John Mason School



CEIAG Policy and Strategy

Background and ethos

"Engaging and Challenging all Learners"

All children have a right to broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At John Mason School we provide a broad and varied curriculum to support all of our students; Careers Education, Information, Advice and Guidance is part of this provision.

Our curriculum aims to:

- build on students' previous learning and provide stretch and challenge for all students, regardless of their ability, so that they make rapid and sustained progress
- provide for the particular needs and aspirations of students, as well as offering a basic entitlement to broad areas of experience
- equip students with the necessary skills and knowledge for a fast changing world
- help students develop a social and moral awareness and an understanding of their responsibilities towards themselves, others and the environment
- stimulate the development of lively and enquiring minds, and to provide the
- conditions in which creativity, imagination, improvisation, confidence in risk-taking and a thirst for new ideas and understanding can flourish
- encourage the attitudes and qualities which will lead students to pursue their learning beyond school

The Aims of our CEIAG programme:

Within the context of these overarching aims, we aim to ensure that all students have an equal entitlement to high quality careers education, information, advice and quidance that:

- raises aspirations
- empowers young people to plan and manage their own futures
- provides them with an understanding of the world of work
- helps them to explore career options
- supports them in making decisions on the opportunities open to them.
- enables them to make an effective Post 16 transfer and to leave us equipped with career skills that will help them in the increasingly uncertain future.
- Actively promotes equality of opportunity and challenges stereotypes

Helps young people to progress

The CEIAG programme for pupils is designed to provide pupils with opportunities to acquire the learning outcomes listed in the framework and the PSHE Education: Economic Wellbeing and Financial Capability programme of study (2008). We continue to evaluate the programme to strive to improve its effectiveness against the learning outcomes.

Principles

Our CEIAG programme must:

- Link effectively with Work Related Learning, PHSE Education and the National Curriculum, in order to maximise student learning and ovoid unhelpful repetition
- Provide totally impartial and up to date information through close working with Adviza, employers and FE and HE institutions
- Challenge stereotyping and encourage students to widen their career ideas.
 Students learn how to deal with prejudice and discrimination and how to use skills of assertiveness and negotiation
- Reflect the true nature of today's and tomorrow's world of work

Delivery and content

Year 7

Students work to develop a better understanding of themselves as learners and have some understanding of what the world of work may require of them. They focus on the transition from primary school and on understanding their own skills and abilities. This is taught through Social Education (PHSE) which ids delivered by a team of teachers. Specific units focus on such topics as

- · Learning and thinking skills
- Time management
- Dealing with people outside school. (This includes members of the school community talking to students about their jobs and career choices).

In Term 6 students are introduced to a careers package called Launchpad and also Job Pod (a careers interest package produced by Oxford Brookes University)

Year 8

Students continue to work on developing understanding of themselves as learners and what the world of work may require of them.

Specific units of Soc. Ed (see above) focus on Enterprise – working in teams to develop and market a product and understanding roles in business and industry ("Beat the Boss" activity)

Our ADVIZA representative runs a 1 hour workshop for all students on using CASCAID, and the skills employers need. The aim is partly to raise aspirations.

Year 9

Students will have a greater understanding of how KS4 choices affect their aspirations and will be able to match skills/abilities to the changing world of work. Students use careers software (Cascaid Kudos) to investigate courses and potential careers.

In Soc. Ed (PHSE) lessons students are given time to use KUDOS to explore career pathways. There is also an Enterprise unit.

During registration on a fortnightly basis, students have further time to explore KUDOS and other careers packages and a range of 16-19 providers. Students are issued with an IAG booklet to record information found in tutor time sessions.

This is the starting point for the Options process, which also includes:

- An evening for students and parents on the process, and the subjects and advice available.
- A detailed information and guidance booklet on the options process containing all relevant information on subjects available
- Scheduled careers interviews for Year 9 students as needed with the Adviza representative
- Adviza runs lunchtime sessions for students.
- Tutors run a detailed IAG programme including peer interviews, one-to-one guidance.
- Personal profiles (on Launchpad)
- "Taster" week where students are introduced to new subjects by subject specialists.

All SEN and Pupil Premium students are guaranteed a one-to-one interview with the HOY or Deputy head and the *Adviza* representative early in the year.

Year 10 and 11

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- One week's work experience in Year 10 and a programme of preparation and debriefing to maximise learning. A trip to Trinity College for Year 11 to see what university life offers
- Assemblies and talks to Year 11 by representatives from the OCC Apprenticeship team, and a representative from colleges such as AWC and OCV about apprenticeships and courses.
- An assembly on sixth form applications and sixth form provision
- A Choices at 16+ Evening in partnership with other Abingdon schools and AWC
- Year 11 students have one-to-one Interviews with the senior leadership team on current progress and aspirations.
- Adviza actively involved at all stages, giving group talks, individual interviews, drop in sessions and providing individualised information.
- All SEN and Pupil Premium students are guaranteed a one-to-one interview with the Adviza representative early in Yr 11

6th Form

Our CEIAG provision includes:

Assemblies and talks to Year 12 and 13 by representatives from the OCC
 Apprenticeship team, and a representative from colleges such as AWC and OCV
 about apprenticeships and courses.

- An assembly on UCAS applications and University life; this is followed up by further work on personal statements and applications in tutor time.
- Tutor periods are used to support students in their learning and progress and to offer support as needed with future plans.
- A Visit to the Higher Education Fair at. Portsmouth university.
- A visit to BMW to learn first-hand about apprenticeships.
- Adviza actively involved at all stages, giving group talks, individual interviews, drop in sessions and providing individualised information.
- All SEN and Pupil Premium students are guaranteed a one-to-one interview with the *Adviza* representative early in Yr 12
- Visitors to assembly, representing different careers and career opportunities.

Roles and responsibilities

The CEIAG programme is planned, co-ordinated and evaluated by the deputy head for curriculum.

- Directors of Faculty, in particular the Director for PHSE, and tutors are responsible for teaching and giving feedback on the taught aspects of the CEIAG programme.
- The Learning Resource Centre manager is responsible for maintaining the careers information stored in the centre.
- We work very closely with staff from Adviza including our link personal adviser and members of the education services team.
- A link Governor supports the Deputy head in the strategic overview of CEIA

Resources

- There is a dedicated Careers Office where the Adviza representative meets with students. The office is equipped with a laptop and a range of careers resources
- The careers library is housed within the Learning Resource Centre and is easily accessible to students and staff. Materials are audited and replace annually through support from Adviza.
- Careers software is the CASCIAD package. This is available on-line.
- The budget for CEIAG is negotiated annually in line with the CEIAG improvement plan and the need to update materials

Partnerships

The CEIAG programme is greatly enhanced through links with a number of partners who help us to make students' learning 'real' and up to date. As well as the strong links with **Adviza** we constantly strive to expand and improve our links with **employers** and other local groups. This involvement includes the provision of work experience placements, Focus groups, talks in PSHE education and careers lessons, curriculum projects linked to particular subjects and mock interview sessions.

Our partners also include the other Abingdon schools and Abingdon and Witney College, with whom we hold regular meetings in order to review our CEIAG programme, keep up to date with curriculum changes and share resources.

Parents/carers are vital to pupils understanding of career choices and the decisions they make. We provide all parents/guardians with up-to-date information on choices at 14+ and 16+ and arrange parents' information sessions. They are also encouraged to make appointments to talk to a personal adviser or the VGC to discuss individual concerns.

Monitoring and evaluation

All activities that form the CEIAG programme are evaluated and information is used to inform planning for the next year. We use a mixture of evaluation forms (e.g. students fill one in at the end of the careers unit in PSHE education), focus groups (e.g. with a representative group of Year 11 after work experience)

Evaluation focuses on how effective the event/activity has been in helping students to learn whatever the intended learning outcomes were.

Staff feedback is gathered through evaluation forms and discussion during meetings.