

FREDERICK BREMER SCHOOL



Careers Education, Information, Advice and Guidance and Work- related Learning Policy

2015-2016

Person responsible	Neil Larkin
Review Frequency	Annually reviewed
Policy First Issued	2015
Last Reviewed	July 2015
Agreed by LT on	June 2015
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	CLT Group Committee
Ratified by Governors on	July 2015
This policy is communicated by the following means	Staff shared area and Website



Background and Objectives

Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL) at Frederick Bremer School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Frederick Bremer School is committed to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers.
- Provide IAG which is impartial, unbiased and is based on student needs.
- Work in partnership with external services and partners to ensure all students access independent information advice and guidance at an appropriate level.

Links with other policies

Academic fulfilment is one of the key determinate's of career success, therefore the policy for CEIAG supports and is itself underpinned by a range of key school policies and practice especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, equal opportunities and diversity, gifted and talented and special needs/ASD.

The policy for CEIAG was consulted on with students through school council.

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The CEIAG programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The CEIAG programme is designed to meet the needs of all of the students at Frederick Bremer School. The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the CEIAG programme are to:-

- Prepare young people at Frederick Bremer School for the opportunities, responsibilities and experiences of adult life;
- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the stages at 13+ and 16+ with a good understanding of their progression options at 18+.
- Ensure that all young people leave the school with an apprenticeship, further education or training pathway identified and accessible.

The programme also:

- Contributes to improving achievement, by raising aspirations and motivation;
- Supports inclusion, challenges stereotyping and promotes equality;
- Develops enterprise and other skills valuable in the world of work;

All career related events are evaluated to assess whether or not the activities have met these intended outcomes.



Implementation:

The Careers Coordinators, Shamila Sulaiman and Harry Chapman plan, co-ordinate and evaluate the CEIAG programme and are responsible to the Deputy Head teacher, Neil Larkin. This area is supported by the Senior Leadership Team (SLT) through the work of the Curriculum and Learning Team (CLT) and the CLT Governors Sub-Committee. Year 10 Careers Week incorporating work experience is planned and implemented jointly by the Careers Coordinators. The Careers Coordinators works closely with other colleagues to ensure appropriate coverage of careers themes in the PSHE programme. Applied subjects across the school have a focus on career development and work-related learning. This is coordinated through the work of the Deputy Head teacher and prioritised through the School Improvement Plan. In general terms the work between the Careers Coordinators are divided so that mainstream provision is developed by Harry Chapman whilst individualised support is developed by Shamila Sulaiman; however each of the Careers Coordinators can lead the development of any aspect of this policy.

All staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Coordinators. Careers information is available in the Careers Library in the Library which is maintained by the Careers Coordinator[s] and the Librarian. Each department will promote career choices pertinent to their subject area through the development of suitable lesson resources and the maintenance of departmental displays. Administrative support is available to the Careers Coordinator[s] through the CLT team administrator, Anita Hollis.

The CEIAG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including 1 week of work experience for a targeted group selected on the basis of being more likely to want to go into work at an earlier date and individual learning planning/portfolio activities. Careers lessons are part of the school's PSHE programme delivered as part of the pastoral curriculum. Other focused events, e.g. a Year 11 careers progression evening, the Simmons & Simmons 'Young Talent' programme and organised visits to post-16 providers e.g. Beal Sixth Form are delivered by the Careers Coordinators in collaboration with other key staff such as the SENCO and Gifted and Talented coordinator. Students are actively involved in the evaluation of activities through detailed evaluations. Careers activities are actively reported through the school newsletter to raise awareness and increase their profile amongst pupils and parents / carers.

Education and Guidance

The CEIAG Programme at Frederick Bremer School is distinguished by the personalised nature of the support given to each student. All students are supported to achieve an appropriate progression pathway with additional intervention strategies targeted on those students who may find processes such as securing Work Experience placements particularly challenging. In addition, the Careers Coordinators provide an important contribution to the planning, design and delivery of all aspects of our careers education including PSHE and Careers Week. The Careers advisor runs a weekly lunchtime Drop-In Session where pupils from all year groups are able to access information and guidance.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.



The CEIAG programme is provided to pupils and students through:-

- The PSHE curriculum via targeted lessons;
- Tutor and mentoring activities;
- Careers interviews;
- Careers presentations and activities;
- Careers activities with employers;
- Enterprise activities including guest speakers;
- The Work Experience programme;
- Attendance at the Year 11 Careers Fair;
- University Visits;
- Apprenticeship talks

Partnerships and Initiatives

External Partnerships Independent Careers Advice:

An annual partnership agreement is negotiated between the school and the Prospects Service which identifies the contributions to the programme that each will make.

Employment partnerships:

Simmons & Simmons is a London headquartered international law firm with offices around the world. The Young Talent Programme has been developed as a unique partnership between Frederick Bremer School and Simmons & Simmons. This flagship programme takes up to 12 Year 10 students each year for an extensive development programme that includes:

- A supported interview and application process.
- One week of work experience during the Easter holidays of Year 10.
- Mentoring around post-16 choices during Year 11.
- A further one week paid internship following the GCSE exams in Year 11.
- Workshop and mentoring during Year 12 and Year 13.
- An opportunity to apply for an annual bursary of up to £5,000 per year for three years of HE study.
- On-going mentoring and support through HE.

The first cohort of the 'Young Talent' students are now in Year 13. The fourth cohort of Young Talent pupils will be recruited in the spring term of 2015.

First Give:

All Year 9 pupils participate in the YPI programme that gives them extensive experience of the voluntary sector and the opportunity to visit a local charity and present to a panel in order to win a £3,000 prize for the charity they represent. Aside from experience of how the voluntary sector works this programme supports pupils to develop their research, team work and presentation skills.

Other Employer Links:

Frederick Bremer School has positive links with a range of external employers including the London Borough of Waltham Forest, Harrisons Catering, Bouygues Business Support Services, HSBC and John Lewis. These organisations and companies support the school in a variety of ways for example in providing staff to support the interview day activities during Year 10 careers week.



Further and Higher Education Links:

As an 11 – 16 school it is crucial for Frederick Bremer to maintain and promote positive links with local post-16 providers. The school regularly welcomes local post-16 schools and colleges to work in a variety of ways:

- Beal School Sixth Form provides an important pathway for Frederick Bremer students interested in an academic pathway through a school based sixth form. In recent years this partnership has developed so that Frederick Bremer students are effectively treated as internal candidates for their applications to Beal.
- Sir George Monoux College provides both academic and vocational pathways for Year 11 students. Frederick Bremer enjoys a very close partnership arrangement with Sir George Monoux that has seen a significant range of collaborations in recent years including additional after school classes for Gifted and Talented students and a range of taster courses.
- Waltham Forest College provides on-going support for students interested in vocational choices at 16. The College also works in partnership with the school around the provision of alternative routes for some KS4 students.
- Other local providers involved in CEIAG at Frederick Bremer include Epping Forest College, Holy Family Catholic College, Highams Park Sixth Form, B-Six College in Hackney, City and Islington College, Chingford Foundation Sixth Form and Oaks Park School Sixth Form. Local training providers involved in supporting student pathways include Leyton Orient community Sports Programme, DV8 training (music and media provider) and London Construction Training.

Monitoring and Review

Monitoring, review, evaluation and development of CEIAG and our partnerships is undertaken regularly. The following provision is reviewed by the Deputy Head and the Careers Coordinators:-

- Annual review of partnership activities with the Prospects Service.
- Annual review of partnerships with Havering Education Business Partnership (providers of work experience).
- Lesson and tutor observations within PSHE lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CIEAG programme is sought through focus student groups and parent/carer questionnaires. Resulting action points then feed into the following year's planning process to ensure they are addressed.