

The Magna Carta School

Magna Carta School CEIAG Policy



Written by:	Mr E Saniez & Mr C Reilly	Date: 24 th September 2018
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The Magna Carta School Careers Education Information Advice and Guidance (CEIAG) Policy

This policy is underpinned by the school's policies for teaching and learning; assessment, recording and reporting achievement; vocational education; PSHE; enterprise education; equal opportunities; health and safety; and special needs.

Entitlement needs of students:

The CEIAG programme is designed to meet the needs of students at The Magna Carta School (TMCS) in line with the statutory guidance published in January 2018 by the DfE entitled, 'Careers guidance and access for education and training providers. Please also refer to our Provider Access Policy document that outlines the guidelines for education and training providers to make contact with the school for the purposes of informing students about approved technical education, qualifications, apprenticeships and possible career paths and aspirations.

CEIAG is a differentiated program to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEN learners has been taken into account and activities are differentiated to ensure access. The programme promotes equality of opportunity, inclusion, anti-bullying and anti-racism.

Each key stage has set entitlements which are in line with those set out in the Career Development Institute (CDI) framework. The activities devised for each year group are derived from these entitlements.

By the end of year 7, students...:

1. will be able to describe themselves, their strengths, and preferences
2. will be able to tell positive stories about their wellbeing, progression and achievements
3. will be able to explain how they have benefited as a student from careers, employability and enterprise activities and experiences
4. will be able to describe the different ways of looking at people's careers and how they develop
5. will be able to identify and make the most of the support around them

By the end of year 8, students ...:

1. will be able to explain how they have benefited as a student from careers, employability and enterprise activities and experiences
2. can identify different types of work and why people's satisfaction with their working lives can change
3. will be able to describe the organisation and structure of different types of businesses
4. will be aware of what labour market information is and its usefulness
5. will recognise the qualities and skills that can make them employable and will be able to explain how they have demonstrated these both in and out of school.
6. will know how to look at the choices and opportunities open to them when they reach a decision

By the end of year 9, students ...:

1. will be able to explain how they have benefited as a student from careers, employability and enterprise activities and experiences
2. will identify and make the most of the of support around them, including how to use careers information, advice and guidance and know the difference between being objective and bias
3. will know how to look at the choices and opportunities open to them when they reach a decision
4. will know how to negotiate and make plans and decisions carefully to help them get the qualifications, skills and experience they need
5. will show that they are able to be positive, flexible and well-prepared at transition points in their life

By the end of year 10, students ...:

1. will be able to review and reflect on how they have benefited from careers, employability and enterprise activities and experiences
2. will recognise how they are changing, what they have to offer and what is important to them
3. will be able to show how they continue to develop the qualities and skills they will need to improve their employability
4. will be able to research their education, training, apprenticeship, employment and volunteering options and make an informed choice as to the most suitable post-16 option for them
5. will know their rights and responsibilities in a selection process and the strategies they can use to improve their chances of being chosen

By the end of year 11, students ...:

1. will be able to review and reflect on how they have benefited from careers, employability and enterprise activities and experiences and show that they have acquired and developed qualities and skills to improve their employability
2. will be able to research their education, training, apprenticeship, employment and volunteering options and make an informed choice as to the most suitable post-16 option for them
3. will be able to find relevant labour market information and know how to use it when planning their career
4. will build on and make the most of the support around them, including how to use careers information, advice and guidance and know the difference between being objective and bias
5. will know how to make plans and decisions carefully including how to solve problems and deal with influences on them appropriately
6. will review and reflect on previous transitions to help them improve their preparation for future moves in education, training and employment

Implementation

- The CEIAG coordinator is responsible for overseeing the planned careers programme. However all staff in the school have elements of CEIAG within their roles.
- The CEIAG coordinator is responsible to the Assistant Head Teacher who has responsibility for CEIAG.
- Student guidance is managed by the CEIAG coordinator, also work experience is managed and coordinated by CEIAG and is overseen by Assistant Head Teacher who has responsibility for CEIAG.

Staffing:

- All staff are expected to contribute to the CEIAG programme through their roles as tutors and subject teachers. CEIAG is planned, monitored and evaluated by the careers coordinator in consultation with relevant staff.
- Careers information is available in the Learning Resource Centre (LRC) in the careers education resources section, which is maintained by the library staff and careers coordinator.
- There are a number of people who as a collective are responsible for the delivery of CEIAG at TMCS. These are:
 - CEIAG Coordinator
 - Assistant Head Teacher with overall responsibility for careers
 - PSHE Team (Tutors) & PSHE Coordinator
- The Personal Advisor (Innervate)

The Innervate Career Advisers are committed to ongoing CPD with sector lectures and all staff continued to have QA observations and work towards data performance indicators. Please see www.innervatecareers.com for further details regarding CPD and Quality Assurance.

There is a link governor for CEIAG at TMCS. This is a requirement set out by the DfE in the statutory guidance on careers and inspiration in schools as well as in the Governance handbook.

Role and responsibility of the CEIAG Link Governor:

1. Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of students. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.
2. Maintained schools must secure access to independent careers guidance for students in years 7 to 11.
3. Schools must have regard to statutory guidance, which sets a clear framework for the provision of advice and guidance.
4. Ensure that the advice and guidance provided is impartial, includes information on the range of options (including apprenticeships and other vocational pathways) and promotes the best interests of the students to whom it is given;
5. Provide clear advice to the headteacher on which a strategy for advice and guidance can be based that is part of a clear framework linked to outcomes for students; and
6. Consider the importance of providing students with access to inspiring activities through sustained contacts with employers, mentors and coaches.