



Tamworth Enterprise College Policy for Careers Education

Adopted and ratified by the Governing Body of on:	3 rd December 2015
Policy to be reviewed on:	October 2017
Responsibility	D Upton

1. Introduction

The Academy is committed to providing Careers Education, Advice and Guidance to all students through the curriculum and organised activities.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student.

2. Aims

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance
- Work place experience through the Year 11 Work Experience week
- Independent investigation through the use of the learning platform
- Progression planning through the provision of Information and Guidance (IAG) from external careers advisors, support across the curriculum, organised progression activities and events and association with local colleges and businesses. Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships

3. Commitment

The Academy is committed to all providing a planned programme of careers education, information and guidance for students in all years in partnership with some external providers. All students will leave the Academy with the skills and knowledge required to support their entry to further education or an apprenticeship. The Academy actively promotes parent/carer involvement through events, forums and ensuring access to information throughout the year.

4. Entitlement

Students are entitled to careers education, 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, diversity and inclusion whilst promoting the best interests of the students to whom it is given.

5. Provision

The careers programme is managed and co-ordinated by the teacher lead for CEIAG, delivered by tutors and invited speakers.

Careers resources, available from the careers office are relevant and updated regularly. Access to careers software (Careers etc) and the internet is easily available.

Participation in activities, both in school and off-site, provide employer contact and further information. The Academy is providing individual careers interviews for every Year 11 student where the focus will be on 'Employability skills'.

Careers focused activities are delivered through Curriculum Days and the 'Tutor Time' programme. This will include activities about work to develop knowledge and for work to develop skills

Training needs are identified and offered to all relevant staff as opportunities arise. Information is then brought back into school and shared with other staff members. The lead teacher for careers attends regular panel meetings with the STEP group where Careers fairs, Taster and Interview days are events which are organised and have become a feature of the Careers programme.

5.1 Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice
- Allotted time through 'Tutor Time' for self-development focusing on lifestyle and progression
- Access to the careers etc software during Tutor Time
- Year 9 will be invited to attend a Pre-Options Evening
- Assemblies and other information on KS4 options including vocational and alternative courses.

- Enrichment and Enterprise activities take place on Curriculum days

By the end of key stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 options
- Received appropriate advice and guidance on Key Stage 4 options and prepared an individual learning plan that sets broad learning goals

5.2 Key Stage 4 Provision

- Consider undertaking a One week block work experience placement which focuses on students' future career aspirations, where possible, allowing learning about work through the experience of work
- Careers Fair in school day
- College presentations
- Careers Interview for every Year 11 student
- Information on College 'Open Days'
- Support when completing College Application forms
- Mock Interview
- Supported CV and Personal Statement sessions within English curriculum
- Parents' evenings with some assemblies are supported by external IAG provider
- Close monitoring of vulnerable students

By the end of Key stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Considered the value of gaining experience of the 'World of Work' through a placement if they require one
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice

- Been provided with the resources to complete the post-16 application process, including CV's, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

MONITORING AND EVALUATION

D Upton and Senior Leader responsible for curriculum will monitor the impact of the provision and report to the Principal

The Principal will report to the Governing Body on the impact of provision as part of Curriculum Provision

DU November, 2015