



**Brownhill**  
LEARNING COMMUNITY

# CEIAG POLICY

**Report Author: L Georgiou**  
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**To be reviewed: November 2021**

## 1. INTRODUCTION

### RATIONALE

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education in Years 7 -11 as outlined in the DfES 'Careers guidance and inspiration in schools' issued April 2017. Students also have access to Independent Advice and Guidance.

### COMMITMENT

The Brownhill Learning Community is committed to providing a planned programme of careers education and impartial information, advice and guidance (IAG) for all students in Years 7-11, in partnership with the Positive Steps.

### DEVELOPMENT

This policy was developed and will be reviewed annually in discussion with the schools' Positive Career Advisor, advisory staff, relevant teaching staff and other external partners.

### LINKS WITH OTHER POLICIES

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, PSHCE Education, work related learning and enterprise, Post 16 Transition Policy, Equal opportunities and diversity, special needs.

## 2. OBJECTIVES

### STUDENT NEEDS

The careers programme is designed to meet the needs of the students in the community. It is designed to ensure progression through activities that are appropriate to students' stages of career learning, planning and development

## *ENTITLEMENT*

Students are entitled to CEIAG which meets professional standards of practice and which is person centred and impartial. It is embedded into students' experience of the whole curriculum and based on a partnership with students and their parents/carers. Raising aspirations, challenging stereotyping and promoting equality and diversity are key aspects.

## *3. IMPLEMENTATION*

### *MANAGEMENT*

Lauren Georgiou co-ordinates the CEIAG programme in conjunction with the Deputy Heads. This area is supported by Rhiannon Hutchins PSHCE Co-ordinator. Work Experience is planned and implemented by Jayne Haigh, the work experience co-ordinator supported by Diane Wilkinson, Progression Officer and Nicola Sweet, Higher Level Teaching Assistant and the Careers Adviser.

### *STAFFING*

All staff contribute to CEIAG through their roles of teachers, subject co-ordinators and support staff. Specialist sessions are delivered through PSHCE, Making Informed Careers Choices and the Employability qualification. The Career Adviser provides specialist careers IAG, in conjunction with the Progression Officer, who also provides careers and progression planning.

### *CURRICULUM*

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related and work based learning, including work placements and extended placements as approved by the Deputy Heads. Other focused events are our own in house Careers Fair and North West Forums as they emerge. Work Experience preparation and follow up take place in appropriate parts of the curriculum.

### *ASSESSMENT AND ACCREDITATION*

The intended learning outcomes for students are based on the National Framework. Qualifications at Key Stage 3 (year 9 only) include Entry Level Units which are taken by many of the students and in Key Stage 4 the assessments are AQA Level 1 units taken by students able to complete the criteria.

### *PARTNERSHIPS*

An Annual Partnership Agreement is negotiated between the school and the Positive Steps Service which identifies the contributions to the programme that each will make. Other links such as local work with the Inclusion Team are being developed.

### *RESOURCES*

Funding is a core part and is agreed annually by the Governors of BLC.

### *STAFF DEVELOPMENT*

Staff training needs are identified through regular supervision and CPD. Positive Steps Partnerships inform of work placements for staff and training available. Funding is provided from staff training budget. Outside funding of courses is actively sought. The community will endeavour to meet relevant training needs. A member of staff alongside the Career Advisor from Positive Steps is qualified at Level 6 for Career Information Advice and Guidance. CEIAG National Standards have been investigated through a series of training events. The Senior Management Team

understand the roles of the Careers Team and their role in reducing NEET destinations.

#### MONITORING REVIEW AND EVALUATION

The Partnership Agreement with Positive Steps is reviewed bi-annually. The programme is reviewed annually using local quality standards for CEIAG to identify areas for improvement. The Inclusion Team review quality of provision with the co-ordinator quarterly. The IAG is assessed annually in accordance with the holding of 'The Quality in Careers Standard' delivered by Inspiring IAG.

School now works closely with GM Bridge Advisory Network and have monthly meetings with their Senior Enterprise Coordinator to ensure/support the Governments Gatsby Benchmarks are being met.

Reviewed and Amended 03/11/20

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