

Entitlement Statement for Careers Information, Advice and Guidance at Woolwich Polytechnic School.

As a student you are entitled to:

Unbiased, impartial and up to date CIAG from school and other agencies.

To be treated with respect and as an individual regardless of ability, age, sex, religion or cultural background.

To be offered help and support when you need it.

To be treated with appropriate confidentiality.

To be given access to up to date careers information about post-16 and post-18 opportunities.

To be informed about meetings and events which will help you in your career planning decisions.

To have access to professional help if necessary.

As a student you should:

Be prepared to be active in helping yourself as well as expecting others to help you.

Be prepared to be realistic when looking at post 16 and post 18 opportunities.

Be prepared to work hard in order to reach your full potential and become a contributing member of society.



Woolwich Polytechnic
School for Boys



Woolwich Polytechnic School

PolyMAT

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Approved by Governors: 15 October 2018

Revision due: February 2020

Introduction

Woolwich polytechnic School for Boys (WPSfB) represents a culture of high aspiration, high expectation and success. Careers Education, Information, Advice and Guidance (CEIAG) is recognised as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievements while at school and beyond. We are committed to providing a planned programme of careers education for all students in years 7-13 to prepare students for the opportunities and challenges of adult and working life.

At Woolwich Polytechnic we fulfil our statutory duty to provide access to independent and impartial careers education for students in Years 8-13 ("Careers guidance and inspiration in schools" DfE 2015.) This (Careers) education is delivered within programmes of Careers, Enterprise, Citizenship and Personal, Social, Health and Economic Education (PSHEE), also with assemblies, visitors and through the wider curriculum, particularly with aspects of workrelated learning at Key Stage 3 and 4.

Here at The Poly, Careers Education and Guidance has a high profile and a Careers Co-ordinator is appointed to manage and develop delivery to ensure the needs of our students are being met.

All students have an equal entitlement to high quality careers education, information, advice and guidance that will provide them with an understanding of the world of work, help them to explore career options and support them in making decisions about opportunities open to them.

Aims

This policy sets out the nature and aims of Careers Education at Woolwich Polytechnic School. The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the "Gatsby Benchmarks" (See Appendix 1).

- To enable all students to develop the self- knowledge and skills that they need to empower them (students) to plan and manage their own futures
- To respond to the needs of each student and to support their progress
- To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.
- To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
- To actively promote equality of opportunity and to challenge stereotypes
- To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.

The Staff and Governors at The Poly recognise that career planning is not limited to just one stage in life. For this reason careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. The CEIAG programme is continually evaluated to improve its effectiveness.

Objectives

CEIAG refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress. Effective personalised CEIAG enhances and complements careers education and is available from Years 8 to Year 13.

Careers Education combined with effective information, advice and guidance is critical to young people's educational career in:

- avoiding disengagement during Key Stage 3
- choosing KS4 options
- helping to avoid underachievement or disengagement during Key Stage 4
- choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole school curricular development of students' employability skills as defined by the CBI, which are listed below;

- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology
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The CEIAG programme is integrated within the curriculum and is designed to provide help at specific decision times. The school is committed to raising the aspirations of all learners. Careers education and guidance aims to develop the skills, talents, understanding and aspirations of all our learners, enabling them to become responsible citizens who achieve personal success and fulfilment in life.

Our CEIAG programme will:

- Link effectively with the curriculum in order to maximise student learning.
- Provide totally impartial and up to date information through close working with independent careers professionals, employers and FE and HE institutions.
- Challenge stereotyping, deal with prejudice and discrimination, use skills of assertiveness and negotiation and encourage students to widen their career ideas.
- Reflect the true nature of today's and tomorrow's world of work.
- Support key policies including those for teaching and learning, assessment, recording and reporting achievement, equality and diversity, health and safety, gifted and talented, and inclusion (special educational needs).

Raising students' achievements to their full potential is a key goal of the CEIAG

Staffing

All staff are integral to CEIAG through their roles as subject teachers within their subject delivering WRL and form tutors delivering weekly Personal Development lessons.

Discreet careers sessions receives at least 1 term over the year for each year group. The

exception is year 10 where 2 terms are spent preparing and completing WORK EXPERIENCE. The school contracts an Independent Careers Advisor (76 days a year) to provide impartial and independent careers advice and guidance. This is available to students from Year 8 to Year 13.

The school's CEIAG programme is overseen by the Head of Careers, Mr. Ken Cooke (KCooke@woolwichpoly.co.uk).

Delivery and Content

Careers Education is delivered through discrete lessons within the Personal Development programme, delivered once a week to every year group. Both years 10 and year 12 complete a 2 week 'Work Experience'. Year 10's experience the 'work of work', meeting people from the workplace and managing themselves in a workplace environment. Where year 12 add this experience as part of their individual 'careers pathway'.

Additional CEIAG is provided through group workshops, Speakers, Induction days for year 9 and 10, individual interviews by an impartial external company, enterprise events, activities weeks/month (such as Apprenticeship Week and Black History), college partnership courses, college/university visits, employer presentations, theatre groups, posters, leaflets and through subject teachers.

Other events such as the Excel Careers Convention, 6th form transition, Prospects Wrap arounds and Business partnership events (Lloyds Signature Event) are typically provided on an annual basis.

Our independent Careers Advisor is at school 76 days a year, to provide individual advice and guidance to students. All careers advice and guidance given is person-centred, impartial, unbiased and confidential (within legal confines) and also meets professional standards of practice. Students receive written feedback and Action Plan. Careers advice is also available during Exam Results days, Parents Evenings, Options Evenings and Open Evenings.

Students in years 8-13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses.

At points across the school year, a variety of employers and external providers are invited into school to talk about different careers. STEM departments enter regional and Nation Competitions which promote STEM throughout the school.

Management

The Head of Careers:

- is responsible for the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4;

- is responsible for the organisation and administration of work experience at Key Stage 4;
- works closely with the member of SLT who is the strategic lead for Careers Education and the link Governor for Careers.
- liaises with students, the Independent Careers Adviser, tutors, parents and governors;
- facilitates the provision of Information, Advice and Guidance making best use of available time and resources;
- Identifies and promotes links with local and national employers and their organisations;
- assists in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Leadership Team, Heads of Year, SEND, tutors, parents, Prospects Personal Adviser and the Inclusion Unit Manager;
- evaluates events and the contributions of outside agencies to ensure the Career Education aims are met;
- organises visits to local colleges, work-based education and training providers;
- works with the relevant Head of Year to identify appropriate opportunities for supplementary local college and work-based education;
- With the LRC sources and maintains an effective collection of published material, including training provider prospectuses, and computer based resources, to assist students in making informed career choices;
- prepare, deliver and support careers related aspects to contribute to relevant PD schemes of work at Key Stages 3 and 4, including the development of skills that employers value.
- responsibility for running The Budget (Appendix 3) and utilizing funding and resources made available by partnerships

Additional preparation time is allocated to perform these task as well as monitoring, review, and evaluation of provision, focused outcomes and development of improvement targets.

The Heads of Sixth Form has the responsibility of supporting students in making decisions concerning Higher or Further Education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.

Monitoring and evaluation

When monitoring the success of the CEIAG programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it (including workshops, projects, trips, interventions and the PD curriculum), including through careers interviews
- staff feedback on careers lessons, World of Work week activities, mock interviews etc
- gathering informal feedback from external partners and visitors (including EBP, Trust Thamesmead, Careers Cluster, Lloyds Bank, London City Airport, Tower Hamlets etc)
- gathering informal feedback from parents
- quality assurance of careers lessons as part of the tutor time programme

- student destination figures post-16 and post-18.

Appendix 1

The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will have the support of an informed adviser to make the best use of the available information.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This could be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	Experiences of workplaces	Every student should have first- hand experiences of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities and to expand their networks.

7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Appendix 2 – Careers overview

Key Stage 3: By the end of this key stage, all students will have:

- A better understanding of themselves (personal characteristics, abilities, interests, potential weaknesses and limitations).
- Used the Fast Tomato programme to research information about potential career opportunities, and used the information to help them make choices about post 14 courses.
- Received appropriate advice and guidance on post 14 choices.
- Looked at the relationship between subjects and careers opportunities
- Understanding Key Employability Skills

Key Stage 4: By the end of this key stage, all students will have:

- Enhanced their self - knowledge, career management and other employability skills.
- Knowledge of apprenticeships pros and cons for themselves
- Used the Kudos programme to research information about potential career opportunities, and used the information to help them make choices about post 14 courses.
- Alternative career paths - Single Track, Serial and Portfolio Careers
- Used the Careers Information area and/or other resources, to investigate future choices and explore alternative routes to their goals. Kudos
- LMI and Hot / Cold Jobs using the Careers Coach LMI Software
- Accessed advice, guidance and support to help them firm up their choices and think about the implications.
- Gained direct experience of work.
- Chosen and applied for an appropriate opportunity and, if necessary, financial support.
- Made a back-up plan in case things go better or worse than expected.
- Had the opportunity to develop their interviewing skills with employers.

Key Stage 5: By the end of this phase, all students will have:

- Increased knowledge of careers available at ages 18, 21 and thereafter.
- Been supported through the decision making process regarding Higher or Further Education as well as alternative routes such as apprenticeships and employment after Year 13.
- Had the opportunity to take advantage of further work experience opportunities where relevant.
- Enhanced those personal and employability skills valued by employers such as time management, problem solving, perseverance, communication, team working and awareness of others.
- Had further opportunities to develop their interview skills .

Appendix 3 – The Budget

The Head of Careers at this time is also Head of Work Related Learning and so is in control of;

Careers Budget, Work Related Learning Budget, Enterprise Budget and Work Experience Budget in conjunction with the SLT line leader.

Detailed information can be seen on request from the school financial office.

Ref: Statutory Guidance: Careers guidance and inspiration in schools (The duty to secure independent and impartial careers guidance for young people in schools) (DfE, March 2015 (2013))

Discussed by Governors' Teaching and Learning Committee –

Approved by full governing body – Feb 2018

Next review: July 2020