



# BANBRIDGE HIGH SCHOOL

## Careers Education, Information, Advice & Guidance (CEIAG) Subject Policy

### Contents

	<b>Page</b>
<b>1. Introduction</b>	2
<b>2. School Background &amp; Aims</b>	3-4
<b>3. Strategic Leadership</b>	4
3.1 Aims of CEIAG	4
3.2 Management & Delivery	5
3.3 Administration	5
3.4 Whole School Information/Planner	5
<b>4. Action to Promote Improvement</b>	5
4.1 Action Plan/School Development Plan	5
4.2 Monitoring & Evaluating	5-6
<b>5. Staffing &amp; Curriculum</b>	6
5.1 Staffing & Roles	6
5.2 Teaching & Learning	7
5.3 Advice & Guidance	7
5.4 Careers Information & Resources	7-8
5.5 Assessment	8
5.6 Work Experience	8-9
5.7 Interview Skills	9
5.8 Presentations	9
5.9 Professional Development & Meetings	9-10
<b>6. Accommodation &amp; Resources</b>	10
6.1 Accommodation & Resources	10
<b>7. Links with External Partnerships</b>	10
7.1 Careers Service NI	10
7.2 Vocational Enhancement Programme (VEP)	10
7.3 Banbridge Area Learning Community	10-11
7.4 Links with other subjects, including STEM	11
7.5 Liaison with other organisations	12
7.6 Communication with Parents/Guardians	12
<b>8. Value for Money</b>	12
8.1 Funding	12
<b>9. Equality of Opportunity</b>	12
9.1 SEN	12

## **1. Introduction**

*The increased choice of education and training pathways available to young people, the modularisation of the curriculum, the focus on employability and obtaining suitable qualifications in order that learners can meet the challenge of the changing world of work, place high quality Careers Education, Information, Advice and Guidance, (CEIAG), at the heart of the curriculum.*

Preparing for Success 2009

*The overall objective of an effective career education and guidance programme is to enable a learner to manage their own career development successfully, confidently and with due respect and care for their own needs, those of others and of their wider communities.*

DE Entitlement Framework Circular 2005/18

The new Entitlement Framework Curriculum ensures that young people have a much broader access to a wide range of subject pathways at Key Stage 4 (both general and applied) that will meet their interests, talents and aspirations. Therefore there is a greater responsibility on schools to make sure that young people have the highest quality careers education, information, advice and guidance.

### **Policy rationale**

This document is available to staff via Learning Resources, parents, pupils and any other interested parties should be able to access it through the school website or by contacting the school website.

The policy:

- describes provision
- enables the monitoring of provision, and
- enables the review and planning of provision on an annual basis.

Regularly reviewing the policy enables new initiatives and requirements to be incorporated.

The aim of this policy, which is set within the general aims of the school, is to highlight the role of CEIAG at Banbridge High School and to support not just those with responsibility for Careers; but all teachers who have a role to play in advising, supporting and guiding our young people as they become effective career decision makers.

### **Our school's aim is to:**

Encourage all round personal development of every pupil in a caring, happy environment which is sympathetic and responsive to individual needs, aspirations and talents.

## **2. School Background & Aims**

Banbridge High School is a Controlled Co-educational High School for the 11-18 year old pupils of the town and the surrounding areas.

Banbridge High School is concerned with the development of CEIAG as an integral part of the curriculum as a means of following its aim. In doing so it will also demonstrate its commitment to the following aims of the school:

- To meet the academic, vocational and personal needs of all young people entrusted to us.
- To offer post-16 education which is responsive to the needs of our pupils, their parents, and society.
- To promote at every opportunity our school motto 'Leading to Success'
- To broaden horizons through a variety of experiences within the school and further afield in order to foster and encourage an appreciation of the benefits, challenges and difficulties of living in Northern Ireland .
- To continue to foster our relationship with our local community and educational establishments within it.
- To provide a caring environment which promotes confidence and self-esteem and therefore a heightened awareness of the need for tolerance and sensitivity towards others.
- To establish and maintain a working environment in which staff feel valued and professionally developed.

**The Careers Department** achieves the above aim through:

The promotion of self-development and social skills of individual pupils

- The development and encouragement of the social integration of pupils within the school community.
- Helping pupils to develop independence, tolerance, confidence and sensitivity towards others.
- The development of pupils' linguistic and expressive skills.
- Encouraging pupils to respect the views of others and work together constructively to achieve common aims.
- Preparing pupils for adult life through responsibility and/or experience of work experiences. Change has become the norm in the world of work and this department is committed to preparing our students for the challenges and opportunities of a changing employment scene.

- Promotion of lifelong learning and personal development are essential skills to be acquired.

### **3. Strategic Leadership**

#### **3.1 Aims of CEIAG**

Careers education information advice and guidance (CEIAG) is accorded a high priority, in preparing students for the opportunities and challenges of adult and working life. CEIAG is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond. The strength of the schools CEIAG programme is seen as making a contribution to the schools achievement of the national standards for IAG.

- **Self-Awareness & Development** - enable pupils to understand their own personal needs, abilities and interests together with a growing awareness of their particular strengths and limitations in order to choose and implement an appropriate career plan.
- **Career Exploration** - foster opportunity awareness in order to understand the nature of work and occupations, paid and unpaid and how these effect people's lives and attitudes.
- **Career Management** - enable pupils to develop the qualities and skills to manage transitions, within education, from education to work and in life generally. The development of decision-making skills will enable students to be effective in a variety of adult roles and occupations.

#### **3.2 Management & Delivery**

The careers education, information, advice and guidance at Banbridge High School consists of five key elements, which together, provide a coherent and progressive programme for all students at each stage of their career and which are noted in the DEL guidance document 'Preparing for Success'. They are:

- **Careers Education** - high quality careers education programme
- **Employability Programme** - an opportunity to learn about the world of work
- **Careers Information** -impartial information and advice about learning and work options
- **Careers Advice**
- **Careers Guidance** – planning.

Students and parents are made aware of this entitlement via school publications, teacher/parent consultation events, notice boards, VLE and school prospectus.

#### **Programme Delivery**

**Careers Education & Employability** are delivered to all students in Years 8 to 14 is met through dedicated Careers & Employability classes throughout the school year. The programmes and Schemes of Work are managed by Ms. S. Haines (Careers Teacher), who meets regularly within the Department to disseminate, update and review relevant information and/or issues.

Every class in years 8 – 14 currently has 50mins timetabled per week for CEIAG.

Other key organisations contribute to the delivery of the programme including the Careers Service NI, Young Enterprise, local employers and training providers.

### **3.3 Administration**

The Careers Teacher works to ensure that all correspondence relating to the delivery of the CEIAG programme is forwarded to parents, neighbouring schools and the local business community, and the school office staff assist when needed.

### **3.4 Whole School Information/Calendar**

The Teacher Diary is issued to staff at the beginning of the school year, and this identifies the main events that will take place at certain times of the year therefore enabling teachers to plan their lessons accordingly. Other dates are forwarded to staff via e-mail.

## **4. Action to Promote Improvement**

### **4.1 Action Plan/School Development Plan**

An annual action plan is created by the Careers Teacher, in consultation with the Head of Department. Key development priorities and targets are identified in this plan which is then forwarded to the Principal for inclusion in the whole school development plan. A review of the action plan is conducted at the end of the school year, from which the next action plan is created.

The Whole School Development Plan for 2010 – 2013 identified CEIAG as a key target. This has already seen the following achieved for 2010/2011:

- Establishment of a central location/classroom for careers provision

### **4.2 Monitoring & Evaluating**

The Careers Teacher, in consultation with the Head of Careers, is responsible for monitoring and evaluating the CEIAG provision within the school. They will work closely with the Careers teachers to identify strengths and opportunities within the current programme of delivery.

Monitoring and evaluation -

- **Year 12 progression data** — destination data is provided by the SELB and is used to monitor the number of students who progress into various post-16 opportunities. Careers Service NI provides follow-up information, which serves to monitor drop out rates from destinations. These factors are taken into consideration when reviewing the programme annually.
- Parents are welcome to give feedback on any aspects of the CEIAG programme to the careers teacher and Careers Service NI Advisor — both of these attend parents' evenings.
- Methods employed to evaluate the CEIAG programme will be developed in-line with the schools policy on evaluation during the academic year 2010/11. A range of evaluation strategies may be used including questionnaires, focus groups and observation.

- The policy for CEIAG is reviewed annually. This review involves all key stakeholders, including school and Careers Service NI staff. The policy review contributes to the school action plan.
- Monitoring mechanisms through Department Minutes, Action Plan and School Development Plan, and subject to adjustments as a result of guidance from DE and SELB

## **5. Staffing and Curriculum**

### **5.1. Staffing & Roles**

The School seeks to ensure that adequate resources are made for the provision of CEIAG and that our school conforms to local quality standards for CEIAG.

Our governors will ensure that the school meets its statutory requirements for the delivery of CEIAG.

Our Careers Teacher has responsibility for:

- the management and co-ordination of CEIAG and work experience
- the production and updating of the CEIAG policy, schemes of work, lesson plans and materials
- in-service training for all staff delivering careers education
- liaising with the LLW co-ordinator and the head of sixth form to plan and review the programme
- managing the careers information part of the careers library including purchasing new resources
- liaising with Careers Service NI, including the annual review of the partnership agreement, and
- identifying the career guidance needs of students and making appropriate referrals.

Our Careers & Employability team delivers the CEIAG programme.

Our head of Senior School and the Careers Teacher is responsible for providing CEIAG for sixth form students and ensures joint planning.

Our link Careers Service NI Advisor provides careers guidance for students, which includes inputs to the careers education programme as set out in the Partnership Agreement.

Our Careers Teacher is responsible for maintaining the Careers library and signposting students to careers resources.

The Careers & Employability team provide support and guidance on further education and future careers, including information about sources of more expert advice on specific questions.

The SENCO oversees the individual support needs of students with learning difficulties and disabilities.

## 5.2 Teaching & Learning

The CEIAG teaching resources are accompanied by schemes of work and lesson plans. Pupils' work is recorded in a file and is always available for any interested party. Pupils work is displayed in the dedicated teaching classroom for Careers.

The careers programme is designed to meet the needs of students at Banbridge High School. It is personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The variety of teaching styles employed enable students to experience equal access to learning.

## 5.3 Advice & Guidance

Guidance and Advice in the first instance can be obtained from Ms S Haines (Diploma in Vocational Guidance, QUB). Referral can then be made if necessary. One-to-one help is provided for all students at key decision making points, in Years 8 to 14, by subject teachers, heads of year, the SENCO, and the leadership team.

Impartial information and advice is provided on all learning routes. Students are introduced to JED and Pathfinder software packages from year 8 onwards through their teaching programme.

All students with a Statement of Special Educational Needs have a Transition Plan drawn up at the annual review in Year 10. All key agencies, including Careers Service NI, are involved in the transition planning process and subsequent annual review meetings.

If a pupil has a particular barrier to learning or requires additional learning support, additional learning guidance is delivered by individuals with a specific interest (Careers Co-ordinator, SENCo, Form Teacher, Principal and any other relevant member of staff).

Banbridge High School is fortunate to be able to avail of the expertise of their DEL Careers Adviser. They play an important role in:

- Providing balanced, comprehensive and up to date information on education, training and employment options.
- Contributing to the CEIAG programme by working in partnership with the school.
- Providing impartial advice and guidance.
- Participating in evaluation and development of the CEIAG programme within the school.

Such support includes interviewing all Year 12 pupils in order to draw up Personal Career Plans (PCPs) and providing guidance to Year 10 pupils with information regarding GCSE option choices in relation to local trends in the labour market.

## 5.4 Careers Information and Resources

The development of a dedicated and well resourced Careers Library is planned for the academic year 2010/11. This is a area within the Careers Room (M2) and will be made accessible for all with appropriate supervision.

There is currently a limited Careers Section within the main school library.

## 5.5 Assessment

Effective assessment of learning is dependent on the identification of SMART learning outcomes. All lessons plans include learning outcomes which are used to assess learning.

We use the following methods of assessment at Banbridge High.

- **Records of work experience** — students' performance on work experience is monitored and reported on by the teacher that visits them and the placement provider in their work experience booklet.
- **External accreditation** — some students choose to undertake the Learning for Life & Work GCSE in Key Stage 4.
- **Careers interviews** — the Careers Service Advisor is in a strong position to assess student career learning, and regularly reports back regarding the career planning needs of individuals. The documentation for these interviews is filed for the necessary timescale in a secure but accessible form.

Monitoring and evaluation -

- **Year 12 progression data** — destination data is provided by the SELB and is used to monitor the number of students who progress into various post-16 opportunities. Careers Service NI provides follow-up information, which serves to monitor drop out rates from destinations. These factors are taken into consideration when reviewing the programme annually.
- Parents are welcome to give feedback on any aspects of the CEIAG programme to the careers teacher and Careers Service NI Advisor — both of these attend parents' evenings.
- Methods employed to evaluate the CEIAG programme will be developed in-line with the schools policy on evaluation during the academic year 2010/11. A range of evaluation strategies may be used including questionnaires, focus groups and observation.
- The DEL Partnership Agreement for CEIAG is reviewed annually. This review involves all key stakeholders, including school and Careers Service NI staff. The policy review contributes to the Careers Department Action Plan.
- Monitoring mechanisms through Department Minutes, Action Plan and School Development Plan, and subject to adjustments as a result of guidance from DE and SELB

## 5.6 Work Experience and Occupational Studies

**Work experience** for all students in Year 12 takes place in December as a 5 day placement. These are provided by and through private contacts with local employers and parents, as well NIBEP. Students are encouraged to organise their own placements.

Students involved in work placements come under the S.E.L.B. indemnity for Work Experience. A member of staff visits all students who take part in work experience.

Preparation for work experience and debriefing, including health and safety, takes place during Careers & Employability lessons.



**Occupational Studies** - Experience of work is provided as part of the curriculum for Key Stage 4 for target groups, whereby students attend 'Occupational Studies' at the local FE college one day per week. This augments the academic progress with specific work-related learning.

### **5.7 Interview Skills**

All Year 12 pupils participate in an Interview Skills Day which is delivered by the outside career training organisation Sentinus. This event gives pupils the opportunity to prepare for and attend a mock interview that is conducted by leading individuals in the local business and educational community. The aim of this highly popular event is to give pupils experience for performing at real interviews.

This year (2010/2011) has seen the implementation of a Mock Interview Evening for Yr 13 pupils. This is designed to provide students with a realistic interview, with a panel of interviewers from the local community, work experience providers and staff contacts. All students complete a 5 min presentation, a question & answer session, as well as getting verbal and written feedback. This complements the Work Experience Programme for Yr 13.

### **5.8 Presentations**

Throughout the school year a number of guest speakers are invited into the school with the aim of informing pupils about the courses or career paths that their organisations offer. Examples include Southern Regional College (SRC), College of Agriculture, Food & Rural Enterprise (CAFRE), Army Recruitment Team, etc.

### **5.9 Professional Development & Meetings**

The Careers Teacher attends any training courses and reports the relevant information to departmental colleagues at the next meeting. Minutes of courses attended are also forwarded to the Principal and departmental staff. It is the responsibility of the Careers Teacher, in consultation with the Head of Department, to manage induction arrangements and provide support for new teachers of Careers education.

**Commitment to staff development** - In order to keep up-to-date with the many changes taking place, the co-ordinator is actively encouraged to attend courses delivered by external providers.

Whole staff INSET is part of the development plan for the Careers Department. It is envisaged that there will training days delivered by our careers teacher with responsibility for the whole school CEIAG programme and supported by Careers Service NI on request. Tutors and support staff training needs will be accommodated via planned INSET, staff briefings and training sessions.

The SELB CEIAG Adviser provides school with additional individual and whole school support.

As Careers is often one of a number of subjects delivered by the current Careers staff, difficulties have been experienced in the past in trying to arrange meetings around other departmental meetings. Therefore it was decided that all Careers staff formally meet approximately once a term.

An agenda is sent to all staff via e-mail before all meetings and minutes are recorded and also forwarded by e-mail. Copies of the minutes are also forwarded to the Principal.

Common issues for discussion at meetings include resources, requisitions, schemes and units of work, staff training and special educational needs.

In addition staff meet informally on a regular basis.

## **6. Accommodation & Resources**

### **6.1 Accommodation & Resources**

The Careers accommodation consists of a mobile classroom (M2), and an adjoining interviewing office. Photographs and presentations of Careers events such as Work Experience and the Interview Skills Day are also displayed in the main school via a screen in the school foyer.

It is hoped that C2k linked computers can be acquired in the Careers classroom so that the pupils can access the many programmes and websites available in order to help them with their personal career plans. Publicity material from a wide variety of further education institutions are on display in the Careers foyer. The Careers teaching room urgently requires a data projector, in order to provide an up-to-date teaching programme and resources available through ICT.

## **7. Links and External Partnerships**

### **7.1 Careers Service NI**

The role of the Careers Service ([www.careersserviceni.com](http://www.careersserviceni.com)) is to provide up-to-date, impartial careers information, advice and guidance in order to assist the pupils in becoming effective decision makers.

The services provided by the Careers Adviser are agreed in a CEIAG Partnership Agreement, to strengthen the partnership arrangements between the school and the Careers Service. An evaluation of this document is carried out by both the DEL Careers Adviser and the School Careers Teacher.

### **7.2 Vocational Enhancement Programme (VEP)**

As previously noted, a Vocational Enhancement Programme (VEP) in collaboration with the Southern Regional College (Newry) has been developed and extended. This exciting work-related learning initiative gives Key Stage 4 pupils the opportunity to study a wide range of Occupational Studies and B.Tec courses every Thursday, whilst gaining external accreditation through CCEA.

A level 2 in CCEA Occupational Studies is recognised by the Construction Industry Training Board as being equivalent to 2 GCSE grades at A\*-C.

B.Tec First Certificates are also equivalent to two GCSE passes at A\*-C grades however pupils who choose to study for a B.Tec qualification would also study for a single unit in Occupational Studies thus giving them the opportunity of achieving a further GCSE grade.

### **7.3 Banbridge Area Learning Community**

Banbridge High School is a member of the Banbridge Area Learning Community.

Their main aim is to develop further post primary education provision in the area it serves, in a manner which promotes a culture of collaboration. Banbridge High School currently

collaborates with Southern Regional College when a number of pupils from years 11 and 12 travel to the Newry campus to study for a work-related Occupational Studies or B.Tec qualifications.

An increase in subject choices with Newbridge Integrated College and SRC, at Key stages 4 & 5 places an even more important role of the delivery of CEIAG at Banbridge High School.

The Careers Teacher is a member of the Area Learning Community CEIAG team which aims to work together in order to create a common programme of work for pupils that supports the delivery of the Entitlement Framework curriculum. It is hoped that the BALC will endeavour to make better use of each others strengths in the next academic year.

#### **7.4 Links with other subjects**

Careers education is not just the responsibility of the Careers teachers but rather every subject teacher has a contribution to make in order to ensure the delivery of an effective CEIAG programme. The Careers Teacher, in conjunction with The STEM Steering group, is responsible for highlighting opportunities for subject teacher to integrate Careers education into their teaching.

As a result of SELB CEIAG/STEM training for all school staff, all subject teachers will be addressed on the implementation of the Key Stage 3 or 14-19 learning intentions from the DENI document 'Preparing for Success'.

It is a target of the Careers Department to integrate cross-curricular learning, and to map Careers Education across the whole school during the academic year 2011/2012. This meets the standards of the ETI.

#### **7.5 Liaison with other organisations**

In addition to the VEP courses which are run in collaboration with SRC, a range of courses are also offered at Newbridge Integrated College as an option for Key Stage 4 & 5 pupils.

Year 12/13/14 pupils attend the local BEP careers convention.

Being a rural school means that Banbridge High has strong links with CAFRE and visits are arranged annually to their campuses.

The local business community also make a significant contribution in providing work experience placements for the Year 12/13 pupils.

#### **7.6 Communication with Parents/Guardians**

Parents are kept regularly informed throughout the five years of their child's education regarding Careers and Education for Employability. They are encouraged to attend pupil interviews and school events relating to Careers. Parents also have the opportunity to speak with the Careers Teacher/s and the DEL Careers Adviser at Parents' Nights.

## **8. Value for Money**

### **8.1 Funding**

The allocation of a budget has to be confirmed for the next financial year. This is used to provide teaching materials, photocopying and classroom resources in line with curricular and Department needs. This is managed by the Head of Careers.

## **9. Equality of Opportunity**

### **9.1 SEN**

The DEL Careers Adviser also works closely with the school SENCo to ensure that all statemented pupils are interviewed in order to find a career path that is suitable to their individual needs.

The SENCo forwards all relevant information to the Careers Department in order to ensure effective guidance and support are provided all of those involved with the delivery of CEIAG.

**Date of policy: April 2011**

**Review date of policy: June 2011**

Signed:

Governor.....

Head teacher.....