

EASTWOOD GRANGE SCHOOL

CAREERS, EDUCATION, ADVICE, INFORMATION AND GUIDANCE POLICY



Eastwood Grange Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is a special day school for up to 36 boys aged 9-18 years. The young people exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our young people have failed in, or been failed by, a variety of settings prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Related Policies	Curriculum Policy
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RATIONALE

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 18 pathways from year 7 that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

For the purposes of this policy the following definitions have been used:

Information

Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), the class work will incorporate W O W Curriculum which Stands for World of Work, this will be taught every morning as a core subject to all young people, it will include careers advice as well as written/printed matter, telephone help lines, ICT software, websites and virtual learning etc.

Advice

This involves helping a young person to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is provided in small class groups.

Guidance

Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

AIMS

Self-Development

Young people should be able to understand themselves and the influences on them. Young people should be able to:

- Assess their achievements, qualities and skills
- Present information as appropriate
- Use this information for personal development
- Set career and learning targets
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work

Career Exploration

Young people should be able to investigate opportunities in learning and work. Young people should be able to:

- Understand the nature of work and people's attitudes to it
- Use a variety of sources of career information
- Use work experience to improve chances
- Understand employment trends

Career Management

Young people should be able to make and adjust plans to manage change and transition. Young people should be able to:

- Use decision making techniques
- Understand and use sources of help
- Make informed and appropriate choices at 14, 16 and 18
- Make and manage change as appropriate
- Understand job/learning applications and the requirements at interviews
- Understand rights and responsibilities in the work place

YOUNG PERSON ENTITLEMENT

Careers Education and guidance (CEAIG) is a timetabled weekly session for young people. It is also offered to Key stage 2 and 3 young people through PHSCE. As part of timetabled sessions, young people will complete relevant National Open College Network (NOCN) units of work around careers, work experience and employment.

INFORMATION

Young people will receive lessons to help develop information handling skills. Young people are encouraged through ICT to explore information available to them electronically. Research skills are developed across a wide range of subject areas. Information on issues of health and relationships (including bullying) is provided in W O W (World of Work), PHSCE and SRE lessons. Young people will be supported to visit further educational establishments, training centres and places of work.

ADVICE

Tutors offer informal advice during tutor times and through their daily 1 to 1 contacts with young people. Tutors are well placed to understand the varied needs of their young people and have an in depth knowledge of the young person and their circumstances. The tutor is usually the first point of contact for a young person who may have an issue they wish to discuss however each young person has a learning mentor who offers regular young person voice sessions. Advising a young person on options will often involve signposting an individual to the relevant information resource or source of help.

GUIDANCE

This consists of a number of planned interventions, which enables young people to make and implement well-informed and realistic decisions about their path through life, and manage the subsequent transitions. Guidance may take place 1 to 1 or in small groups. Guidance sessions are provided by class teachers, learning mentors and our CEIAG co-ordinator, the Assistant Head Teacher in charge of this area. Further specialist advice and guidance is provided by a CEIAG officer from the young people LEA or LAC team.

EQUALITY AND DIVERSITY

Careers education is provided to all young people and provision is made to allow all young people to access the curriculum. Young people are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All young people are provided with the same opportunities and diversity is celebrated.

The curriculum at Eastwood Grange is personalised to support individual needs and their pathway plan. Where young people wish to pursue a course not currently provided by the school we maintain links with local colleges and providers that allow these talents and interests to be nurtured.

FOCUS IN YEAR GROUPS:

Year 4-6

The focus is on exploring the world beyond school, introducing the idea of colleges and universities.

Year 7

The focus is about introducing careers and thinking about the vast number of careers / jobs available.

Year 8

The focus is linking our plans and dreams to reality.

Year 9

The focus is self-assessment, career paths and options post 14.

Year 10

The focus is work experience including preparation, implementation and evaluation.

Year 11

The focus is post 16 options and the Application process.

Year 12/13

The focus is on transition to adult hood and employment, training or further education pathways.

PARENTS AND CARERS

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through regular review meetings, weekly telephone calls and open evenings. Parents are welcome at careers interviews and where necessary are invited.

MANAGEMENT

Sam Littlewood co-ordinates the CEAIG programme and is responsible to the Assistant Head Teacher.

STAFFING

- All staff contribute to CEAIG through their roles as tutors and subject teachers.
- The Careers Education Programme is planned, monitored and evaluated by the CEAIG Co-ordinator.
- The CEAIG Co-ordinator will liaise and consult with the child local authority to ensure that specialist career guidance is available when required.