



# **Billing Brook School**

## **CEIAG Policy**

Original Policy Developed: September 2011

Discussed at Teaching & Learning: September 2011

1<sup>st</sup> Review: September 2013 – April 2014

2<sup>nd</sup> Review: April 2016

Next Review: April 2018

# **Billing Brook Special Academy Trust School**

## **Policy for Careers Education, Information, Advice and Guidance (CEIAG)**

### **Introduction**

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 decisions and plan their careers, both in school and after they leave. The Education Act 2011, introduced four major changes to CEIAG.

1. The statutory connexions service is ending.
2. Careers education is no longer statutory.
3. Work experience is no longer statutory
4. The provision of independent, impartial careers guidance is the responsibility of schools.

Despite changes Billing Brook Special Academy Trust School continue to believe that CEIAG is very important to our pupils. Connexions, now known as Prospects offer services which benefit the school and will continue to work with together. We will continue to provide Careers education including work experience to our pupils. We will provide independent, impartial careers guidance. This is the duty of the governing body of each school and the head teacher.

Billing Brook Special Academy Trust School endorses the suggested objectives for careers education and guidance outlined in the CDI Careers and work related learning framework and the programme of study for personal, social, health and economic education – personal wellbeing and financial capability.

### **Commitment**

Billing Brook Special Academy Trust School is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-18 in partnership with the local Careers Service, Prospects and other agencies and partners.

### **Aim**

The aim of CEIAG at Billing Brook Special Academy Trust School is to prepare the pupils for the world of work and adult life through experiences of self development, career exploration and career management.

Self Development – ability to understand themselves and the influences on them.

Career Exploration – ability investigate opportunities in learning and work.

Career Management – ability to make and adjust plans to manage change and transition.

### **Development**

This policy was developed and is reviewed annually through discussions with teaching staff, the school's personal adviser(s), students, parents, governors, Connexions advisory staff and other external partners.

### **Curriculum links**

It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE education (including wellbeing) and citizenship, enterprise and work related learning, equal opportunities, health and safety, and special needs.

## **Objectives**

### **Students' needs**

The careers education programme is designed to meet the needs of students in Billing Brook Special Academy Trust School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The student's needs are identified at an individual level through Individual Education Plans and Annual statement reviews.

### **Entitlement**

Students are entitled to careers education, information, advice and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

## **Implementation**

### **Management**

The Careers co-ordinator, is responsible for co-ordinating the careers programme. She is also the school's CEIAG manager and Assistant Head Teacher, accountable to the Head Teacher. Work experience is also planned and implemented by the careers co-ordinator.

### **Staffing**

All staff is expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the careers co-ordinator.

### **Curriculum**

In Foundation Stage, KS1 and KS2 pupils learn about CEG through cross-curricular themes, for example.

Self Development – Learning about themselves through PHSE.

Career Exploration – Exploring themes such as 'People who help us'.

Careers Management – Preparation for the next stage e.g. new work, class, teacher,

Careers education begins in year 7, continues through to year 11 and into our post 16 provision. There are discrete careers lesson for this. For years 7-11 they have one discrete lesson a week. Some objectives from the National Framework are taught through PSHCE lessons, through recording, review and planning activities and special events. In key stage 4 and 5 pupils complete units related to work related learning which contribute towards a certificate or diploma in Personal Progress through ASDAN (until July 2014) or Life and living skills through OCR (from September 2014).

The Prospects personal adviser provides specialist careers guidance in the Y9 transitional review and at the Statement review in the year they leave Billing Brook Special Academy Trust School. This is in year 11 or 13 (from September 2014).

Careers information is available in the Careers library, which is housed in an area in Key stage 4 building, outside the Year 11 classroom.

Where appropriate work experience is carried out within the local area, near to the pupils home or with in the school environment, at the Salvation Army and Canto.

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (in the Careers Library), work-related learning (including work experience), action planning and recording achievement (Record of achievement). Pupils also have access to School/College link courses at local Further Education institutions. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum. We have access to an annual Transitions event held at various special schools to which parents, pupils and representatives from further

education institutes and industries are invited. An event is planned for the Autumn Term on our site. Finally we attend various other CEIAG events held both, locally and nationally.

### **Assessment**

The key learning objectives for Careers teaching (taken from the National framework) and methods of assessment for learning are documented on the planning. Teachers assess whether learning objectives have been achieved through questioning, discussion and work completed. At the end of each unit pupils complete a review form at the end of each term to assess their own learning on which teachers also comment. Collectively this information is used to complete a themed assessment which is filed in each pupil's assessment folder

### **Partnerships**

We work closely with Prospects. It is a statutory requirement for a personal advisor to attend the Year 9 Transitional review and to contribute to the Education and Health Care Plan (EHCP) in the year in which each pupil leaves Billing Brook Special Academy Trust School. In addition to the above we commission additional services and have services level agreements in place. These services include work experience placements, membership of Keeping Current, destination reports and consultancy.

We also work with other outside agencies, such as the School Nurse, Speech Therapists, Community team for people with a learning disability (CTPLD), Autism Outreach, Targeted Prevention Team and Social Care when appropriate.

### **Resources**

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Resources are audited annually. We also have access to many online resources. Sources of external funding are actively sought.

### **Staff development**

Staff training needs for planning and delivering the careers program are identified through staff performance reviews. They are identified in the staff development plan and activities will be planned to meet them. Funding will be accessed from the INSET budget. The Careers co-ordinator is also responsible for remaining up to date and this is achieved by regular attendance to Connexions and Careers 'Keeping Current' network meetings.

### **Monitoring, review and evaluation**

Guidance from the National Framework for CEG identifies appropriate learning outcomes, which can be monitored, reviewed and evaluated. The programme is reviewed annually by the Careers co-ordinator in line Career Mark to identify desirable improvements.

Policy developed & written by :

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Policy Approved by Headteacher



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