



Montgomery High School

An Academy, Language College and Full Service School

Careers, Education, Information, Advice and Guidance Policy

Linked Policies: ***Teaching and Learning***
 Community Cohesion
 Assessment

Reviewed by the Academic Standards Committee under the delegated power of the
Governing Body 14/05/14

Review Period: Annual

Rationale

A student's career often begins at school with learning decisions made about Key Stage 4 Options and post 16 choices, supported by academic progress and ultimate qualifications. All students require a high quality, varied programme of activities to help them successfully choose their 14-19 pathway and lay the foundations for future career/s beyond that. Techniques and skills learned at school will help students to make rational and logical decisions throughout life and manage their careers, professional development and learning skills to sustain employability throughout their lives. As a school we have a statutory duty to provide careers information advice and guidance throughout students' academic careers and to provide access to impartial and confidential guidance. This is achieved through working with external experts our own advice, a variety of other sources and a rich programme of learning activities.

Commitment

Montgomery High School is committed to:

1. Providing all students with a high quality, carefully planned and impartial programme of activities surrounding CEIAG (Careers Education Information Advice and Guidance) through PHSE, in partnership with external agencies (e.g. Connexions and any successor organisation) and through a broad range of wider activities.
2. Raising the educational participation age and will ensure that all students have access to the full range of integrated support from the school and external providers to support the achievement of this goal. A variety of events for students in Years 7 - 11 allow exposure to a variety of providers and work types and engage closely with students to encourage active, considered, evidence-based choices.

This policy is annually reviewed to ensure that the information is accurate, reflecting the evolution of the CEIAG programme of events at Montgomery.

The Careers Manager liaises closely with students, parents, the Pastoral Team, Connexions Advisors, SENCO and SLT links. Information is included in Montgomery's Single Plan enabling monitoring by Governors.

Progress Managers and Group Tutors provide support information regarding Options in Year 9, Work Experience in Year 10, Records of Achievement and Post 16 choices Year 11. We are currently developing our methodology to capture and support the totality of Careers Inspired Learning through a student's Montgomery career.

All staff are encouraged to contribute to CEIAG throughout the school, in their roles as pastoral staff, Progress Tutors, Subject Teachers and/or specific leadership roles. It is our intention that the development of Children's University and the Record of

Achievement will allow accreditation of activities and achievements linked to school and students' wider learning including initiatives such as Headteacher's Awards.

Annual evaluation will assess the effectiveness and impact of the CEIAG programme.

The Experience

General information can be found in the Library (at any time) with the assistance of the Library and Careers Manager. We pride ourselves on not 'shutting the door' when a student leaves and are happy to provide continuity of advice beyond GCSE Examination results.

Employability Skills

We have identified the interaction between the curriculum, career pathways and the development of employability skills as critical. Appendix 1 provides an overview of how the experience of students develops these skills through the curriculum.

Initiatives such as 'Interview Day' are illustrative of our modern model of employability skills development and careers-inspired learning. Key aspects of this include independent learning and real world experience for students in terms of gathering information and making job applications, an authentic interview with an employer and bespoke feedback to each student (in Year 10) as to how to place themselves as more likely to secure employment. This partnership model is also designed to position an affordable offer in the current funding environment.

Implementation

The majority of the work is co-ordinated between the Assistant Headteacher - Curriculum and Timetable, Assistant Headteacher - Student Support, Equality, Diversity and School Health, Library and Careers Manager and Connexions Advisor. This is a closely linked team who discuss and evolve the programme of CEIAG throughout the year.

Careers Programme highlights:

CEIAG Lessons going into Gifted and talented programme through Miss Marini (Upper School are following the U-Explore Programme)

- Careers Guidance Activities (Year 9 group interviews, Year 10 'World of Work' Experience, Parents' Evening, individual IAG, Interview Day, Year 11 Post 16 Day, impartial careers guidance interviews, Careers Evening, Application Morning, Record of Achievement sessions)
- Annual Careers Convention
- Assemblies Year 11 (A wide range of Post 16 providers offer presentations to all Year 11's)

- Assemblies Year 9 (A wide range of Post 16 providers offer presentations to all Year 9 pupils).
- Options Morning for Year 9 pupils.
- Additional Curriculum experience in subjects not taught at GCSE but offered Post 16 by local providers
- Production and presentations in Year 9.
- School Website Careers Page with links to appropriate sites for CEIAG for students and parents.
- Super Learning day with Blackpool & Fylde College.
- Additional Year 7 and 8 events.

Assessment and Impact

The current CEIAG programme is based on targeted learning outcomes as provided by the Careers Education Framework and individual learners needs.

Assessment is currently conducted verbally through extensive communication and as a means of identifying and meeting specific individual requirements.

The destinations of all Year 11 students are tracked and outcomes analysed.

Monitoring, Review and Evaluation

Both internal and external audits are implemented to ascertain impact and next steps. This includes seeking feedback from students, staff and parents.

Partnerships

We have very strong links with local Post 16 Providers including at governance level and are working to further strengthen links with local employers who may offer Montgomery students Apprenticeships. Changes in funding and organisation have moved this service offering into a 'fully traded' environment, with Blackpool LA, Connexions and Via.

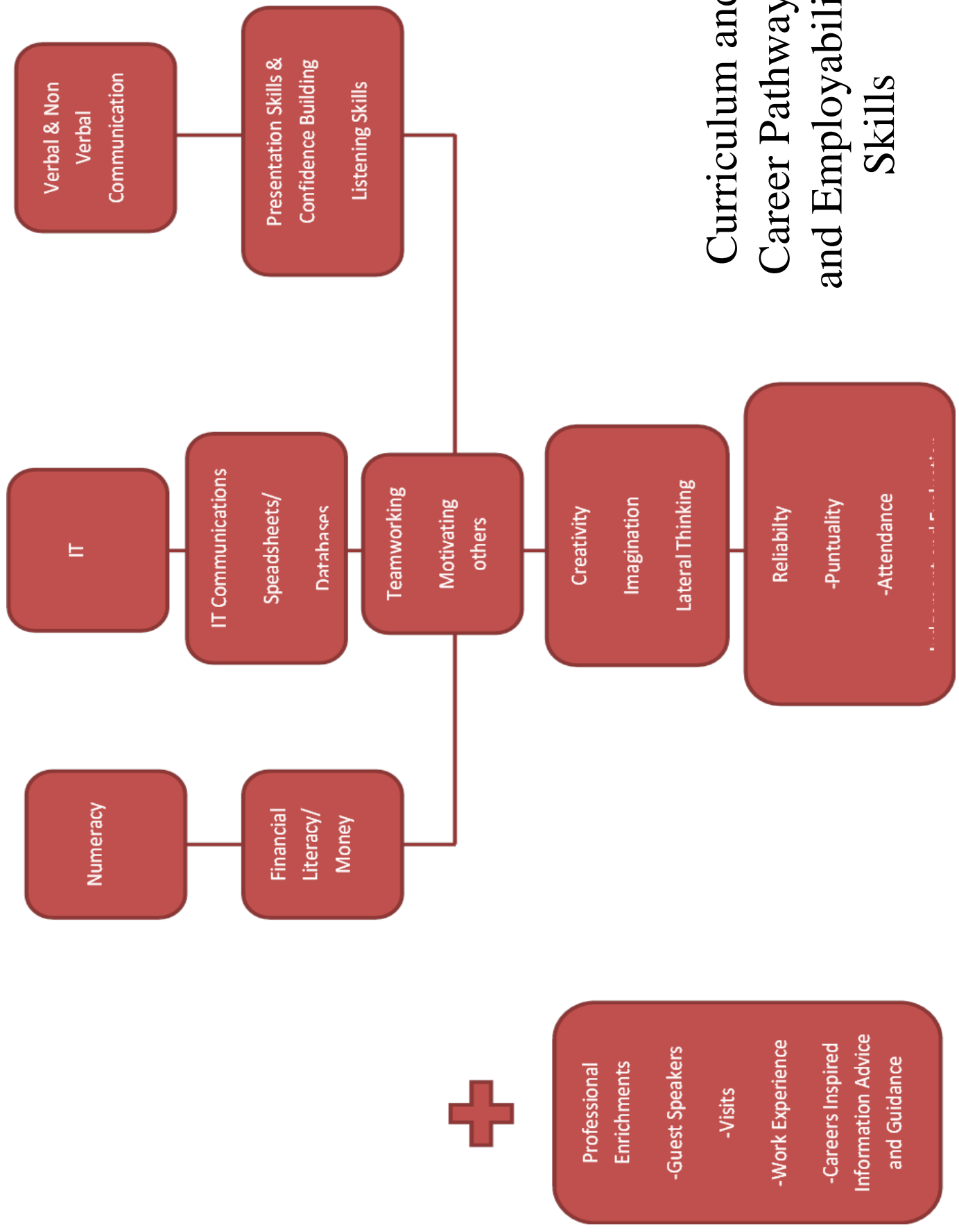
Professional Development

Staff training needs are continually assessed and training places negotiated for U-Explore Training.

The Library and Careers Manager has completed an NVQ 4 in Careers Education Guidance. Team Briefings are used to disseminate information to all staff and Year 10 and 11 Progress Tutors receive display information for students, including a regular 'careers information update'.

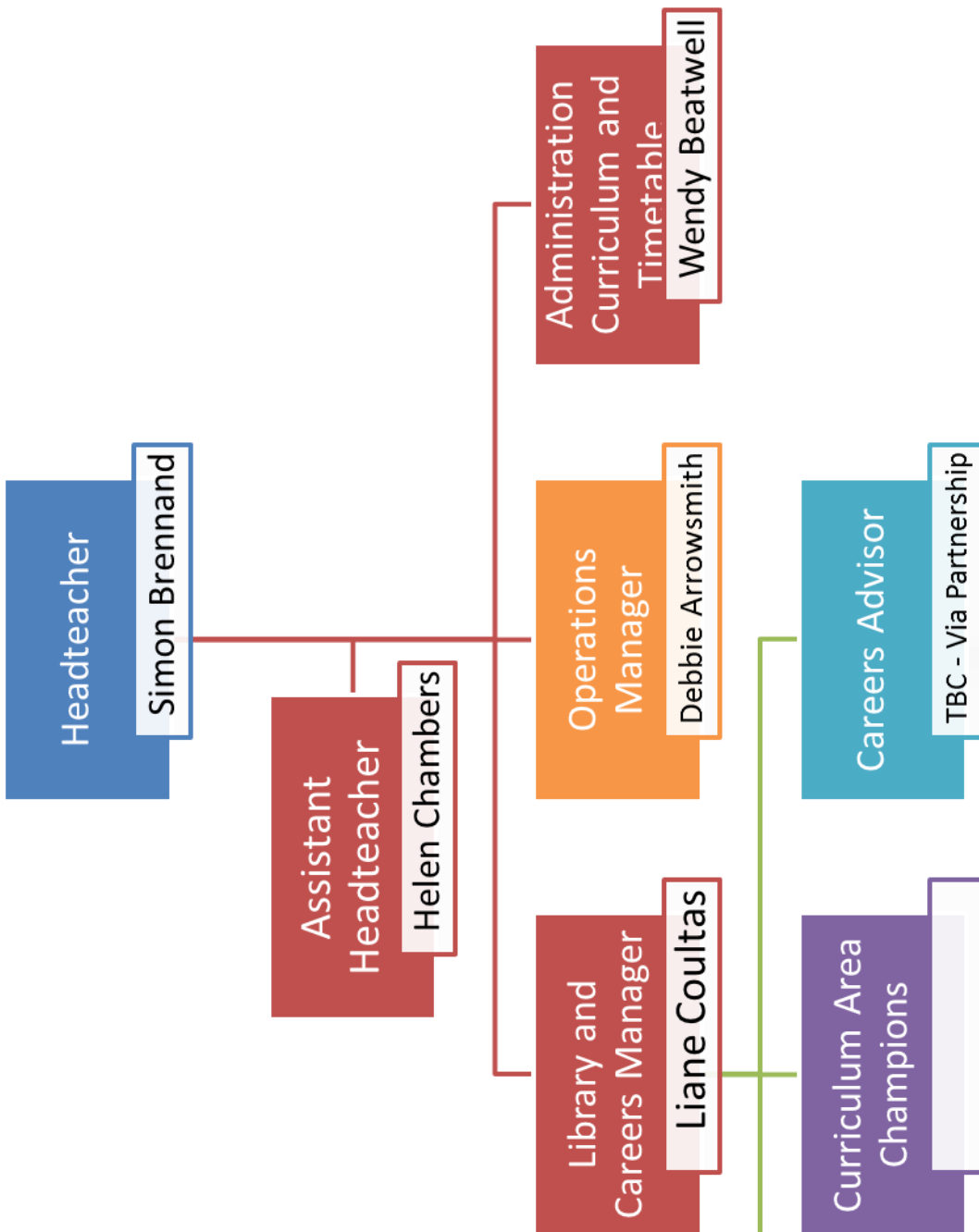
Appendix 1

Employability Skills



Appendix 2

Organisation Structure



Equality and Diversity Impact Assessment

| Date: 010514 | | Policy/Activity: Careers, Information, Advice and Guidance | | Assessor: HT | |
|-----------------|---------------------------|---|---------|-----------------|--|
| Number | Protected Characteristics | Any Concerns Arising? | Details | Recommendations | |
| 1 | Disability | ✓ | Intac | Group Tutors | Make a range of accessibility tools available e.g. 'text to audio', large text, etc. |

| | | | | |
|---|--|---|---------------|--|
| | | | | as needed. |
| | Example: physical disabilities, learning difficulties or medical needs | ✓ | Accessibility | Keep accessibility arrangements under review |
| | Young carer/carer | | | |
| 2 | Gender | | | |
| | Females/Males | | | |
| 3 | Sexual Orientation | | | |
| | Example: Gay, Lesbian | | | |
| 4 | Gender Reassignment | | | |
| | Gender Reassignment | | | |
| 5 | Race/Ethnic Group | | | |
| | Example: Black, Asian, Chinese, etc | | | |
| 6 | Pregnancy/Maternity | | | |
| | Pregnancy or maternity/paternity | | | |
| 7 | Marriage/Civil Partnership | | | |
| | Marriage/Civil Partnership | | | |
| 8 | Religion or Beliefs | | | |
| | Example: Jewish, Muslim, Christian etc | | | |
| 9 | Age | | | |
| | Age | | | |