



Tytherington High School

CEG policy (Draft)

Section	Statement
1. Title	Tytherington High School Policy for Careers Education and Guidance (CEG)
2. Introduction	Introduction
<ul style="list-style-type: none"> ▪ Rationale for CEG 	<p>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 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.</p>
<ul style="list-style-type: none"> ▪ Commitment 	<p>Tytherington is committed to providing a planned programme of careers education for all students in Years 7-13 and information, advice and guidance (IAG) in partnership with the Cheshire and Warrington <i>Connexions Service</i>.</p> <p>The school endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant guidance from the DfES, QCA and Ofsted.</p> <p>Tytherington is committed to gaining the IIC Award</p>
<ul style="list-style-type: none"> ▪ Development 	<p>This policy was developed and is reviewed biennially through discussions with teaching staff; the school's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners (e.g. <i>Aim Higher, education-business partnership</i>).</p>
<ul style="list-style-type: none"> ▪ Links with other policies 	<p>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 opportunities and diversity, health and safety, gifted and talented, and special needs.</p>
3. Objectives	Objectives
<ul style="list-style-type: none"> ▪ Students' needs 	<p>The careers programme is designed to meet the needs of students at Tytherington. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.</p>

<ul style="list-style-type: none"> ▪ Entitlement 	<p>Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.</p>
<p>4. Implementation</p> <ul style="list-style-type: none"> ▪ Management 	<p>Implementation</p> <p>David Bowyer co-ordinates the careers programme and is responsible to Dave Speak (Asst Head). Work experience is planned and implemented by the work experience co-ordinator, whom is also David Bowyer.</p>
<ul style="list-style-type: none"> ▪ Staffing 	<p>All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by tutors through PSCHE. The careers programme is planned, monitored and evaluated by the careers co-ordinator 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. Administrative support is available to the careers co-ordinator.</p>
<ul style="list-style-type: none"> ▪ Curriculum 	<p>The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (in <i>the Connexions Resource Centre</i> and on <i>the school intranet</i>), work-related learning (including one weeks' work experience), and individual learning planning/portfolio activities. Careers lessons are part of the school's Personal Development programme. Other focused events, e.g. Mock Interviews are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.</p> <p>Students are actively involved in the planning, delivery and evaluation of activities.</p>
<ul style="list-style-type: none"> ▪ Assessment and accreditation 	<p>Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques. Key Stage 4 involves Work Experience or participation in an Enterprise week.</p>
<ul style="list-style-type: none"> ▪ Partnerships 	<p>An annual Partnership Agreement is negotiated between the school and <i>Connexions</i>, which identifies the contributions to the programme that each will make.</p>
<ul style="list-style-type: none"> ▪ Resources 	<p>Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area. The Head of department is responsible for the effective deployment of resources. Sources of external funding are actively sought.</p>
<ul style="list-style-type: none"> ▪ Staff development 	<p>Staff training needs are identified as part of the Partnership Agreement process with <i>the Connexions Service</i> and in conjunction with the school inset co-ordinator. Funding is accessed through</p>

	Connexions and from school funds. The school will endeavour to meet training needs within a reasonable period of time.
<ul style="list-style-type: none"> ▪ Monitoring, review and evaluation 	The Partnership Agreement with Connexions is reviewed annually. The programme is reviewed annually by the careers co-ordinator and the personal adviser, using quality standards for CEG to identify desirable improvements, and a report is submitted to the senior leadership team and governors. Evaluations are carried out annually.

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