

Pathways Group

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Vision Of Pathways Group:	That every child aspires to maximize their potential.
Mission of Pathways group:	To provide clear progression pathways and support for students in order to raise aspirations and achievement. To share information with students, parents and staff in order to ensure that every child can access University or an appropriate alternative career pathway and secure a fulfilling and rewarding future.
<p>1. Introduction</p> <ul style="list-style-type: none"> ▪ Rationale for CEIAG 	<p>Young people’s careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 9-11 (2011 Education Act), extended to Years 8 – 13 from Sept 13 and although careers education is no longer a legal requirement we wish to continue to make provision in this area. Our policy is also framed to help us prepare for RPA and to benefit our Pupil Premium pupils.</p>
<p>Local Labour Market intelligence (LMI).</p> <p>(All data is from Yougov national statistics or Tees Valley Combined authority) for the year to March 2016).</p>	<p>Hartlepool is a coastal town with above national levels of unemployment (9.4% in the year to March 2016 compared to 7.5% for the North East and 5.1% nationally.) Unemployment is highest among males with 11.1% of males unemployed.</p> <p>The North East saw a 4% fall in university applications in 2016 and has the lowest number of university applicants of all regions in the UK. Hartlepool has historically had lower than average levels of university entrance. The largest local employers (in terms of people employed are health care/social work (16.1%), followed by retail (including wholesale and repair of motor vehicles (14.5%) and education (also 14.5%), manufacturing (11.3%), accommodation and food services (8.1%) and professional scientific and technical (6.5%).</p> <p>In the wider area, the Tess Valley unemployment is also higher than the national average. There has been a modest growth in employment largely driven by the growth in private sector which has been offset by a fall in public sector jobs. Self-employment remains a growing are of the jobs market and the skills needed for self- employment are likely to be an increasingly important element of careers education.</p> <p>Local LMI data is shared with all staff in the form of the weekly bulletin and quarterly bulletin</p>

<ul style="list-style-type: none"> ▪ Commitment 	<p>Dyke House Sports & Technology College is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils and students in Years 4-13. We will work with our feeder schools to offer CEIAG activities to children in Years 4-6 in line with the ACEG Key Stage 2 Framework.</p> <p>Dyke House Sports & Technology College is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.</p> <p>We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies from time to time.</p>
<ul style="list-style-type: none"> ▪ Development 	<p>This policy was developed by the Pathways lead team after wide consultation and was discussed by the governors' curriculum committee before being formally adopted.</p>
<ul style="list-style-type: none"> ▪ Links with other policies 	<p>The policy for CEIAG is related specifically to our policies for Teaching and Learning, Assessment, Learning Guide Programme, Citizenship, SMSC (Spiritual, Moral, Social and Cultural), Gifted and Talented, Pupil Premium, Looked After Children and Learning Difficulties and Disabilities.</p>
<p>2. Objectives</p> <ul style="list-style-type: none"> ▪ Students' needs and entitlement 	<p>Objectives</p> <p>To ensure the career development, wellbeing and progression of all students.</p> <p>To provide all pupils with a programme of support and advice that their individual circumstances may require.</p> <p>To provide CEIAG that is relevant, timely and sufficient to meet students' needs and integrated into their overall curriculum.</p> <p>To uphold the standards and code of practice of the Careers Profession Alliance's standards and codes of practice.</p> <p>To provide CEIAG in partnership with students themselves, their parents/carers and our chosen professional and community partners.</p>
<p>3. Implementation</p> <ul style="list-style-type: none"> ▪ Leadership and management 	<p>Leadership and management are secured through the <i>Pathways Group</i>. Membership includes the Assistant Head teacher who chairs the group and the Career Development Manager who co-ordinates the day-to-day delivery of the careers programme, a Careers Development Advisor, the Sixth Form Higher Education mentor and the Aspirations Manager.</p> <p>This area is supported by a School Governor, who is linked to Careers Development and the Vice-Principal for Teaching Schools.</p>
<ul style="list-style-type: none"> ▪ Staffing 	<p>All Learning Guides are expected to contribute to CEIAG delivery through their roles as Learning Guides, subject teachers and support staff. Learning Guides are fully briefed by the Careers Development Manager prior to delivery. Discussion of student progress will also include regular reflection</p>

	<p>on career ambitions. The CEIAG programme is planned, monitored and evaluated by the Careers Development Manager in consultation with the Pathways team. The Careers Development Advisor also provides part-time administration support (20 hours a week) to the Careers Development Manager. The Careers Library is located next to the Careers Office and On line and printed careers information is maintained by the Careers Administrator. The school website includes careers advice and links for students and parents.</p> <p>A full list of current staff Roles and Responsibilities with the <i>Pathways</i> group is available</p>
<ul style="list-style-type: none"> ▪ Curriculum 	<p>The careers programme for each year group is constructed around taught careers education in Learning Guide time, assemblies, Drop-down days, events (such as Y10 Careers Week and Y9 Careers Event), work-related learning, online and printed information, personal tutoring (Learning Guide Conversations) , group work and individual interviews.</p> <p>Programs are developed by the Heads of Schools in consultation with the Careers Development Manager and Assistant Head. Students are actively involved in the planning, delivery and evaluation of activities.</p>
<ul style="list-style-type: none"> ▪ Assessment 	<p>Career learning is assessed using assessment for learning techniques. Learning is recorded in Learning Logs which are checked by Learning Guides and monitored by Heads of School.</p>
<ul style="list-style-type: none"> ▪ Partnerships 	<p>The school works with a range of partners to deliver the CEIAG programme. The Local authority 14-19 Partnership Co-ordinators provide valuable advice and support. The CEIAG co-ordinators in the 5 schools in Hartlepool also have an informal network meeting twice a term. Good partnerships exist between all local colleges, universities and training providers. We have good links with local and national consortiums e.g. STEM, Teesside Local Education Partnership (including Tees Valley Unlimited), Business in the Community and Tees Valley Learning Provider Network. It is very important to us to build and maintain these partnerships so we can take account of current and possible future employment trends in Teesside and so link careers and aspirations to future opportunities. We also have very good links with a range of local employers who are key players in the delivery of our CEIAG programme.</p>
<ul style="list-style-type: none"> ▪ Resources 	<p>Funding is allocated in the annual budget planning round and the level of funding is related to whole school priorities and particular needs in the CEIAG area. The Career Development Manager is responsible for the effective deployment of resources. Sources of external funding are actively sought.</p>
<ul style="list-style-type: none"> ▪ Staff development 	<p>Staff training needs are identified in conjunction with The Assistant Head teacher in charge of Continuous Professional Development. The school will endeavour to meet training needs within a reasonable period of time.</p>
<ul style="list-style-type: none"> ▪ Monitoring, review and evaluation 	<p>The annual CEIAG improvement plan is connected to the school improvement plan. It is reviewed termly by the careers lead team and annually by the senior leadership team.</p> <p>Aspects of the programme are regularly evaluated by students. The Investor in Careers quality standards for Careers Education and</p>

	Guidance and the ACEG framework will be used to identify desirable improvements.
4. Approvals	<ul style="list-style-type: none"> ▪ Signatures: Headteacher and Chair of Governors ▪ Date of adoption: ▪ Date of next biennial review: