



ST GEORGE'S ACADEMY

CAREERS EDUCATION POLICY

St George's Academy aims to help all students fulfil their potential and experience success through an educational environment which responds to individual needs and stimulates and challenges each and every student. Careers education and guidance is accorded a high priority, setting goals, showing initiative, using information and guidance, making plans and decisions, using presentation and negotiation skills and coping with transition.

1. Aims and learning objectives based on CDI/Gatsby Framework

The CEIAG programme aims to equip students with the skills they need to make well informed and realistic decisions about their future career.

Students will:

- Develop a positive self-image, in relation to future learning and work roles, and which is based on an accurate assessment of abilities and aptitudes
- Acquire a sound understanding of the range of opportunities available through learning and work, and of career progression structures
- Develop skills to form and implement effective decisions and a reflective approach to learning from experience

Objectives and outcomes are based on the CDI/Gatsby framework. These are reviewed and amended regularly to ensure that they meet the students' needs. All amendments are communicated to all PSHE tutors, students and anyone involved in the CEIAG programme.

2. Definition

The careers education and guidance entitlement at St George's Academy consists of five elements, which all together provide a coherent and progressive programme for all students at each stage of their career:

- Careers education programme
- Work experience/Futures Week
- Careers information
- Guidance
- Action planning

3. Delivery of the Careers Education

Careers education is delivered as part of the Personal, Social and Health Education and Citizenship programme for students in Years 7-13. Students receive one lesson per week throughout the year, delivered by form tutors, and all students use careers software throughout the programme. The Careers Centre is available to all students to be used during free periods and at break and lunchtimes to continue their career exploration. Visiting groups and speakers enhance the programme for Years 9-13. As well as the PSHE programme, form tutors deliver the tutorial programme which takes place at the start of the day four days per week. In Year 12 and 13, students receive careers education as part of the tutorial programme delivered by form tutors.



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4. Work Related Learning

The curriculum includes planned learning, which is undertaken through work, for work and about work. Work related learning is part of the Key Stage 3 and Key Stage 4 curriculum and is provided through industry days and vocational options in Key Stage 4. Other WRL takes place across the curriculum and is contained within the WRL matrix. A main element of work related learning is work experience in Year 12 and Futures Week in Year 10.

Year 10 students undertake a Futures Week in February when lessons will be linked to careers and they spend 2 days off timetable studying employability skills. Employers and outside agencies will run core employability workshops as well as interactive sessions.

Work experience for all students in Year 12 takes place in July. Students should locate their own placements assisted by careers staff, and through private contacts with local employers and parents. In Years 12 and 13, students are able to do work experience as part of the enrichment programme one afternoon per week. Students in Key Stage 5 studying vocational subjects undertake extended work experience as part of a modified curriculum.

The Tony Crowe Group carry out comprehensive health and safety checks on our behalf, for all work placements. A member of staff calls all students who take part in work experience during their placement.

Preparation for work experience, including health and safety briefing, takes place prior to placements. Students are expected to refer to their work experience activities in order to complete competencies on Unifrog, enhance their CVs and to construct their personal statements.

5. Careers Information

The Careers Centre is based in the Art Block Library and is open to students before and after school, and at break and lunchtime. The Careers Centre is maintained by dedicated careers staff. Students receive help from the careers and work experience officers. ICT access is available in the Careers Centre. Students receive assemblies in Years 7-13 on how to use the Careers Centre.

6. Careers Guidance

Careers guidance is provided by independent and impartial professionals, under arrangements negotiated annually. Students from any year group can request a careers guidance interview. Pupil Premium, NCOP and students with an EHCP in Years 8 and 11 will receive a guidance interview. All students in Years 9-13 can have careers advice from the Careers Officer. Individual students who are considering a modified curriculum, or a vocational option can have a careers guidance interview.

One to one help is provided for all students at key decision-making points. In Years 8, 11, 12 and 13, this may be delivered by form tutors, Student Progress Managers, the SENCO, the Senior Leadership Team or other appropriate mentors.



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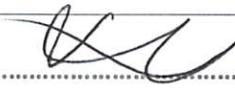
7. Management and Co-ordination

The careers education and guidance programme is co-ordinated by the Futures Team. The Futures Team is responsible for:

- Production/updating of the careers education and guidance policy
- In-service training for all staff delivering careers education elements of PSHE
- Liaising with the Life Skills co-ordinators to plan and review the CEIAG life skills programme
- Managing the Careers Centre including resources
- Overseeing all work experience placements, events and activities.

8. Monitoring, Review and Evaluation

- The Partnership Agreement is reviewed annually by the Futures Team and the Careers Guidance Professional
- Students' performance on work experience is monitored by the Futures Team.
- Parents are welcome to give feedback on any aspect of the careers education and guidance programme to the Futures Team via email or letter
- Destinations of students at the end of Year 11 (and Years 12/13) are used to inform the development of the careers education and guidance entitlement
- Systematic planned evaluation takes place on a rolling basis

Policy Developed by: Donna Jarvis, Careers Officer	
Date Adopted: January 2020	
Reviewing Committee: Teaching and Learning	
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Date last reviewed: January 2020	
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Name J. JARVIS	Signature 
Committee: T K L .	