

THE
SWEYNE PARK
SCHOOL

CAREERS EDUCATION,
INFORMATION, ADVICE AND
GUIDANCE POLICY

~ Autumn 2014 ~



VISION

Our students will be truly outstanding learners. They will challenge and question, articulate complex ideas, conduct their own research and be confident in taking risks when in lessons and working independently. They will continue to develop a life-long passion for learning and be inspired to pursue academic interests beyond school. Highly qualified, well-trained teachers will enthuse, challenge and support our students. Teachers, as a result of their own love of learning, will act as outstanding role models, and guide students to achieve the best possible grades and make well-informed choices.

We want every student to be able to take their place in society and the world of work to find both personal fulfilment and be able to make a contribution that makes a genuine difference.

AIMS

- Our overall priority as a school is raising both aspirations and expectations for every pupil to achieve highly, whilst being happy and successful in their lives. Key to this is that every pupil/student at Sweyne Park should receive independent and impartial careers education, information, advice and guidance ('CEIAG'). Also key to our goal of raising aspirations and expectations is developing the habits of mind that will enable pupils to be successful in their studies, outstanding learners, confident in their ability to make choices throughout their lives and, crucially, be 'work ready'.
- Our curriculum in lessons and extra-curricular offer should support and underpin an understanding of the world of work, different career options and various routes to these different jobs.
- All staff understand the importance and significance of independent CEIAG.
- Parents and pupils are actively involved in our CEIAG offer, in particular at key transition points, namely Options, post-16 and post-18 choices.
- Our percentage of parents with HE backgrounds is 10% lower than the national average. Consequently, one of our key objectives is to promote university as a viable choice for students.
- One of our ultimate targets must be 0% NEET (not in employment, education or training) or 100% FE (Further Education) staying-on rate.

PRINCIPLES

Our policy should be reviewed annually by the Governing Body and clearly accessible to all stakeholders on the school's website, with paper copies available on request from the school's main office. Our policy has been developed through extensive discussion with pupils, review of our existing provision and discussion with key stakeholders.

At least one aspect of CEIAG will always feature on the School Development Plan. In 2014-15, our target is to raise three SDP targets relating to CEIAG. They are:

- Increase FE staying on rate to 94%
- Reduce NEET rate to less than 2%
- Enrol 125 or more students into our Sixth Form

The school will take care to maintain a wide spread of links with visitors and organisations to ensure equal opportunities.

The school's curriculum will actively promote CEIAG at relevant opportunities.

The school must positively discriminate in favour of Disadvantaged pupils to guard against poverty of aspiration.

PRACTICE

Ed Hawkings is the identified senior leader responsible for CEIAG and Tina Carter is the Link Governor for this area.

The school employs a CEIAG adviser commissioned from Southend Local Authority. The post-holder must be listed in the Careers Profession Alliance national register.

The school's curriculum maps enable key areas to be identified.

Science liaison with STEM to promote science-related technology jobs. The PSRE curriculum focuses on various aspects of CEIAG at key points, such as CV preparation, option choices, applying to post-16 institutions, financial management, etc. This includes both 'Fast Tomato' from KS3 and Uni Frog IT packages for KS4 and 5.

The school's VLE includes a careers website which enables multiple searches and research of different career options, university courses and other information about career progression.

An Open Evening for parents is held in Year 9, in addition to a Parents' Evening to discuss Option choices and how these link to careers. This is underpinned by a comprehensive Options Booklet which also refers to potential career routes for each subject, and an Aspirations Day whereby pupils are able to explore different career options and subject routes in a highly personalised way.

All pupils in Year 10 undertake a work experience placement. To support this, pupils and families will be encouraged to arrange their own placements, as these are more relevant and aspirational.

The school runs a Deaf Awareness Week for deaf/hearing-impaired pupils to introduce career opportunities and raise aspirations.

By the end of Key Stage 4, all pupils will have been offered a meeting with our CEIAG Adviser, to which families will also have been invited. In addition, all families will be seen by a senior member of staff at KS4 to discuss their academic progress and career ambitions, both in Year 10 and Year 11.

The school developed and piloted the Employability for Life Charter which supports and accredits key habits of mind and qualities for work readiness agreed between schools and businesses. In 2014, 81% of pupils achieved at least the Bronze Award and 45% secured the Gold Award. Charter Plus will be delivered in our Sixth Form to ensure progression, continuity and a relentless focus on CEIAG.

The school organises a Post-16 Education Evening, separate to our Sixth Form Open Evening, in order to inform parents and pupils of all the issues to be considered and underpinning transition through to age 18, taking into account the Raising Participation Age (RPA) initiative.

Our Sixth Form opened in September 2014 and our UCAS/careers advice is woven into our extra-curricular offer for Year 12. This includes trips to universities and employers, as well as visitors into school. In Year 13 we intend to organise another set of careers guidance events to ensure our students are properly prepared for life after school.

In order to raise aspirations, the school is actively forging links with redbrick universities, including Oxbridge, to ensure equality of opportunity.

EMPLOYABILITY FOR LIFE CHARTER STANDARDS

ATTENDANCE / PUNCTUALITY

Gold	98%+ school data - 0 lates (excluding proven medical needs, school buses etc)
Silver	94%+ school data - 1 / 2 lates (excluding proven medical needs, school buses etc)
Bronze	90%+ school data - 3 lates (excluding proven medical needs, school buses etc)

APPEARANCE

Gold	Has always worn full uniform to the highest standard (according to school expectations)
Silver	Has generally worn full uniform to a good standard
Bronze	Generally good, but does sometimes need to be reminded of the expectation about school uniform

COMMUNICATION

Gold	Has an excellent level of communication, both verbal and non verbal. Can clearly show empathy towards people within their working area. Is focused on performing at a high level. Can clarify own ideas, concepts or terminology. Able to express personal regard and interest dependent upon the situation. Is always polite to people and can adapt conversation to suit the situation. Shares ideas and can contribute intelligently to discussions.
Silver	Has good communication skills both verbal and non verbal. Has displayed empathy towards others within the environment they work in. Establishes regular eye contact. Able to follow instructions issued and will ask if unsure. Is polite to peers / staff and can be actively involved in a conversation.
Bronze	Has displayed an understanding of good communication skills, both verbal and non verbal. Has begun to show empathy towards those they work with. Listens to instructions issued and can follow them. Becomes involved in a conversation and can interject with an appropriate comment/question. Is able to find out the relevant information by asking others in order to complete the task.

MOTIVATION

Gold	Has shown persistence and demonstrated high levels of self-motivation. Does not give up no matter how hard it is to find the answers or solutions. During this time has shown initiative and problem-solving skills relevant to the task in hand. Has proved to be able to think flexibly and work within guidelines. Able to deal with pressure and think clearly when necessary.
Silver	Has demonstrated the ability to work reasonably well under pressure. Can follow instructions that are issued. Does not readily give up when trying to find answers or solutions. When prompted, can display a good level of problem-solving skills and has at times displayed an ability to use personal initiative. Able to show some degree of flexible thinking
Bronze	Tries to complete tasks when the answers or solutions are not readily available, but can give up when task is too difficult, and understands the need to show self motivation. Can solve problems with clear guidance and some prompting. Is able to set personal goals and work towards these with guidance and support. Sometimes finds it difficult to make decisions in pressured situations.

PROFESSIONAL CONDUCT

Gold	Has proved to be very reliable, including punctuality and attendance. Behaviour has been of an extremely high standard at all times. Always able to work safely, and understand the safety needs of others who are working nearby. Works well with others and will often take the lead in group situations.
Silver	Has demonstrated a good level of reliability, including punctuality and attendance. Behaviour is of a very good standard and this allows them to work safely and consider the needs of those around them. Able to work with others and will often offer an input into a group situation.
Bronze	Understands the need to be reliable. Has shown a good level of attendance and punctuality. Is able to demonstrate the basic levels of behaviour which allow them to work safely. Can work in a group but tends to avoid taking the lead.

POINT SCORE

Gold	-	8 points
Silver	-	5 points
Bronze	-	3 points
Maximum	-	40 points

OVERALL GRADES

Gold	-	32-40 points
Silver	-	20-31 points
Bronze	-	12-19 points