

Chilton Trinity Technology College

Careers Education and Guidance Policy



Rationale for CEG:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make choices between the ages of 14 and 19. Through CEG students can be helped to explore and understand the adult world, to consider their own values and attitudes and to be more able to manage their careers throughout their lives. Chilton Trinity has a statutory duty to provide a planned programme of CEG for years 7 to 11 (1997 Education Act, 2003 Education Regulations) and students must be able to access information about careers and receive guidance through a variety of sources.

Commitment:

The school is committed to providing a planned CEG programme for Years 7 to 11 along with information, advice and guidance (IAG) in partnership with *Connexions Somerset* and other suitable sources.

The CEG scheme of work endeavours to follow the National Framework for CEG for ages 11-19 in England (DfES, 2001) and other relevant guidance from the DSCF, QCA and Ofsted. The CEG and other Work Related Learning (WRL) curriculum have been mapped against the IAG Quality Standard.

Objectives:

For reference only and not in any order of priority, by the end of Year 11 students should show:

- A knowledge of where, how and from whom occupational information can be obtained.
- An awareness of self-values, needs, strengths and limitations.
- An understanding of the process of making choices and the possible future consequences of those choices.
- An understanding of the work environment and the personal satisfaction that may be achieved.
- An ability to analyse jobs for entry prospects, working conditions, aptitude, values, life balance and their own needs.
- A knowledge of the educational and vocational opportunities available, both locally and nationally.
- Knowledge of the practical procedures for applying for a job.
- An understanding of the choices in school, in Further and Higher education and how all of these aspects influence future careers.

Links with other policies:

This CEG policy supports and underpins other key school policies, including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHEE, work related learning, Single Equalities Policy, health and safety and special needs.

Statement of entitlement:

1. *Careers Education:* There shall be a timetabled programme of activities within Citizenship, ICT and PSHEE for all Year Groups. This will be designed to enable students to better understand themselves, the different roles they may play in life and to help them make career choices.
2. *Access to information:* Information will be provided about the world of work, educational, vocational and training opportunities through printed media, audiovisual materials or ICT and students will be shown how to access this information.
3. *Experience of work:* Where appropriate, students will have the opportunity of work experience, visits, and work related projects in industry and the community.

4. *Access to individual guidance:* The schools link with *Connexions* as well as other external bodies will be made available to all students and parents/carers will be invited to attend option choice interviews with their children at the KS3/KS4 transition.
5. *Recording achievement:* Students will be shown how to prepare a curriculum vitae and personal statement.
6. *Special Needs students:* Statemented students over the age of 14 and their parents/carers will be assisted by the school, *Connexions* and other contributors in drawing up an individual plan to enable transition from school to adult life.

Management:

The programme of CEG work is co-ordinated by Mr B Poole and Mrs. C.Grewcock who are responsible to Mrs J. Taylor and Mr. B. Parnell. This area of work is supported by the governing body and the nominated governor for CEG is Mrs. E. Tipper.

Careers administration is supplied by "Office Administration".

Work Experience is planned and implemented by Mr B Poole.

Staffing:

All staff contribute to CEG through their roles as subject teachers and tutors. The specific programme of work will be delivered through PSHEE and ICT lessons. External contributors may also be engaged for specific activities.

The CEG programme will be reviewed by Mr B Poole and Mrs C Grewcock in conjunction with *Connexions* and other bodies as appropriate.

Curriculum:

The CEG programme includes careers education, careers guidance, work related learning and individual planning, all delivered in lessons. Other focussed events take place during the school year such as Skills Somerset, Careers Fair and Work Experience with direct involvement from the students in planning, delivery and evaluation of activities.

Partnerships:

An annual agreement is negotiated between *Connexions Somerset* and the school which identifies the contributions to the programme expected by each party. Other links are being developed, for example with Bridgwater College, to provide further information and diversity of opportunity.

Resources:

Financial budgeting takes place within normal school procedures and activities are funded from a variety of income streams.

A bank of lesson resources is being compiled including printed media, software and ICT links. Lesson plans and projects are being developed continually to meet changing demands.

Staff development:

Staff training needs are assessed annually and also on an individual needs basis.

Monitoring, review and evaluation:

The partnership agreement with *Connexions* is reviewed annually.

The CEG programme is reviewed annually by Mr B Poole and Mrs C Grewcock and evaluations are carried place from time to time to ensure relevance to the needs of students, education establishments and employers.