



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

1. Principles

At Dawlish College we are committed to ensuring high quality and impartial careers advice to all our young people. Our careers provision was praised by OfSTED during the most recent inspection..

Good quality careers provision raises young people's aspirations, increases motivation and allows students to explore their post-16 options fully. The Careers Strategy at Dawlish College is a clear and ambitious strategy that ensures all students leaving Dawlish College in Year 11 have been exposed to a wide range of careers options and been given the opportunity to explore their key areas of interest and achievement.

1.1 Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 11-19 choices that are right for them and to be able to manage their careers throughout their lives. Colleges have a statutory duty to provide careers education in Years 8-11 (1997 Education Act, 2003 Education Regulations, 2014 Statutory Guidance) and to give students access to careers information and guidance.

Careers education and guidance, work-related learning, enterprise and financial capability provides a context for colleges to fulfil their legal responsibility to provide opportunities for careers education at Key Stage 3, and for careers education, including apprenticeships education and training and other work-related learning at Key Stage 4. Careers guidance must be impartial and promote the best interests of the Students.

"In a complex and changing world all young people need access to good quality, comprehensive and impartial Information, Advice and Guidance (IAG). They need good IAG to help them make the right learning and career choices so that they can succeed in work..." Beverley Hughes (Quality Standards for Young People's Information, Advice and Guidance).

1.2 Commitment

Dawlish College is committed to providing a planned programme of careers education for all students in Years 7-11 and information, advice and guidance (IAG) in partnership with the local CSW Group. The college endeavours to follow the 'Careers Education and Guidance in England – A National Framework 11-19'. The policy aims to achieve all 8 of the Gatsby Report's benchmarks and follows other relevant guidance from the Department of Education, QCA and Ofsted.

This policy was developed and is reviewed through discussions with teaching staff, the college's CSW Group advisors, students, parents, governors, advisory staff and other external partners.

1.3 Links with other policies

The policy supports and is underpinned by key college policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, higher attainers, and SEND.

2. Objectives

The aims of the careers provision at Dawlish College are:

- Self-development - to help our students have an awareness of where each subject can play a role in different career directions.
- To encourage students to know their character strengths in relation to future career choices.

To build on qualities that enable them to adjust and cope with change such as; resilience, management, organisation, communication and showing initiative. All these qualities are ones currently in demand from the wider business community.

- Career exploration - to prepare them to maximise their opportunities post-16, these include STEM focused activities and weekly career assemblies that aim to broaden their horizons. Through the structured and varied careers programme we aim to keep students and parents up-to-date with changes in educational qualifications, the opportunities for continuing education and the opportunities for training and employment, including apprenticeships.
- Career Management - to help students to know themselves better. For example, to help students develop the knowledge and skills to make informed and reasoned choices about their occupations in adult life and develop job seeking skills, including the ability to produce a letter of application and curriculum vitae and conduct themselves appropriately at interview. To help them acquire the understanding to cope with the transitions involved with their post-16 choices.
- Continuous Improvement – to evaluate this provision, involving teachers, governors and external agencies on a regular basis to improve the provision, ensuring it is current and effective.

3. Programme

Careers Education and Guidance is part of the PSE programme taught by the PSE team. We aim to have careers education fully embedded across the curriculum in all subject areas.

At Key Stage 3 students should cover the following:

- Consider their personal qualities and skills
- Reflect on their interest in particular work roles and activities
- Develop key skills and capabilities
- Develop career management skills including self-reliance and self-presentation and self-confidence
- Investigate the knowledge and skills which people need at work
- Consider the changing patterns of work
- Investigate social and moral issues at work
- In Year 8 the subject choices, made in the spring term, are explored in relation to career pathways. Students are encouraged to explore where individual subject choices lead and to look at the consequences of dropping other subjects.
- Become actively involved in raising aspiration incentives and STEM events.
- Actively begin to identify and explore different careers.
- Be given some business mentoring support from some of our business mentors.

At Key Stage 4 students cover the following:

- Assess their personal qualities and skills
- Clarify and discuss their values, attitudes and preferences in relation to work
- Develop key skills and capabilities
- Investigate the knowledge and skills which people need at work
- Use occupational and labour market information to investigate opportunities
- Consider the changing patterns of work and careers
- Investigate social and moral issues at work
- Find out about post-16 choices of education, training and work
- Use the results of self-assessment in their career planning
- Make decisions concerning their own post-16 choices
- Use action planning and the recording of achievement to support their career development
- Seek and use information and guidance to shape their plans
- The importance and use of a Curriculum Vitae
- How to structure and use a Letter of Application

Careers Guidance

Guidance is given by Careers Advisors in the completion of application forms and an Exeter College and Newton Abbot Adviser is available in the college, one day a week, to offer advice on specific courses. Bicton College also offers a bespoke number of advisor days for those interested. As part of the careers strategy that aims to raise aspirations, we also organise trips to universities. The focus for this is to show the students what is possible with effort, achieving the best grades possible. In addition to the above, every student at KS4 will be given impartial careers advice via meetings with CSW Group representative. Students are offered the opportunity of follow-up meetings in order to consolidate their plans for the future.

Careers Fair

All students, parents, carers and members of the community are invited to the Dawlish College Careers Fair. This gives the wider community the opportunity to meet representatives from Further Education, Careers and Training Organisations and Business and Industry in an event that is arranged every two years. The event takes place at the college and allows students and parents to meet with experts from a wide range of career options. The afternoon and evening are designed to help students and their parents to become better informed so that they can make sensible choices about their training or further education when they leave the college.

Exeter College Discovery Day

All students at the end of Year 10 take part in this event. The aim of the day is to give students the opportunity of working with managers from regional and national companies on a series of exercises and simulations which help to show how commerce and industry function. Students work in teams with other students learning how to make things happen in a limited time and with limited resources - the normal conditions of industry. By the end of the day students have a better understanding of the working world and the challenges within it.

Mock Interviews

Students are given preparation in interview skills and have to complete a letter of application and curriculum vitae. The interviews are conducted by members of the Rotary Club, STEM ambassadors and others. Students receive a comprehensive assessment form listing their strengths and areas to improve. Students are given the opportunity to improve work from any feedback given. The main purpose of this is to give as realistic an experience as possible in preparation for interviews for a job or further education.

Trips to Post 16 destinations

Year 11 students are offered the opportunity to visit various colleges and universities as well as places of work. In Years 10 and 11 trips are organised to Newton Abbot College, Exeter College, South Devon College and Bicton College, offering students the opportunity to make a more informed decision with regard to their future education.

Weekly Career assemblies

All KS4 students have a weekly careers assembly that focuses on broadening horizons and introduces them to various business and industry as well as post 16 courses. This includes alumni students returning with their career stories and successes since leaving Dawlish College.

Access to information

All students, through their PSE Programme, are made aware of the facilities that are available in

the college with regard to Careers. The Learning Resource Centre has a clearly marked section devoted to careers information. There is a wide range of up-to-date information under these headings: Occupations, Youth/Employment Training, Further Education, Local Colleges and Local Employees. This is in leaflet form, on video, in booklets and computer-based. The information is freely available, unbiased and comprehensive. Other bespoke material is available from the careers office and via the College post-16 section on the website.

4. Implementation

Management The Careers Lead is responsible for co-ordinating the careers programme and is responsible to the Headteacher. The policy and strategy will be reviewed by The Careers Lead, Amanda Moore and Headteacher, Rachel Wickham on a regular basis.

Staffing

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. The college PSHE teachers are expected to contribute to the careers education and guidance programme through PSHE lessons. Careers education is planned, monitored and evaluated by the Careers Lead in consultation with the CSW Group and an Enterprise Advisor. The CSW Group personal adviser provides specialist careers guidance. Careers information is available in the Learning Resource Centre, which is maintained by the Library Assistants.

Curriculum

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities work-related learning (including one week's work experience), action planning and recording achievement. Careers lessons are part of the college's Personal, Social and Health Education programme. Other focused events, e.g. Career Fairs, tutor time studies, visits to Further Education Colleges are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Partnerships

An annual Partnership Agreement is negotiated between the college and the local Careers South West agency identifying the contributions to the programme that each will make. Other partnerships are being developed with Business mentors, Enterprise Advisors, Teignbridge District Council and the Chambers of Commerce.

Resources

Funding is allocated in the annual budget planning round. Funding for developments in the college's improvement plan are considered in the context of whole college priorities. Sources of external funding are actively sought.

Staff development

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan with activities that will be planned to meet them.

Monitoring, review and evaluation

The Partnership Agreement with Careers South West is reviewed termly. The programme is reviewed annually by the Careers Lead and the personal adviser, using the local quality standards for CEAIG to identify desirable improvements, and a report is submitted to the Leadership Team and Governors. Evaluations are carried out when appropriate.

Dawlish College: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students in Years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Amanda Moore, Careers Lead.

Telephone: 01626 862318 Email: careers@dawlish.college.devon.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.