



BLACK COUNTRY WHEELS SCHOOL

**DfE Registration Number 333/6003
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Careers Education, Information, Advice and Guidance Policy

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BLACK COUNTRY

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BLACK COUNTRY WHEELS SCHOOL CAREERS INFORMATION, ADVICE AND GUIDANCE POLICY

This Policy takes into consideration the following documents and guidance:

- Going in the right direction (Ofsted. September 2013)
- The Wolf Report (DfE. 2011)
- Not yet good enough PSHE (Ofsted. May 2013)
- Gatsby Benchmarks of good Careers Guidance (2014)
- Careers Guidance and Access for Education and Training Providers (DfE Statutory Guidance October 2018)
- The Foundation Code for Careers and CEIAG. See Appendix 1. (March 2015)

Introduction

Black Country Wheels School is committed to provide all young people in its care the very best information advice and guidance regarding their post – 16 planning and transition stage.

This policy should be read in conjunction with all other policies of Black Country Wheels School, but reference to the PSHE and Citizenship Policy, is of major importance.

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 higher education and further education.
- To develop enterprise and employment skills.
- To reduce drop out from and course switching in education and training.
- 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 Curriculum

Throughout the school day our curriculum is broadly activity based and classroom learning focuses on the life skills needed by our students to engage as respected citizens within the working community.

Raising self-esteem is of vital importance and our curriculum reflects that aim.

Students are guided to appreciate why an aspect of learning is important or necessary and given the opportunity to develop and practice those skills.

With particular reference to CEIAG the following are experienced:

- 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. These activities help the students focus upon:
 - Understanding themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make.
 - Finding out about different courses, what qualifications they might need and what opportunities there might be.
 - Developing the skills they may need for working life.
 - Making realistic, but ambitious, choices about courses and jobs.

- Developing a plan of action for the future.
- Understanding the different routes after Year 11 including training, further education and jobs.
- Being able to make effective applications for jobs, training and further education.
- Developing their interview skills and improving their confidence.
- Dudley Connexions Service visit the students every two weeks and a dedicated Advisor holds individual interviews throughout the year.

Monitoring and Evaluation

The Headteacher/Proprietor oversees the CEIAG process and monitors individual student transition plans every half term.

These plans are updated and form an intrinsic part of the student's Individual Learning Plan in Year 11. Records are kept on a central register of student destinations and their achievements.

The CEIAG programme is reviewed every year with regard to DfE publications and Ofsted guidance by the Senior Leadership Team of the school.

This Policy is subject to all other Policies and Protocols of Black Country Wheels School.

APPENDIX 1.

The Foundation Code for Careers Education, Information, Advice and Guidance (CEIAG)

Introduction

Supporting young people to make informed decisions about a wide range of progression, learning and work decisions is fundamentally important to individual development and wellbeing as well as the prosperity of British society and the economy.

The work of schools, colleges and education providers is essential in meeting this ambition. In a self-improving system, education providers must work together in a firm commitment to the values and behaviours that will lead to young people making better informed choices.

The Foundation Code has been developed, and is fully supported by ASCL, AoC, 157 Group, ATL, AELP, PPC and SFCA who represent schools, colleges and independent learning providers across England. It is underpinned by independent evidence from NFER. By working collectively and collaboratively to produce this new code, the above mentioned associations have, for the first time, taken real shared ownership of the values and behaviours needed to deliver high quality CEIAG that will lead to better outcomes for young people.

We urge schools and colleges to adopt the values and behaviours in the code in their own work with CEIAG.

ASCL - Association of School and College Leaders

AELP - Association of Employment and Learning Providers

AoC - Association of Colleges

ATL - Association of Teachers and Lecturers

PPC - Principals' Professional Council

SFCA - Sixth Form Colleges Association

157 Group Furthering Education and Skills

NFER - National Foundation for Educational Research.

The Code

Values

We believe that meeting the needs of the young person should be at the centre of all CEIAG provision, policy and practice within schools, colleges and independent learning providers. This is based on the principle that high quality CEIAG promotes individual aspiration as well as having the ability to contribute significantly to enhanced motivation and improved educational outcomes for young people.

Where the needs of the individual young person are best served by transferring to another institution at 14, 16 or 18 we agree that we will ensure that the young person has access to the best possible CEIAG. We commit to ensuring that our actions and behaviours in relation to CEIAG will be guided by the best interests of the young person rather than that of the institution.

We commit to supporting young people, including from disadvantaged backgrounds, to gain access to opportunities and information that otherwise might have been denied to them, encouraging them to think critically beyond their own ideas and aspirations.

Behaviours

We will:

Adopt a strategic approach to CEIAG

We will develop an approach that is supported and challenged by governors, includes a curriculum embedded careers education programme for all year groups and provides access to impartial advice and guidance. It will include activities and opportunities in which young people can learn and explore all the different options available to them, both within and external to the individual institution they are currently part of.

Contribute to addressing the skills mismatch

We will develop sustained and appropriate employer engagement in order to bridge the gap between the world of education and work, raising students' aspirations and better preparing them with the skills, knowledge and attributes required by employers and society. This will take into account changing trends in the nature of employment and labour market information.

Form and lead collaborations

In order to provide accurate and up to date information about post 14, 16 and 18 opportunities we will work with other educational partners including colleges, independent learning providers, HEI and LEPs, drawing on their expertise in order to support the delivery of CEIAG.

Engage parents and carers

We will provide a systematic, sustained set of activities and interventions that will involve parents and carers in the young person's pathway decisions. We will do this by improving their understanding of both academic and vocational qualifications and the related progression routes.

Support social mobility

We will inform the aspirations of disadvantaged groups and support them in gaining access to opportunities that otherwise might have been denied to them, by ensuring these students have access to clear progression routes, relevant contact with employers and are prioritised for work placements.

Professional development

We recognise that high quality continuing professional development for all who have responsibility for delivering CEIAG to young people will be essential in order to equip them to provide up to date, accurate and timely advice and guidance. We will ensure those delivering CEIAG will be provided with access to quality professional development opportunities.