



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

1 Introduction

- 1.1 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. A young person's career is the progress they make in learning and work. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).
- 1.2 Droylsden Academy is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-11, in partnership with the Positive Steps Service and our sponsors Tameside College.

The Academy endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2003), the Young People's IAG Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008) and other relevant guidance from DCSF, QCA and Ofsted that appears from time to time.

2 Aim

- 2.1 The aim of the careers programme is designed to meet the needs of students at Droylsden Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- 2.2 Students are entitled to CEIAG which meets professional standards of practice and which is person-centred and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

3 Implementation

Management

- 3.1 The Extended School Manager co-ordinates the external careers programme and is responsible to the Vice Principal of Engagement and Learning.

Staffing

- 3.2 All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered during form time by the tutors.

The additional CEIAG programme is planned, monitored and evaluated by the Extended School Manager in consultation with the Positive Steps personal adviser who provides specialist careers IAG.

Careers information is available in the Learning Resource Centre which is maintained by the school librarian and also displayed on the Careers board.

Curriculum

- 3.3 The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (in the Learning Resource Centre and on the school intranet), and individual learning planning/portfolio activities. Other focused events are the Gateways Programme, Manchester Higher, Mock Interviews and Future Evenings.

Assessment and accreditation

- 3.4 The intended career learning outcomes for students are based on the National Framework and are assessed using assessment for learning (AfL) techniques.

Partnerships

- 3.5 An annual Partnership Agreement is negotiated between the Academy and the Positive Steps Service which identifies the contributions to the programme that each will make. Droylsden Academy works closely with our sponsor Tameside College to ensure that all students receive appropriate guidance for post 16 pathways. Other links are made with Manchester Higher which is a programme delivered by MMU and the University of Manchester working together.

Resources

- 3.6 Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Extended School Manager is responsible for the effective deployment of resources. Sources of external funding are actively sought.

Staff development

- 3.7 Staff training needs are identified as part of the Partnership Agreement process with Positive Steps and in conjunction with the Assistant Principal of Teaching and Curriculum. Funding is provided from Academy funds. Droylsden Academy will endeavour to meet training needs as they are identified within a reasonable period of time.

Monitoring, review and evaluation

- 3.8 The Partnership Agreement with Positive Steps is reviewed annually by the Extended School Manager and Vice Principal of Engagement and Learning to identify areas for improvement. A report is submitted to the Principal. Action research evaluation of different aspects of CEIAG is undertaken regularly.