

# **CAREERS EDUCATION & GUIDANCE POLICY**

This policy is informed by:

- DfES National Framework for CEG 11-19, 2003
- Non-statutory framework for PSHE, 2000
- Programme of study for Citizenship
- QCA Work Related Learning for all at Key Stage 4, 2004

Crown Hills is a busy inner-city community college serving a multi-ethnic area of the city. It is an 11 – 16 school and approximately 94% of pupils are of South Asian origin belonging to various ethnic groups.

The overall aim of Careers Education and Guidance (CEG) within Crown Hills Community College is to:

Equip all students, regardless of ability, gender or ethnicity, with the skills, knowledge and understanding to allow them to prepare for adult and working life; making the appropriate choices and relevant decisions, based on a sound knowledge of the options available, in order to enable them to fulfil their potential and realise their ambitions.

Career education aims are to help students to:

- Understand themselves, their capabilities and the influences on them
- Investigate and opportunities in learning and work
- Make and adjust plans to manage change and transition leading to the implementation of their career plans

Students at Crown Hills Community College receive a Careers Education and Guidance programme that covers:

## Self Awareness

Students need an understanding of:

- What they want from education/training/work
- What abilities/skills/qualities they have/need to develop
- What attitudes shape their view of work
- What satisfaction they seek from work
- What impact they want work to have on their lifestyle

## Opportunity Awareness

Students need knowledge and understanding of the range of opportunities available locally and nationally.

- What is available and where
- The demands/entry/course requirements
- How to apply for/secure a place/position

## Decision Making

Students need:

- To identify/prioritise the criteria important in work
- Clear personal priorities to be established and matched to a range of careers
- To compare and contrast potential career needs to expectations, ambitions, characteristics and limitations
- To work towards forming career preferences by investigating/testing out assumptions about job/career ideas and reviewing in the light of experience

## Transition

Once a decision has been made, plans are developed that must involve

- An awareness and exploration of alternative routes (that lead to)
- The formulation of contingency plans/"back up" careers

Furthermore, every student in year 11 has the entitlement to an impartial and confidential Connexions Guidance Interview (CGI) to aid and facilitate appropriate career decision making. The Personal Adviser also interviews "target" students in years 9 and 10. These target students, identified as in need of extra and continued guidance, will be tracked and supported throughout the remainder of their school life. The Personal Adviser is also available to meet with parents at the Year 9, 10 and 11 Parental Consultation meetings. The 4 main colleges are also invited to attend the years 10 and 11 Parental Consultation meetings.

All aspects of the CEG programme are negotiated and supported by Connexions within the framework of the Partnership Agreement between the school and Connexions.

## Careers Information

The provision of Careers and Connexions information is part of the school library and is open to students during regular library opening hours. The provision is maintained by the school librarian and overseen by the Careers Coordinator and Connexions PAs and audited annually by Connexions Leicester Shire to ensure Connexions standards are met. Students receive help from the school librarian and the PAs. ICT access is available in the library for Kudos.

## **PROGRAMME STUDIED**

The statutory requirement to deliver Careers Education to all students, years 7 to 11 is met through the Life Skills faculty curriculum for Careers (+ aspects Citizenship, Enterprise and PSHE). All students in all years receive 2 lessons per week on a modular basis (each module being 6 – 8 weeks).

For Work Related Learning the curriculum includes planned learning which is undertaken through work (Work Experience – see below), for work and about work and is part of the delivered curriculum, together with Vocational Learning at Key Stage 3 and 4. There is also a LINK course for all year 10 students which provides the opportunity to study a vocational course at Leicester College for a 9 week period, one afternoon per week.

Work Experience, a main element of WRL, takes place in October of year 11. Placements are provided through the Leicester Shire Work Experience Alliance (WEXA) and through private contacts with local employers and parents (see details of the programme studied for application/ briefing/debriefing). Extended work experience can also be provided for those students not accessing the full curriculum

### Year 7:

The Real Game (part 1) – this is a careers education and citizenship programme that helps students to begin to discover the realities of the adult world, identifying direct links between school and their future life and work roles

### Year 8:

The Real Game (part 2) – to extend what has been done in year 7 and develop an understanding of the importance of learning and its impact on future choices

### Year 9:

The Real Game (part 3) – to further develop what has been done in year 8 by exploring work roles and career paths

Key Stage 4 Options – a short course that prepares students for, and takes them through, the Key Stage 4 courses, choices and decisions, covering:

- Self awareness
- Opportunity awareness
- Career and subject matching

and developing in the students the skills of research, investigation and evaluation.

### Year 10:

Work Experience – initial preparation and placement application, including:

- Self assessment
- Occupational research and evaluation
- Placement choice and application form completion

Careers – investigating the range of options available on leaving school

- Employment trends and patterns using local and national Labour Market Information (LMI), to include the use of careers websites
- Range of qualifications on offer and their equivalence
- Qualifications and entry levels to jobs
- Job suggestion activity, using careers information database
- To begin to identify the next steps in preparing for leaving school

Reference Reality – a short course to facilitate students' understanding of the reference process and the crucial part it plays in college and training applications, covering:

- Self assessment (of student year 10 performance)
- Reference analysis (of past student references)
- Own reference analysis/evaluation
- Action planning for year 11

### Year 11:

Induction – a short course that identifies what students need to be aware of and prepare for during the coming weeks/months of year 11

Work Experience – a full briefing, preparing students for a two week placement.

Includes:

- Interview preparation
- Learning outcomes (general, job specific and Key Skills)
- Health and Safety
- Rights and responsibilities at work

followed by a short debrief:

- Assessment/review/evaluation of the learning experience
- Administration – ‘thank you’ letter to placement provider, draft RoA statement

Choices at 16 – to prepare students and make the choices for their post 16 education/training/employment. Students

- Review current performance and plans
- Investigate academic, vocational and occupational qualifications
- Research the courses on offer at the local IVth Form and Further Education colleges
- Explore the alternatives – employment and training (Modern Apprenticeships, “work start” courses, etc)
- Learn about C.V. and Personal Statement production
- Learn how to complete an application form
- Complete the CAP form for their chosen courses at the local colleges and/or for employment or training courses
- Put into place contingency plans