

**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 14 – 19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7 – 11 and to give students access to careers information and guidance.

**LMI**

The labour market in the Sunderland area for young adults has been difficult in the recent past, However, there is now a more optimistic view of the economy and employers are seeking to recruit. In the automotive and engineering sectors there Nissan, Grunfos, Unipress, Calsonic and Liebherr grow through the employment of local people. The demographics of the labour market in these sectors will mean that a significant percentage of the skilled engineering workforce is set to retire in the next decade and so must be replaced.

IT and software are other sectors seeing areas of growth. Recruitment into this sector is normally at graduate entry and so students will need to have chosen the appropriate post- 16 student route. There are currently approximately 1500 employed in this sector in Sunderland and over 10,000 in the north east region. This is likely to double over the next few years.

**Development** – This policy was developed through discussions with teaching staff and the schools Connexions personal adviser, students, parents, governors and other external partners. This document is reviewed biennially.

**Links with Other Policies** – It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunity and diversity, health and safety, gifted and talented and SEN.

## **OBJECTIVES**

### **Meeting Students' Needs**

- Provide impartial careers education, information, advice and guidance for all students.
- Contribute to strategies for raising achievement, especially by increasing motivation.
- Support students to make choices that promote engagement.
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Contribute to the economic prosperity of individuals and communities.
- Develop student's employability skills through the 'Employability Skills Agenda'

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment. **Farringdon Community Academy** has strong links with outside agencies including universities and colleges and business to provide opportunities to:

- Help students to follow courses that are appropriate to their needs.
- Improve understanding of the world of work and the relevance of the knowledge and skills learned to future opportunities.
- Ensure appropriate provision and guidance.
- Develop students' skills in career management.
- Promote successful transition to the next stage of education and employment, KS2-3, 3-4, 4-5, etc.
- Demonstrate the links between living, learning and earning.
- Empower students to plan and manage their own futures.
- Improving literacy, oracy, numeracy and develop ICT skills.
- Offer a responsive service that allows time for face to face guidance.
- Provide comprehensive and unbiased advice and guidance.
- Actively promote equality and challenging gender stereotypes.

**Definition**

“Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interview, careers education programmes, taster programmes, work search programmes and transition services”

**Management**

Mr Roberts co-ordinates the careers programme and is responsible to the Head Teacher. This area is supported by a link Governor.

**Staffing**

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by external agencies. The careers programme is planned, monitored and evaluated by the careers coordinator in consultation with the Connexions personal adviser who provides specialist careers guidance. Careers information is available in the Connexions Resource Centre which is maintained by the school librarian. Preparation for work experience and follow-up takes place during registration time.

**Curriculum**

The careers programme includes careers education opportunities, careers guidance activities and individual interviews, information and research opportunities (in the resource area and on the school web-site), work related learning (including 2 weeks work experience) and individual learning/planning/portfolio activities. Other focused events e.g. a Careers Convention are provided from time to time. Work experience preparation and follow-up take place in appropriate parts of the curriculum.

## **Partnership**

An annual partnership agreement is negotiated between the school and Connexions, which identifies the contributions to the programme that each will make. Other links are being developed for example, with the Sunderland University and the North East Raising Aspirations Partnership.

## **Resources –**

Funding is allocated in the annual budget planning around in the context of whole school priorities and particular needs in the CEG area. The careers coordinator is responsible for the effective deployment of resources.

**Monitoring, review and evaluation –** The Partnership Agreement with Connexions is reviewed annually. The programme is reviewed annually with the careers coordinator and the personal adviser, using the local quality standards for CEG to identify desirable improvement and a report is submitted to the senior leadership team and governors. Evaluations are carried out from time to time.

**Staff Development –** Staff training needs are identified as part of the Partnership Agreement progress with the Connexions Service and in conjunction with the school Inset coordinator. The school will endeavour to meet training needs within a reasonable period of time. The careers coordinator has recently completed a Diploma in Careers Education and Guidance.

**Work Discovery** - initiative from Sunderland's Economic Leadership Board – Business and Schools Task Group who recognised the need to forge stronger links between companies across the region and students in Sunderland.

**CEIAG Quality Award:** Inspiring IAG Farrington Community Academy is moving towards Stage 2 of the Inspiring IAG Quality Award,.

The aim of the award is to:

- Ensure young people get the support they need to make well informed, realistic decisions about their future through careers

education, information, advice and guidance.

- Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
- Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
- Offer all young people access to impartial and independent careers guidance by a qualified guidance professional, at a time and place that suits their needs.
- Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects.
- Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
- Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
- Involve young people in the design, delivery and evaluation of CEIAG programmes.
- Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.