

Collingwood School and Media Arts College



Careers Policy

Dewey, (1916) an influential education theorist in the 20th Century argued education should be 'transformative' focusing on the individuals and their social, psychological and moral development as people. Education, in the respect, involves providing the means for individuals to achieve their "full potential" (whatever that may, in reality, turn out to be).

Updated: September 2018
Approved by Governors:
To be reviewed: June 2020

Introduction

Collingwood School and Media Arts College is committed to ensuring that all students from the age of 11 years have access to appropriate careers information, advice and guidance (CEIAG). We aim to provide impartial information and advice to give students the best opportunity to make decisions about their future steps.

We believe that all our students have the potential to achieve a level of independence appropriate to their needs and that further education colleges, training, supported internships, apprenticeships and employment are part of that journey. We want our students and their parents to be aware of the opportunities and we want to instil in them a sense of aspiration so that they believe that paid work, employment and training are achievable goals.

We will work within statutory guidance and aim to meet Gatsby benchmarks to ensure that our provision is of a high standard.

Aims

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Ensure students are prepared to take their next step in their learning or career

Objectives

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers and employees for all students
- supporting positive transitions post-16 and upon leaving school
- enabling students and parents to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Preparing For Adulthood Plan

From Year 9 students will begin to complete an individual Preparing for Adulthood Plan. This plan captures the views of students and their education and career aims. It will form part of the educational advice provided for Annual Review of their Education, Health and Care Plan and Personal Guidance meetings.

Personal Guidance

Students will have access to personal guidance from a specialist SEN Careers Advisor provided by the Local Authority at least twice during their time in school. A specialist SEN Careers Advisor will meet with all year 11 and 14 students prior to their Annual Review meeting to assess their abilities, interests and achievements and to discuss their education and career options. The Preparing For Adulthood Plan will be used to inform these meetings

For students with more complex needs, a coordinated assessment process or education, health and care plan (EHCP), which can continue up to the age of 25, can help set out goals and support needs in relation to:

- moving into paid employment and higher education
- Independent living
- having friends and relationships and being part of the community
- being as healthy as possible

Gatsby Benchmarks

The Gatsby Benchmarks will form the basis of our careers programme and inform planning to ensure a comprehensive provision relevant to our students.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Why the benchmarks are important?

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

Students

The careers programme is designed to meet the needs of pupils at Collingwood School. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. Every student from year 9 will complete a Preparing for Adulthood (PfA) Transition Information folder which will hold personal information about their personal pathway and the choices they make. This will be updated regularly including an impartial advice and guidance action plan.

Parents

We aim to engage parents in our careers programme as young people do not make career decisions in isolation. Parents and carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. Updates to transition information will be shared with parents.

Roles in School

Careers Lead

Our careers leader will be responsible and accountable for the delivery of their school's programme of careers advice and guidance.

The careers leader will liaise with external partners, such as employers, learning providers and careers guidance services, as well as ensuring that the various elements of the school's careers provision are coordinated and managed.

Key Stage Leaders

Key Stage leaders will support the careers leader in planning and delivering the careers programme.

Form Tutors

Form tutors will support in the planning and delivery of the careers programme for their students. They will be the first point of contact when offering guidance to the students and they will forge the necessary links with the parents and carers.

Subject Teachers

Curriculum teachers will make students aware of potential opportunities for progression within their subject area.

Evaluate and review

We will evaluate and review our careers provision at least annually to inform our planning and future requirements. We will include feedback from students, parents, school staff, employers and other providers to ensure our provision is high quality and relevant.

LINKS

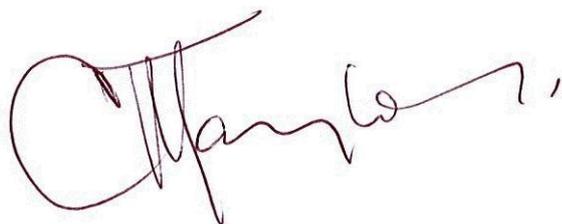
To further support this policy, we are continuously building networks and collaborating with other agencies and schools to gain expertise and share ideas and opportunities.

We are currently working with:

Azure Garden Centre
Alnwick Gardens
Skills for You
Foundation Futures
Virgin Money
National Citizen Service
Northumberland College/Kirkley Hall
Tyne Metropolitan College
Newcastle College
Person Centred Planning
NHS
Buzz Learning
Brightside
North East Local Enterprise Partnership
A range of work experience placements

Policy Adopted

Signed

A handwritten signature in red ink, appearing to read 'Clive Taylor', written in a cursive style.

Clive Taylor
Chair of Governors
November 2018