



Midhurst Rother College

The best in everyone™

Part of United Learning

CEIAG Policy (Careers Education Information Advice Guidance)

Updated: September 2018

Next Review: September 2019

Agreed by TBC (Principal/Stuart Edwards)

Midhurst Rother College CEIAG Policy 2017-18

Principles

Midhurst Rother College believes that a young person's career begins with their pathway through learning and work. All young people need a planned programme of activities to help them make appropriate 12-19 choices and to manage careers throughout their lives. (Statutory requirements for all Y8-Y13 march 2016)

Overall Aims

The Careers Education programme at Midhurst Rother College is designed to help students make the most of themselves and their opportunities. In particular, it aims to help them:

- develop their knowledge and understanding of the changing nature of work, learning and careers
- extend their understanding of opportunities in learning and work
- make good use of information and guidance by all members of staff at Midhurst Rother College
- develop and use their self-knowledge when thinking about, and making course and other choices
- develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

Commitment

Midhurst Rother College is committed to providing a planned programme of Careers Education for all students in Years 7-11, together with appropriate Information, Advice and Guidance (CEIAG)

Governors and Staff are committed to:

- providing a planned programme of activities to which all students are entitled and will have access.
- ensuring that, wherever possible, students' progress to an opportunity in further education, training or employment.
- involving young people and their parents/carers in programme activities and further developments.
- maintaining the standard of the full iC award and the reassessment programme

Midhurst Rother College is committed to equality.

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislations that places an increased duty on schools and other settings. Legislation requires schools eliminate direct or indirect discrimination, victimization or harassment and to promote equality for pupils/students, staff and others who use the school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resource.

In our school we work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: race, disability, gender (including transgender) sexual orientation, religion

and age as well as any other factors which have the potential to cause discrimination, e.g. socio-economic factors. Therefore an Equality Impact Assessment (EIA) will be carried out as part of the review process of this policy.

Provision

Management

Sarah Nathaniel, Director of KS5, manages the programme. She liaises with Governors, SLT, support from Hannah Clayton and all staff in order to deliver CEIAG to every pupil. Mel Ponterosso, Independent Careers Advisor, will meet and discuss college courses, applications and open/taster days with every KS4 pupil throughout the year

Delivery

At present, CEIAG involves lessons delivered by tutors, whole school assemblies and across the curriculum in all subjects, monitored by HODs in their SOW. In addition there are focused sessions for KS3/4 pupils in assemblies and workshops by outside agencies. Other focused events take place on an annual basis include Consultation evenings, College assemblies, Options evenings, extended learning days, College taster days, mock interviews, work related learning (CoPE) and business related enterprise.

All information and the school's CEIAG Policy is accessible to pupils, parents, staff, governors and the wider community via the School website, newsletters and information evenings throughout the year.

Resources

Careers related lessons are taught in every subject in all year groups and individual SOW and lesson plans are available to view. Students have supervised access to partial and impartial IT facilities, including Careers software – Careers etc., Talking Jobs, E-Guidance, Apprenticeships in Sussex and the internet. Specialist support from pastoral leaders and the AEN department is available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities and work with employers, businesses and other organizations. It is the responsibility of the Careers Lead, Head of PSHE/Tutor Programme, Pastoral Leaders and the Careers Advisor to select and maintain teaching resources appropriate to student's needs. In accordance with The Technical and Further Education Act 2017 came in to force on 2 January 2018, we have close links with external providers that enable opportunities for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. This is done via our Careers Advisor, assemblies, WEX, Employability and Skills service, YES and close connections with local businesses. The CEIAG Policy is also linked with other departments. References are made within the PSHE, P.E and MFL Policies. The PSHE SOW is based upon Careers and Work-Related Education' framework (ACEG 2012)

Guidance

Is provided by Mel Ponterosso Independent Careers Advisor and in collaboration with the Coast to Capital Local Enterprise Partnership and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within policy guidelines) responsive to students' needs and based on the principle of equality.

Training

Training needs to be identified through the annual needs assessment and appropriate arrangements, often in partnership with the Coast to Capital Local Enterprise Partnership, and provides opportunities for CPD and sharing of good/outstanding practice.

Monitoring, review and evaluation

All programme activities are monitored, reviewed and evaluated with active involvement of students, surveys, Careers focus groups, whole school twilight, inset days and information from pupils, staff and parents provide effective and constructive feedback and sustainability of the projects. It is reviewed annually and the findings will be used to steer the programme's development plan.