

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Hartford Church of England High School



Approved by: Curriculum & Standards Committee

Date: 15th March 2022

Last reviewed on: 10th March 2022

Next review due by: Spring Term 2025

Hartford Church of England High School

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

Introduction

Hartford Church of England High School aims to help all students fulfil their potential and experience success through an educational environment, which responds to individual need and stimulates and challenges each and every student. In this way we hope to prepare young people for the opportunities, responsibilities and experiences of life.

Hartford Church of England High School is committed to providing quality Information Advice and Guidance (IAG) about the pathways to learning available. The school recognises that we are all responsible for giving IAG and as such, staff should be given up to date and accurate information about the pathways available to our students.

The processes of informing, advising and guiding students are accorded a high priority and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life. Work Related Learning and Enterprise Education are regarded as an integral part of this process, as well as being a statutory entitlement.

Collaboration

Hartford Church of England High School works collaboratively with a range of providers within the local learning community to enhance its curriculum offer to students. Hartford Church of England High School is committed to developing quality CEIAG provision in agreement with its partners, to ensure that the best range of progression opportunities are available and that consistency of delivery ensures all students receive impartial high quality CEIAG. For the purposes of this policy the term Careers Education, Information, Advice and Guidance (CEIAG) is used as an umbrella term to denote a range of guidance activities and processes.

The following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites etc.

Advice – This involves:

- helping a student understand and interpret information
- providing information and answers to questions and clarifying misunderstandings
- understanding their circumstances, abilities and targets
- advising on options or how to follow a given course of action
- identifying needs - signposting and referring students who may need more in- depth guidance and support.

Advisory work is usually provided on a one-to-one basis but may also be in groups.

Guidance – Guidance aims to support students to:

- better understand themselves and their needs
- confront barriers to understanding, learning and progression
- resolve issues and conflicts
- develop new perspectives and solutions to problems
- be able to manage their lives better and achieve their potential.

Guidance may also involve advocacy on behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by guidance trained staff. Guidance usually involves the exploration of students' circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

Entitlement

Students are entitled to:

- investigate learning and career opportunities
- make informed judgements about learning and career options
- understand how these choices will help achieve their aspirations
- successfully manage key transition points
- develop aspirations through the guided use of an individual learning plan (ILP)
- gain an understanding of the world of work and enterprise.

Students, parents/carers and others will be made aware of this entitlement through:- student planners, tutorial sessions, school prospectus, website, staff handbook, information evenings, Citizenship Days, Careers Interviews and SUMO (shut up and move on) training, careers fairs and college taster days.

Delivery of the entitlement

The delivery of this entitlement is underpinned by the following values:

- impartiality
- confidentiality
- ownership by the student
- equality of opportunity
- transparency
- accessibility

CEIAG is available to students at a time, in a format and style which is appropriate to their needs. Students receive impartial IAG in both formal and informal settings from; CEIAG adviser, Young People's Services and other agencies; through curriculum programmes such as careers education, various websites, PSHE and through one-to-one guidance interviews and group sessions, STEM Coordinator. In-depth guidance on personal, learning and work issues is provided by the CEIAG adviser.

Equality of opportunity

Students with SEN, EAL, BME, young carers, LAC, and other vulnerable groups may also work with Young People's Services, Pastoral Managers and staff trained to deliver SUMO.

CEIAG is a whole school responsibility but is managed and co-ordinated and delivered in the following ways:

Roles and responsibilities

For example:

1. Governors' Curriculum Committee to monitor policy implementation
2. Head Teacher to monitor and support CEIAG delivery across school
3. Deputy Headteacher Curriculum to co-ordinate CEIAG, Work Related Learning and Enterprise Education training and delivery across the school.
4. School CEIAG Advisor
5. College Liaison Officers
6. Librarian to maintain the careers library
7. Young Peoples Services
8. Subject teachers providing quality CEIAG regarding their subjects
9. Form tutors answering basic questions about pathways and suggesting where advice should be sought.
10. Parents researching and offering advice on pathways and careers

Glossary

- SEN** – Special Educational Needs
EAL – English as an Additional Language
BME – Black, Minority and Ethnic
LAC – Looked After Children
SUMO – Shut Up and Move On

Work Related Learning and Enterprise Education

Aims of Policy

This policy statement sets out the commitment of Hartford Church of England High School to develop and promote whole school Work-Related Learning and Enterprise Education for all pupils. The programme of activities aims to:

- Equip students with the key skills, attitudes and qualities necessary to make a successful transition to adult and working life
- Improve young people's understanding of the economy, enterprise, finance and the structure of business organisations, and how they work
- Raise their standards of achievement, self-esteem and confidence
- Enhance the curriculum by adding vocational relevance and interest
- Develop career awareness and the ability to benefit from impartial and expert information, advice and guidance
- Implement effectively the developments taking place in the 14 – 19 curriculum
- Ensure the benefits and experience gained from work-related learning and enterprise education are valued and developed for successive generations of students
- Develop quality links with businesses and other relevant external partners and agencies
- Enhance the school's culture of enterprise in its management and development, and thereby its performance.

What are Work-Related Learning (WRL) and Enterprise Education (EE)?

Work-Related Learning is defined as planned activity that uses the context of work to develop knowledge, skills, and understanding useful in work:

- *through work*, by providing opportunities for students to learn from direct experience of work
- *about work*, by providing opportunities for students to develop knowledge and understanding of work and enterprise
- *for work*, by developing the key skills (including functional skills, for enterprise and employability).

Objectives of the WRL and EE Provision

The objective of delivering Enterprise Education within Work-Related Learning is to develop young people who have:

- *Enterprise Capability*, the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life
- *Financial Literacy*, the knowledge, skills and attitudes necessary to become a questioning and informed consumer of financial services and the ability to manage one's finances effectively
- *Economic & Business Understanding*, a process of enquiry, focussed on the context of business, central to which is the idea that resources are scarce so that choices have to be made between alternative uses.

Hartford Church of England High School will deliver to all students a planned, co-ordinated, and integrated WRL and EE, the elements of which are to:

- Recognise, develop and apply their skills for enterprise and employability
- Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place
- Develop awareness of the extent and diversity of local and national employment opportunities

- Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives
- Undertake tasks and activities set in work contexts
- Learn from contact with personnel from different employment sectors
- Have experience (direct or indirect) of working practices and environments
- Engage with ideas, challenges and applications from the business world

Entitlement and Delivery of WRL and EE

- A programme of careers education and guidance with clear and planned learning outcomes integrated into the whole school curriculum
- A cohesive programme of Work-Related Learning and Enterprise Education located in Scheme of Work
- A curriculum which provides opportunities for all pupils to learn and achieve
- Opportunities for students to prepare for and experience Further Education through activities such as 'Taster Days', assemblies and seminars with other educational establishments such as Sir John Deane's College, Cheshire College South and West, Warrington and Vale Royal College and Oxbridge Universities.

Hartford Church of England High School has adopted a whole-school approach to delivery of Work-Related Learning and Enterprise Education as part of the entitlement for all pupils. This complements the teaching/learning processes in school. Specific components include:

- Aspects of National Curriculum subjects delivered through work-related contexts
- Careers education, individual advice and guidance
- Qualifications and Curriculum Authority
- Work placements
- Aspects of PSHE (Personal Social Health and Economic Education)
- Mentoring
- Vocational qualifications
- Additional Enterprise Activities, such as off-timetable days, designed to consolidate enterprise and personal finance learning and provide an opportunity to practise it.

Management of Provision

6.1 Responsibility for Policy

The Governing Body and Senior Management Team of the school own this policy and are responsible for:-

- its development, implementation and maintenance
- the management and co-ordination of the various aspects of Work-Related Learning and Enterprise Education
- the range of activities in each key stage
- the measurement, monitoring, and evaluation of the effectiveness and benefits of work-related activities
- ensuring that appropriate channels of communication exist at senior management level, the Governing Body, and partners.

Curriculum Leaders are responsible for:

- ensuring that their schemes of work contribute to work-related aims;
- identifying the types of activity at relevant points in the schemes of work;
- identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them;

- clarifying how the activities helps progression and learning about, for and through work;
- indicating the scope for pupils to set their own learning objectives
- identifying and meeting individual staff development needs

Individual subject staff are responsible for:

- ensuring that their lesson plans meet and deliver the agreed learning outcomes
- assessing and recording students' development
- feedback on operational aspects of the policy to their Departments and the SLT

Action Plans and Review of Policy

The SLT will approve curriculum and activity developments as components of the WRL and EE provision, and will ensure that such developments are incorporated into Departmental Action Plans and the overall School Development Plan.

Hartford Church of England High School will review this policy every three years. Revision of plans and progress against them will be reviewed as an integral part of the school's management procedures.

Professional Development of Staff

To maintain a whole curriculum programme of delivery, Hartford Church of England High School will ensure that all staff receives appropriate professional development in the concepts and delivery of WRL and EE.

Resources and Funding

The Governing Body and SLT will be responsible for allocation of resources and funding to implement the recommendations of the manager(s) of the policy. Hartford Church of England High School will seek to access additional funds and will take up any entitlement to such funds for the implementation and delivery of this policy.

Review Cycle

This policy was approved by the Governors' Curriculum and Standards Committee on and will be reviewed in the Spring Term 2025, unless changes are required at an earlier date.

Date	Review Date	Coordinator	Nominated Governors' Committee	Link Governor
10/03/2022	Spring Term 2025	P Williams	Curriculum & Standards Committee	Mrs H Turner