

Kings International College for Business and the Arts

Careers Education and Guidance Policy

Rationale for CEG

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 choices that are right for them and to be able to manage their careers throughout their lives. The programme is designed to help students make the most of themselves and their opportunities. In particular, it aims to help them:

- Develop their knowledge and understanding of the changing nature of work, learning and career.
- Extend their understanding of opportunities in learning and work.
- Make good use of information and guidance.
- Develop and use their self knowledge when thinking about and making, course and other choices.
- Develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves and cope with change and transition.

Kings International College endeavours to follow the guidance in the National Framework for CEG 11-19 in England and the advice on Personal Development in the Curriculum from the Qualifications and Curriculum Authority (QCA) which includes PHSE, Citizenship, Work Related Learning and Enterprise Education. The College is also mindful of the Every Child Matters outcomes together with those required by the Youth Matters, Healthy Schools and the Respect Agenda.

Detailed aims and associated outcomes are listed below.

Links with other Policies

The policy is supported and underpinned by the school's policies for teaching and learning, assessment, recording, and reporting achievements, PHSE and Citizenship, Enterprise and Work Related Learning, Equal Opportunities, Health & Safety, Gifted and Talented, Special Needs and Looked after students. It is underpinned by developments such as Every Child Matters, Healthy Schools, Youth Matters and the Respect agenda. It is also linked with the Shape area IAG policy.

Evaluation and Assessment

The College will ensure that the CEG programme is evaluated and assessed in accordance with other College programmes. All parties involved will be consulted on the content, delivery and impact of the CEG programme. All programmes are monitored, reviewed and evaluated with active involvement of the students. The findings are presented in the annual self assessment report. The development priorities identified in the report form the basis of the programme's development plan.

Commitment

Governors and staff are committed to:

- Providing a planned programme of activities to which all students are entitled and will have access (*see scheme of work*)

- Working in partnership with Connexions within their remit to ensure that no student is disadvantaged in gaining access to education, training or work (*see Partnership Agreement with Connexions*).
- Ensuring that, wherever possible, students progress to an opportunity in further education, training or employment.
- Involving young people and their parents in programme activities and further developments.
- Achieving the Investors in Careers Award.

Management of Careers Education and Guidance

A member of the College Leadership Team is responsible for ensuring that:

- The Guidance Manager, co-ordinates and oversees the programme delivery and provides advice and recommendations on future developments.
- The Career programmes are included in the Personal Development programme.
- The appropriate Performance Managers work with The Guidance Manager to support the provision.

Training

Training needs are identified through the annual needs assessment and appropriate arrangements made. Training for tutors delivering the programme will normally be offered through the College twilight training programme.

Guidance

Is provided in partnership with Connexions in accordance with their remit and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within policy guidelines), and responsive to students' needs and based on the principle of equality.

Entitlement

The programme will be integrated to the students' experience of the whole curriculum, based on a partnership with the students and their parents or carers. The programme will promote equality of opportunity, inclusion and equality. The entitlement has a baseline included within the SHAPE area IAG entitlement. The careers programme is designed to meet the needs of students at Kings International College. It is differentiated to ensure progression through activities that are appropriate to each student's stage of career learning, planning and development. It is designed to develop good career management skills that will enable students to enshrine the notion of lifelong learning.

Resources

The Careers Library with has relevant up-to-date information in a range of media and formats. Students have supervised access to facilities, including career software and the Internet. Specialist support is available to individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities, and work with Connexions, employers, business and other organisations. The programme co-ordinator selects and maintains teaching resources appropriate to students' needs.

Curriculum Provision:

Aims:

- To enable all students to develop the self-knowledge and skills that they need to take charge of their personal and career development
- To be an integral part of the College curriculum

- To contribute to the wider College action to raise aspirations, improve motivation, develop key and other employability skills and illustrate the relevance of subject studies in future life
- To promote equal opportunities and to challenge stereotypical thinking and attitudes
- To help students overcome any overt and hidden barriers to progress that they may encounter
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and that all career decisions involve making choices about learning and lifestyles
- To ensure that students receive appropriate information and guidance, especially at key decision and transition points

Outcomes:

Key Stage Three: By the end of this key stage, all students will have:

- A better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- Used the Careers Library to research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes
- Received appropriate advice and guidance on post-14 choices

Key Stage Four: By the end of this key stage, all students will have:

- Enhanced their self-knowledge, career management and other employability skills
- Used the Careers Library and other resources to investigate future choices and explore alternative routes to their goals
- Accessed advice, guidance and support to help them firm up their choices and think about the implications
- Gained direct experience of work
- Chosen and applied for an appropriate opportunity and, if necessary, financial support
- Made a back-up plan in case things go better or worse than expected

Review

The College policy on Careers Education and Guidance will be monitored and evaluated with active involvement of students at various levels and at different times on an annual basis. The findings are presented in the annual self-assessment report. The development priorities identified in the report form the basis of the programme's development plan.