



Clacton County High School

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Higher Expectations, Raising Aspirations

Careers Education & Guidance Policy

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CONTENTS

Background Information	3
Aims	3
Using Information Technology in CEIAG	4
Delivery	5
Differentiation	6
Monitoring and Evaluation	6
Links	6
CEIAG PROGRAMME KS3	7
Aims	7
Objectives	7
CEG PROGRAMME KS4	8
Aims	8
Objectives	8

CAREERS EDUCATION & GUIDANCE POLICY

Careers Education, Information, Advice and Guidance (CEIAG)

Background Information

Clacton County High School is a fully comprehensive, co-educational secondary academy, of approximately 1600 students, aged 11 – 18. Students come from the holiday resorts of Clacton on Sea, Holland on Sea and Gt. Clacton, as well as nearby villages of St. Osyth and Point Clear. The area has a large pensionable age group, but an ever-growing influx of Social Service supported, and Housing Association families, from the inner cities. Students reflect the mainly Caucasian, Christian nature of the area.

Unemployment in the Tendring area is higher than the national average, despite the large number of people who commute daily to London and other large towns. Seasonal work is fundamental to the employment pattern of the district.

Colchester Institute has a small campus situated in the town offering a limited syllabus, but for the majority of courses, students have to travel to the main campus in Colchester. There are just a few other providers in the town, offering courses designed to support young people to become 'work ready'.

Aims:

- To link year 8 Careers Education, Information, Advice and Guidance (CEIAG) closely to the need for students to make Key Stage 4 subject option choices.
- To provide information about careers to students in years 7 – 13, so that they are able to investigate a diverse range of career opportunities including apprenticeships, training and higher education opportunities.
- To embed CEIAG into the curriculum for years 7 – 13.
- To make use of information technology in CEIAG, particularly by using internet services, for students in years 8 – 13, to ensure the most up-to-date information is provided.
- To provide personalised data for all students in years 8 – 13, which can be retained for future reference, including CVs, post-16 options, post-18 options and careers action planning.
- To use this personalised information to link CEIAG and careers action planning.
- To provide a coherent careers programme throughout years 7 – 13, in order to provide accurate information and continuing guidance to prepare students for relevant work experience placements with the support of visits and talks from business specialists and career professionals to inform and inspire students.
- To relate careers more closely to previous experiences provided by PROUD Days and the Personal, Social, Health and Economic Education (PSHEE) curriculum,

including lifestyles, self-esteem, assertiveness, risk taking, choices, decision making and the consequences of decisions.

- To provide information on trends and changes within the local and national labour markets.
- To provide a comprehensive CEIAG support network for those students identified as having a special educational need and/or disability SEND.
- To support all aspects of CEIAG by organising CEIAG activities and events, within school and attendance at relevant external opportunities.
- To reduce the risk of young people becoming NEET (Not in Education, Employment or Training), through support and monitoring by the school's CEIAG team and recording destinations for students.

Using Information Technology in CEIAG

CEIAG helps students to identify opportunities and choose options in education, training and work, and is dependent on students acquiring a range of competencies. Students will use IT during PSHEE and PROUD lessons and throughout the curriculum to enable them to:

- Assess their own personal qualities, skills, needs, interests, attitudes and values.
- Seek and sort information in education, training and work.
- Select and use an appropriate decision-making strategy to choose between opportunities.
- Use an action planning process for the achievement of a personal careers goal.
- Maintain records of personal experience and achievement.
- Use self-presentation skills in a selection process.
- Cope with the transition from one educational, training or work environment to another.

Information Technology contributes considerably to work in CEIAG through a range of functions by:

- Storing large amounts of information in a range of formats.
- Retrieving information quickly and accurately
- Updating information quickly and easily.
- Matching information to individual preferences.
- Providing a mechanism for sharing and communicating information.
- Printing out information in a customised form, which may help motivate the user to think about the information gained and commence other careers related activities.

Delivery

The aims, elements and practice of the CEIAG provision at this school are underpinned by a commitment to:

- The Gatsby Benchmarks
- Equal Opportunities
- Partnership with parents/carers
- Partnership with local and national institutions and providers
- National Qualifications Framework
- Partnership with local and national employers and agencies
- Action Planning
- Employability for life

Careers education is delivered through the PSHEE and PROUD Days programme, through the pastoral system and is embedded into the curriculum. Information, advice and guidance is delivered through a range of planned activities, including drop in sessions, scheduled interviews with years 8, 11, 12 and 13, careers related trips, careers fairs, employer talks, work experience. Additionally, the school engages with other learning providers within the areas of further education, training and higher education.

Staff:

- Assistant Headteacher/Line Manager for Careers
- STEM Co-ordinator
- Deputy Head and Most Able (Gifted and Talented) Co-ordinator
- PSHEE & PROUD Days programme Co-ordinator
- PROUD Co-ordinator
- Careers Co-ordinator
- Outreach and Work Experience Co-ordinator
- Outreach Liaison Worker
- Form tutors (forming the frontline of the pastoral system)
- Subject staff delivering subject specific aspects of careers education
- Various other staff delivering careers lessons, with support, when the timetable dictates
- Assessment and data monitoring team

These activities will deliver:

- A planned programme of Careers Education in years 7 to 13 to complements the whole school curriculum, which delivers additional work-related learning activities.
- Access for students to guidance materials and a wide range of up to date reference materials.
- Access to experiences of the world of work, further and higher education.
- Access to labour market Information.

Contributions from CEIAG programme include:

- Self-evaluation, including those involved in student assessments.
- Action planning and target setting for monitoring through regular assessments, year 8 pathways choices, year 11 post-16 options and year 12/13 post-18 options, based on the school assessment reporting system, in tandem with students' self-assessment.
- Parental involvement at parent evenings, attended by the careers co-ordinator and careers assistant, providing impartial CIAG.

Differentiation

Achieved by:

- Making appropriate use of the school assessment and reporting structure.
- Targeted group works.
- Providing targeted individual tasks.
- Providing appropriate materials in lessons and in the online careers hub, as well as within departments.
- Individual careers interviews available to all.

Monitoring and Evaluation

Achieved by:

- Formal and informal meetings of those teaching Careers, careers co-ordinator and the careers assistant, to review the programme.
- Monitoring outcomes of careers interviews, feedback from individual students, feedback from parents at parent evenings, feedback from visiting speakers and organisations.
- Evaluating destination information.

Links

The careers team work very closely with:

- Pastoral team and form tutors.
- PSHEE & PROUD Day Co-ordinator.
- SENDCo.
- Most Able (Gifted & Talented) Co-ordinator.
- STEM Co-ordinator;
- Assessment and Data Co-ordinator.
- Training providers.
- Local colleges of further education.
- Institutions of higher education.
- Employers.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE PROGRAMME

KEY STAGE 3 – YEAR 8

Aims:

To help students develop the skills and confidence, to make realistic and informed decisions, about their Key Stage 4 courses and help students to manage the transition from year 8 curriculum to the 14 – 16 curriculum.

To help students begin to develop an understanding of 'self' in relation to future roles and an understanding of work, training and continued education.

Objectives:

By the end of Key Stage 3 students should:

- Know and understand the process of, and time scale for, pathway options at the school.
- Know and understand the structure of the Key Stage 4 curriculum and some knowledge and understanding of how and why life in year 9 is different from life in year 8.
- Know about the content, methods and means of assessment, in each of the courses offered in the Key Stage 4 curriculum.
- Understand the process of decision-making and be able to make decisions, in consultation with parents and others, relating 'self' to the options available.
- Be able to assess their ability and interest in the subjects and courses offered in Key Stage 4.
- Be able to obtain access to and use occupational information, particularly in relation to qualifications required.
- Understand the need to continue studying English, mathematics, science and other core subjects, plus a balanced curriculum and know how to find out the potential consequences for future educational and vocational choices.
- Know and understand, in outline, the National Qualification Framework.
- Be able to review achievements and experiences in different areas of the curriculum and prepare an action plan for the choice of options.
- Understand the nature of work and occupations, paid and unpaid, and be able to describe ways in which different types of work are like and unlike each other.
- Understand how adults feel about their work and how different occupations can affect personal, family and social circumstances.

CAREERS EDUCATION AND GUIDANCE PROGRAMME

KEY STAGE 4 – YEARS 9- 11

Aims:

To help students develop the skills and confidence, to make realistic and informed decisions about their futures beyond compulsory schooling and to help students manage the transition from Key Stage 4 into the sixth form, further education and training.

To help students further develop an understanding of 'self', in relation to future roles and an understanding of the place of work, training and continued education in society.

Objectives:

By the end of Key Stage 4 students should:

- Be able to make decisions, in consultation with parents and others, about educational and vocational futures, and accepting increasing responsibility for personal decisions.
- Be able to self-appraise, and have a self-awareness, including an awareness of a range of activities of interest, which enhances experience and life.
- Know the full range of opportunities available in education, training and employment and understand how to gain access to them, in line with 'Raising the Participation Age' introduced in 2013.
- Be able to obtain access to, and make effective use of, a variety of sources of careers information.
- Be able to complete an application form, write an application letter, prepare a CV and prepare for an interview.
- Be able to review post-16 options in further education and make informed choices about course selections in Key Stage 5, with particular regard to future higher education and apprenticeship requirements.
- Be able to identify and link transferrable and employable skills to a variety of different career sectors and roles.
- Know and understand what life is like in the sixth form, at a further education institution and expectations of training in the work place.
- Know the sources of help available, including the types of financial support and the various sources of information, advice and guidance.
- Be able to assemble a portfolio of achievements and experiences and select material to present to others as required.
- Be able to review personal achievements and experiences in order to plan future action, investigating alternatives, making reasoned and informed decisions and preparing contingency plans.
- Be able to challenge stereotypical and traditional attitudes towards gender, race and class in respect of occupational choices and to promote equality of opportunity in education, work and training.
- Understand the local and national perspective of work and career opportunities.
- Investigate the nature of work and its interaction with other aspects of individuals' lives.