



**Harbour
School**
Dorset

Careers Education, Information, Advice and Guidance and Work Related Learning (WRL) Policy

Next review: Sept 2021

Policy Rationale

CEIAG has an important contribution to make to the education of all pupils in order to make an effective transition from school to adulthood and employment. Academies are obliged to give all pupils impartial information advice and guidance on careers education (Education Act 2011). Harbour School Dorset endeavours to follow the guidance in The National Framework for CEG 11-19, The National Curriculum programmes of study for PHSE, Citizenship and the QCA guidance on Work Related Learning. The academy will provide a range of opportunities for pupils to learn about work, the world of work, the skills required for work and the qualification pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purposes & Aims

The main purpose of CEIAG is to provide pupils with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the training and education pathways suitable for students' individual needs. Harbour School Dorset is committed to not just fulfilling its statutory requirements in this area but also to helping students to recognise and overcome barriers to enable them to make a successful transition into post-16 options. The academy recognises that a 'one size fits all' approach is not a suitable delivery method and aims to provide individually tailored support and guidance to meet the diverse range of needs our pupils have. The support offered by Harbour School Dorset does not end once a pupil leaves us, but is continued on to ensure a smooth transition onto their chosen pathway.

The aim of CEIAG is to enhance the provision made to prepare pupils for the transition to the next stage of education or employment through:

- Raising aspirations
- Offering a range of courses that are appropriate to the needs of our pupils
- Building strong connections with employers
- Improving understanding of the world of work
- Ensuring appropriate, comprehensive and impartial face-to-face provision and guidance through an independent adviser.
- Empowering pupils to plan and manage their own futures
- Actively promoting equality and challenging gender stereotypes
- Successful supported transition to the next stage of education and employment

Method

The methods by which Harbour School Dorset will accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum (Visitors into school, opportunity to attend visits to Colleges, shadowing days, careers days).
- Promoting awareness of the national and local labour market (Contact with local employers, Work Experience, Employer mentoring schemes, one-to-one guidance, case studies based on local businesses)
- By embedding careers and enterprise education throughout the curriculum. Each curriculum area identifies Careers Education elements and work-related learning opportunities and includes these in schemes of work and lesson planning and subject specific display boards.
- By creating micro-businesses that support both enterprise and work experience for pupils who need additional support prior to entering the workplace
- Providing informed and impartial guidance and careers planning (both one-to-one and online), resulting in a personalised action plan for each pupil (Individual learning Plan) which helps students to make considered decisions in regard to future choices and prepares them for transition to Further Education or employment with training.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attitudes and knowledge learned in school to the wider world. This will include explicit links to the Autism Education Trust Progression Framework that identifies and monitors Core Skill development.

- Developing students' personal and social skills to relate to the world of work. This will include explicit links to the Autism Education Trust Progression Framework that identifies and monitors Core Skill development.
- Maintaining and developing effective links with key partners including the Ansbury guidance service, local Colleges and Sixth Forms, and local industry and business leaders.

Departments should display subject links to occupations and progressions specifically, impartial and independent IAG is provided to pupils through a number of on-going delivery methods including:

- Face to face independent and impartial careers guidance for all students
- Information sharing via IAG boards, Twitter, Groupcall, School website and Ansbury Guidance website
- Practical support such as application form writing and accompanying to visits
- School subscription to KUDOS – online careers information programme
- Sharing information and liaising with post-16 providers to ensure pupil support needs are met
- Attendance at review meetings and parents' meetings (including Family Fridays)
- Work experience co-ordinator, setting up and monitoring pupils on placements

Management

CEIAG is led and managed by the Deputy Headteacher who is responsible for:

- The management and co-ordination of the various aspects of CEIAG
- Monitoring/evaluation
- Liaison (Local Governing Body, Partners)

They are supported by the Ansbury link worker and the school PSHCE Lead who are responsible for:

- Organisation of work experience placements
- Careers education strategy and delivery
- Careers & Enterprise partnership
- Monitoring/evaluation
- Destination tracking and supporting leavers

The team is supported by a link governor. Subject staff are responsible for identification of work-related learning elements within schemes/plans and implementation of work-related elements.

Review

Each academic year the Coordinator of CEIAG will write an action plan for the to be incorporated into the School Development Plan. The School Development Plan at appropriate intervals, but at least annually.

Guidance

This policy has been written with regard to the updated (October 2018) duty on schools to provide independent and impartial Careers Guidance and Inspiration for pupils

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>