

PENRYN COLLEGE CAREERS, INFORMATION AND GUIDANCE POLICY (DRAFT)

“Have the courage to follow your heart and intuition. They somehow already know what you truly want to become.”

Steve Jobs

Rationale

The world of work and employment is changing rapidly. Young people face a bewildering range of career opportunities and an equally confusing amount of careers information. Given this environment, it is vital that our students have access to accurate, impartial and objective advice and guidance to inform choices about their future. The school must be able to help all individual pupils, irrespective of ability, to make informed decisions at all stages of their experience and development. Penryn College takes the view that IAG (Information Advice and Guidance) must:

- Empower young people to plan and manage their future pathways
- Respond to the needs of the learner
- Provide appropriate and practical information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenges of stereotypes
- Help young people progress
- Provide effective LMI (Labour Market Information) to aid decisions

Aims

Effective IAG will provide opportunities for pupils to:

- investigate and implement career/post school prospects.
- experience the working world and personalised opportunities
- have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should be able to plan their future choices and understand how to access IAG to improve their life chances.
- understand how educational achievements are linked to maximising their potential future choices.
- make imaginative, creative and innovative use of new technologies to raise the quality of learning within the subject and the wider school curriculum.
- give pupils opportunities to understand and explore values, beliefs and their own cultural and social values through curriculum links to PSHE.

Through the provision of rich and varied activities, we will:

- encourage the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think and work creatively and solve career-related problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility with the appropriate IAG
- enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for the working world or their personalised pathway

An Overview of Penryn College's Career Education

All year groups:

- Job of the week. Posters around school. Video links shown in class or appropriate lesson. Social Media and Newsletter.

- Unifrog topic - once a week in tutor. Various career related activities.
- I Love My Job assemblies - three times a year.
- Careers in the curriculum- daily.

Year 7

During lessons:

- Introduction to Unifrog (School Careers software)
- Skills and Competencies- what are your best skills and why are they useful?
- Students begin to think about their dream job and learn how to use the Unifrog Careers Library.
- Effective revision and what factors can have positive and negative impact on good quality revision?
- Class discussion on activities students have already taken part in and how to log it on Unifrog.

Events:

- Employers safari - students meet and learn about local businesses.
- Employers Speed Networking

Year 8

During lessons:

- Students will identify their skills and interests and how these can be used to explore potential future careers
- Students look at the pros and cons of university and apprenticeships and share their findings with the class.
- Students begin to understand transferable skills and the importance they have in a range of careers.
- Students explore their strengths and interest to find out which GCSEs will be perfect for them.

Events:

- Employers Speed Networking
- Alumni Event

Year 9

During lessons:

- Students explore the Unifrog subjects library which links subjects to careers.
- Students learn what makes a great leader.
- Students identify their strongest skill and create a super strong team with classmates. They look at: leadership, resilience, analysis and teamwork.
- Understanding a CV and how to make a great one!

Events:

- Careers Choices and Pathways Evening
- Duke of Edinburgh
- Leading Edge Programme
- Options Evening

Year 10

During lessons:

- Students learn about communication and teamwork.
- Students learn and practise the skills they need to confidently contact employers.
- Interview skills and practise.
- Health and Safety and how to behave in the workplace.

Events:

- Work Experience
- The Skills Show
- Truro College visit after school
- Careers Choices and Pathways Evening
- Post 16 Pathways Day
- Alternative to A Level Evening
- One to One Forces chat
- Post 16 drop in at lunch time
- Face to Face
- Exeter Scholars
- Post 16
- Duke of Edinburgh
- Leading Edge

Year 11

During lessons:

- Students learn about the options open to them after Penryn College.
- Students take an in depth look at A levels and BTECS.
- Students look at the world of apprenticeships.
- Students look at revision skills and how to improve their memory.
- Leaving secondary school: Students gain an awareness of the changes ahead of them and develop coping strategies in preparation for this change.

Events:

- Mock Interviews
- Post 16 Pathways Day
- Alternative to A Level Evening
- One to One Forces chat
- Post 16 drop in at lunch time
- Exeter Scholars
- Duke of Edinburgh

Relationship to other policies

This IAG policy embraces policies and procedures for teaching and learning, school visits, curriculum, behaviour, special educational needs, equality, assessment and recording and reporting.

Roles and Responsibilities

All staff are responsible for contributing to students' careers education and every opportunity should be taken to engage students in conversations about their future and aspirations. In addition to this, the Careers Lead has the responsibility of co-ordinating and monitoring the impact of the overall CEIAG programme. Within the team the specific roles and responsibilities are:

- The person in charge of monitoring and evaluating the impact of the CEIAG programme is the Careers Lead. This person has the oversight of CEIAG across the school and ensures that the programme delivered meets national criteria and meets the needs of the students.
- The Careers Lead meets regularly with the Assistant Head Teacher to discuss the careers programme and liaises with the CEIAG governor.
- Working closely with the Careers Lead is the Work-Related Learning Assistant and Library and Work-Related Learning Assistant who support students and staff with up to date labour market information, careers events, work experience, alumni and personal guidance.

Arrangements for Monitoring and Evaluation

Evaluation has a crucial role to play in ensuring that the pupil's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes. The aims and outcomes are defined by the eight Gatsby Benchmarks.

Evaluation of the IAG programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning.

Evaluation also includes the views of work experience employers, training providers, governors, pupils and parents. Their views are elicited via, discussions, surveys and questionnaires.

CEIAG Policy Amendment in light of COVID-19 (Re. Curriculum and Provider Access Statement)

We strive to provide the best possible opportunities and experiences to promote informed decision making by our students and considered Post 16 career route planning.

Due to the need for social distancing as we reconvene in the new academic year, to ensure personal safety to our students, staff, external facilitators and company staff, we are unable to offer some of the experiences which are referred to in Policy and Provider Access Statement documents.

However, we are working within the newly revised framework of good practice (Gatsby Benchmarking by Careers Enterprise Company) to ensure students still maximise opportunities and seek to replace "face to face" events with virtual experiences wherever possible.

Planning must remain fluid due to the nature of the pandemic, and practice will be under constant review.

Approval and review

Date established by governing body:

Date for full implementation: Immediately

Date for review: