



Isle of Wight
Education Federation

The Governing Board for the
Isle of Wight Education Federation

Careers Policy

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Carisbrooke College, Medina College and the Island VI Form believe that Careers education, information advice and guidance (CEIAG) gives students the skills, knowledge and understanding to manage their own lifelong learning and career development. The learning outcomes from CEIAG prepare students for the opportunities, responsibilities and experiences of education, training and employment.

Through CEIAG students are able to feel positive about themselves, improve their motivation, raise their aspirations and take responsibility for their career plans. They match themselves to courses and kinds of work that will suit them and they investigate changing opportunities in the world of work. They recognise the importance of equality of opportunity and of valuing difference and diversity between people.

CEIAG helps students to set goals, show initiative, use information and guidance, make plans and decisions, use self-presentation and negotiation skills, and cope with transitions.

The curriculum is broad and balanced and enables all options Post-16 to be accessible. Students are encouraged to develop personal qualities as well as meeting their academic potential. The college endeavours to follow statutory guidance and the programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

Aim

The Isle of Wight Education Federation is committed to providing a planned programme of careers education information and guidance for all students in Years 7 – 14 which is developed around the three aims of careers education and guidance:

Developing yourself through careers, employability and enterprise education	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work
Learning about careers and the world of work	Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development
Developing your career management, employability and enterprise skills	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change

Principles

- Staff recognise the importance of CEIAG
- Staff are aware they are teachers of CEIAG
- Students have access to up to date Careers information
- All students have access to Careers Guidance
- All students are entitled to a planned Careers education programme
- Careers Guidance is provided through the Federation by the Careers Team (Careers Leader and Assistant Careers Leader) but 1-1 careers guidance interviews delivered by the Federations Careers Adviser
- The Careers team will support the LA & Island Futures with up to date information on students (Destinations)

Curriculum delivery & organisation

Entitlement

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

Parents / carers can expect the Federation to actively involve them in the planning, implementation and review of their child's career learning through: -

- Year 8 'Choices' evening
- "Work Experience Information" (Year 10)
- The opportunity to attend their child's careers interview
- Providing specialist help if their child needs learning support
- Supporting their child by allowing them to attend / take part in events such as "Take your child to work day" (Year 9), Work experience (Year 10), "Mock Interviews & Taster days" (Year 11) University Taster days and Work Experience (Year 12 & 13) and any other relevant presentations / activities which are deemed by the college to support the careers education and guidance programme.

The CEIAG programme is led by the Careers Leader and the Assistant Careers Leader.

Curriculum

The Careers Leader manages the careers education programme and is directly responsible to the Head of School and the governors of the school.

The Federation has an on-going careers programme (also linked with the Federation Careers Strategy) that lists that different aspects, tasks, activities and opportunities available to KS3, KS4 and KS5.

Careers Education and Guidance comprises of five main components:

- Careers education within the curriculum
- Planning and recording of achievements and work-related activities
- Work experience
- Access to individual guidance and support
- Access to careers information

The programme includes:

- Careers education lessons
- Careers guidance (individual planning and interviews, information and research activities)
- Mock interviews
- Enterprise Challenges
- Residential/Visits to local Further and Higher Education Establishments
- Take Your Child to Work Day

- Raising aspirations activities
- Taster sessions (vocational, academic, FE, HE and others)
- College visits including, CEECAM, Isle of Wight College, VI Form Campus and others
- Programme of work experience (Year 10)
- Inspirational Assemblies/Guest Speakers
- Talk the Talk
- STEM Workshops
- Extended work placements and volunteering
- Bespoke Information evenings for parent/carers and students (to support post 16 and post18 steps)

Monitoring, Review and Evaluation

An important part of the CEIAG programme is evaluation. It is mainly through evaluation that this policy will develop whilst keeping abreast of national changes to CEIAG. Evaluations take place after career-related events so we can assess whether or not career outcomes have been met. Students access to careers related activities are tracked electronically and are regularly monitored.

Assessment takes place through verbal feedback/assessment observation, written evaluations and student and employer feedback.

The process of regularly completing and monitoring the Gatsby Benchmark Compass Tool has given us the opportunity to review and evaluate the whole CEIAG programme

Partnerships

Partnerships have been firmly established with the Local Authority/Island Futures, local Employers who provide work experience placements. Other firm links have been developed with Post

18 providers (Local Training Providers), F.E colleges such as Isle of Wight College for vocational and academic taster days and external organisations such as Charities and Inspiration Learning group.

Resources

Funding for careers education is allocated in the annual budget in the context of whole school priorities.

For the next 2 academic years (2019/2020 and 2020/2020 we have additional funding available from SUN (Southern Universities Network)

Staff Development

Staff training needs are identified yearly. Funding will come from the CPD budget or SUN.

Parent/Carers

Parents play an integral part in pupils' understanding of career choices and are encouraged to attend a range of career events including parents' evenings, careers interviews, work experience and EHCP review meetings and bespoke information evening regarding specific careers/ post 16 and post18 education opportunities.

Whole School Policies

CEIAG will support and contribute to other “whole school policies”, the Federation development plan and Federation Strategy whenever possible.

Special needs: The Careers team will liaise closely with the SEND to ensure that the programme of CEIAG is accessible to any student with a special educational need and support students with SEN upon leaving school.

This policy will be reviewed annually

Review Date:

This policy was developed and is being reviewed annually through discussions with staff; students, parents, governors and other external agencies