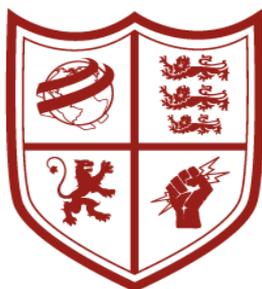


Stretford Grammar School

Aspirat primo fortuna labori

Careers Education, Information and Guidance Policy

Ratified by Governors : June 2018



Careers Education, Information and Guidance Policy

Date of Policy: April 2018

Member of staff with overall responsibility: Mr. I. Nicholson

Governing Body Sub-Committee with reviewing responsibility: Standards and Curriculum

Stretford Grammar School aims to help all students fulfil their potential and experience success through an educational environment which responds to individual need and stimulates and challenges each and every student. The processes of informing, advising and guiding pupils are accorded a high priority within the school, and are seen as crucial in preparing pupils to make decisions regarding the opportunities and challenges of adult and working life.

For the purposes of this policy the following definitions have been used;

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites and virtual learning etc.

Advice – This involves helping students to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer students who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support students to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy of behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves

the exploration of students' circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

Our CEAIG programme supports and promotes these developments and the school's position on inclusion, diversity and equality. Carrying out the recommendations contained in 'Careers guidance and access for education and training providers 2018' ensures that all students gain impartial CEIAG and prepares them for work, education and training.

CEAIG has a high priority in preparing students for the opportunities and challenges of adult and working life. It is seen as playing an important motivational role for our students to maximise their academic and personal achievements at school. It reinforces our Equalities policy by ensuring equal access regardless of aptitude, ability, sex, ethnic background or protected characteristic.

All students are entitled to receive unbiased careers education and guidance in order to make well informed and realistic choices about their future. All students will be made aware of opportunities in further and higher education and the world of work.

Process

Careers education and guidance will be delivered to all students throughout the school. In Key Stage 3 this is delivered through PSHCE (2 sixty minutes lessons a fortnight), alongside the teaching of personal development, relationships, drugs and health education and financial education.

At Key Stage 4 this is delivered through PSHCE (2 sixty lessons a fortnight), alongside the teaching of personal development, relationships, drugs and health education and financial education. Students will also have the opportunity to undertake a week long work experience placement to coincide with their work in school.

At both Key Stage 4 and 5 use is made of outside speakers from the world of work and higher education to deliver key elements of the careers education and guidance programme.

All students in Years 9 to 13 have a timetabled appointment with the Connexions Adviser as well as access to a weekly drop in. Students in Year 8 may request a Connexions appointment through their form tutor or Progress Leader.

There is a written scheme of work for students for the careers programme which is outlined on the school web site for access by students, parents/carers and the wider school community. All students in year 10 spend a week on a work experience placement. Key Stage 5 students are involved in higher education awareness days and apprenticeship learning.

The guidance from Trafford Connexions is a bought in service. It is now the school's responsibility to provide independent and impartial careers guidance for students from

Years 8-13. Students are encouraged to set targets and action plan through their individual learning plans and use Kudos to relate career planning to their learning.

As of January 2018 the school uses the Gatsby Criteria to review and evaluate the provision of careers education and guidance, from which a development plan is produced to ensure that all students receive their entitlement to independent and impartial advice and guidance and to prepare them for life beyond the school.