality of opportunity and challenge stereotypes
- Ensure that there is consistent approach to the transfer of all relevant and crucial information between key stages and beyond to aid smooth transition
- Collaborate effectively to ensure access to information about opportunities is based on learners' needs
- Collaborate effectively to ensure the success of future common application procedures

Aims

The Careers Education, Information, Advice and Guidance programme at Thomas Estley Community College helps students to:

- Understand themselves and the influences on them
- Investigate opportunities in learning and work
- Make and adjust plans to manage change and transition

The aims help to promote personal, social and healthy development and challenges stereotypical attitudes to education, training and career opportunities. These aims help students to develop:

Self Awareness	Knowledge of self, qualities, values, abilities, strengths, limitations, potential and needs
Opportunity Awareness	Understanding of the world of work, the opportunities it provides, the demands those opportunities make and the rewards and satisfactions they offer
Decision making	Acquisition of skills for making career decisions

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Transition learning	Development of qualities and skills which enable students to adjust to and cope with change e.g. self reliance, adaptability, flexibility, problem solving
Roles	Positions and expectations in relation to family, community and employment
Positive attitudes	Acquisition of attitudes towards themselves (self esteem, self motivation) and towards others (discipline of work and maintaining effective relationships with colleagues)
Information	Have access and be shown how to use relevant information in Prospects/ Careers library, including IT programmes

Programme

The Careers Education, Information, Advice and Guidance Programme is part of the entitlement curriculum for all students. The programme is delivered through Curriculum Enrichment lessons and the Modules programme and has been cross referenced against 'Career Education in England – A National Framework 11 – 19.' It is delivered by year group curriculum enrichment tutors throughout the three years.

Year Group		Topic
7	Curriculum Enrichment	Starting a new college. Ambition. Friendship. Listening skills. Fire Brigade. Personal Review
	Modules	Enterprise for Malawi
8	Curriculum Enrichment	Individual strengths and weaknesses. Peer Pressure. Responsibilities of a consumer. Spending money. Career investigation.
	Modules	My Future Stem: Why should I care?
9	Curriculum Enrichment	Option choices to Upper School.
	Modules	Take your child to work day. Money and Health
10	Curriculum Enrichment	GCSE subjects
	Modules	Resilience for Success
11	Curriculum Enrichment	Year 11 Guidance interviews (to commence from September 2017)
	Modules	Careers and post-16 pathways

Programme also includes:

- Introduction to the Careers Library
- Introduction to careers IT software/websites – UCAS Progress, U-Explore, Plotr
- Individual one-one interviews with Careers Advisor from LEBC for targeted Year 8 and 9 students
- Individual one-one interviews with Careers Advisor from LEBC for Year 10 students
- Information on option choices for transfer to next phase of education
- Option evening
- Year 10 Academic Mentoring
- Sessions from LEBC advisor for targeted students/classes embedded in ASDAN curriculum
- Careers display board updated regularly
- 8 week PSHE Careers and Key Skills delivered by tutors during tutor time
- Year 10 Gifted and talented university workshop visits

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Review

Careers education is reviewed annually in conjunction with the review of the Curriculum Enrichment programme. This is done through Curriculum enrichment teams, team coordinators, member of SMT and Prospects/LEBC service.

Provision and Resources

The College will:

- work collaboratively with LEBC / Prospects Leicestershire to prepare students for future transitions
- will provide a coherent Careers education, Information, Advice and Guidance programme updated each academic year
- will provide high quality information (written and IT) for students to access information. They will be given support to use the resources effectively.
- review and identify priorities concerning the principles and aims for CEIAG

LEBC will provide:

- A named LEBC Careers Advisor to work with year 9 (may include year 8 in Summer term) who will liaise with Assistant Principal – Inclusion AND year 10 students
- Individual, vocational and educational guidance to students on referral basis
- Additional support for students with statement of special educational needs and looked after students as required
- Attendance at transitional review for students with a statement of special educational needs
- A copy of agreed action plan reached at conclusion of an interview to be given to individual students
- Support and monitoring for the Careers library
- Support and guidance to Assistant Principal – Inclusion as required

Assistant Principal will:

- Provide support for coordination of policy planning, practice and provision
- Liaise with other relevant staff including:
 - curriculum enrichment coordinator to ensure key areas of careers education are included in the CE programme and periodically reviewed
 - team coordinators
 - module coordinator to ensure careers modules are monitored and reviewed
 - subject coordinators across the whole college curriculum
 - other SMT
 - Transition mentor to ensure support is provided for transition to upper schools
 - College librarian with responsibility for the careers library, including ICT
- Ensure Career Mark is maintained.
- Provide students with alternative curriculum opportunities (Visits to college to take part in alternative courses such as bricklaying, child care, visits to places of higher education)
- Be responsible for the designated budget and liaise with College Manager for the monitoring of expenditure.

Curriculum Coordinators will:

- Be responsible for the incorporation of appropriate elements of the personal development curriculum (including careers education) of the College and practice in their specific area e.g.

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Arts	Skills of collaboration, negotiation and conflict resolution in a work place context
Design	Knowledge of working environments in the field of designing and making
English	Skills of communication, oracy, literacy in the context of working life
Humanities	Knowledge and understanding of local, national and international employment, patterns and trends
IT	Skills of ICT for informational retrieval concerning Careers opportunities, qualifications and other requirements
Mathematics	Skills of numeracy in the context of working life
MFL	Knowledge of social, economic and cultural aspects of working life in France and Spain
PE	Knowledge and understanding of a healthy life style as part of adult working life
Science	Knowledge and understanding of the application of aspects of Science and Technology in industry and the work place

- will provide appropriate and relevant subject specialist advice and guidance at particular times in the CEIAG programme, such as at points of transfer/ transition regarding subject option choices.

Other coordinators will:

- Be responsible for the incorporation and delivery of non-subject specific appropriate elements of the College CEIAG policy and practice, including work related curriculum
 - Relevant Modules Programme
 - Special Education Needs (Skills for adult and working life)
 - Transfer (information relating to Career opportunities to subject option choices)

Subject teachers will:

- Be responsible for the delivery of the curriculum, learning activities and experiences, advice and support which relate to the CEIAG policy and practice as determined by Curriculum coordinators, Curriculum Enrichment coordinator, Assistant Principal.

Tutors will:

- Be responsible for 'Personal, Social and Education Guidance' of students within their tutor group (see Tutor file) and, as such, monitor and coordinate progress, developments, support and advice to individuals. The aim is to help the student decide who he/she is, how he/she wants to be and how he/she can change his/her behaviour in whatever aspect he/she wishes.
- Provide help to individuals within their tutor group so that they examine all aspects of college life, in order to make the best of themselves and the opportunities available to them
- Provide advice on careers and transition
- Provide a vital and important role in supporting and referring individual students in need of counselling to specialists and/or experts, via team coordinators or Assistant Principal with responsibility for CEIAG.
- Deliver 8 week PSHE Careers and Key Skills during tutor time in Autumn term.

Careers Librarian will:

- Liaise with the Assistant Principal, LEBC advisor
- Manage and regularly update the careers resources within the Library

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- Provide information to students about the use of Careers resources within the library
- Give guidance to students using U-Explore / careers resources

Information

- The college has a well maintained Prospects/ careers library. It is reviewed, maintained and updated regularly
- All students are given an induction into the use of the library so that they are more able to develop:
 - knowledge of where the resources are located; what resources are available; when they are available; who can give advice on using them
 - skills to retrieve, research, compare analyse, distinguish fact from opinion.
 - Understanding of how information is stored and indexed; arrangement and loan procedures; the purposes of different resources.
- Students use the Prospects/careers Library within Curriculum Enrichment
- All students can use the library as a resource at break and lunch times.
- Information within the library covers a wide range of Education, Training and Opportunities as well as lifestyle choices
- U-Explore, UCAS Progress websites available to all students, all year 10 students have own logon

The College works at all times with a commitment to meet the Prospects Information Quality Standards.

Monitoring, Evaluation, Review and Development

The college is committed to monitoring and evaluating the effectiveness of this policy, practice and provision so that review, development and improvements can take place.

Monitoring is achieved through:

- Student feedback
- Parental feedback
- Staff and governor review processes
- Discussions with Prospects Leicestershire
- Comments from and discussions with visitors and outside placements

After evaluation by all concerned, the policy and practice is reviewed and amended. Any changes to practice are incorporated into college Improvement Plans. Any recommended amendments to the Policy are resolved for adoption by the college governing body on a regular basis in line with other college policies.

Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.