

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

CAREERS EDUCATION INFORMATION AND GUIDANCE

September 2018

Review date July 2019



Our Mission:

To ensure every student develops their potential to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be an outstanding school and the Learning Hub for the locality

Our Core Values:

Aspiration: *To maintain a focus on all students having high aspirations for the future for themselves and others*

Innovation: *To encourage all students to be innovative through being curious, being future orientated and building on opportunities available to them*

Motivation: *To increase motivation by linking activities in lessons and through opportunities available with preparation for life post-16*

"The best interests of the child must be a top priority in all actions concerning children" Article 3 – UNCRC

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment"
Article 29 - UNCRC

Foreword

The Department of Education published 'Careers Guidance and Access for Education and Training Providers' in Jan 2018. It states:

"It is intended to inspire and motivate young people to fulfil their potential. Every student should be helped to develop high aspirations and consider a broad and ambitious range of careers. Inspiring every student through real life contacts with the world of work can help them understand where different choices can take them in the future."

The Guidance also sets out that every school should use the GATSBY benchmarks to develop and improve Careers provision. These are available under 'Careers' on the College website.

VISION:

- PROVIDE Impartial CEIAG for all students
- Contribute to strategies for raising achievement, especially by increasing motivation
- Support inclusion, challenge stereotyping and promote equality of opportunity – encourage participation in continued learning, including higher education
- Develop enterprise and employability skills
- Support learners to make choices that promote engagement
- Contribute to the economic prosperity of individuals and communities

Policy Statement

The College aims to enable students to develop the skills and qualities necessary to become competent and self-reliant in their adult and working lives at a level appropriate to their abilities.

The College is committed to ensuring entitlement to careers education and guidance for all students, especially in Years 9, 10 and 11.

The Careers Education, Information and Guidance Programme at Bourne Community College provides the opportunity for all students:

- 1 to recognise their potential within the College and the World of Work
- 2 to be aware of their skills and abilities and their future value and work in the job market
- 3 to become equipped with a knowledge of the information and processes by which their goal can be achieved
- 4 to fully explore apprenticeships, vocational training and further and higher education as routes into employment
- 5 to prepare themselves to expect to undertake lifelong learning and career development.

Rationale Underpinning Careers Education, Information and Guidance at Bourne Community College

Changes in industrial and business organisation, driven by the use of new technologies and greater international competition, are likely to continue to have major effects on work as well as on education and training. As a result, career patterns are changing dramatically. Students will need a firm foundation of essential knowledge, understanding and skills and a commitment to lifelong learning as jobs continue to change and new knowledge and skills are required.

A 'career' in its broadest sense, includes all aspects of an individual's evolving experience of work. The implications are that:-

- All individuals have careers, and schools have a key role to play in promoting opportunity, access and choice for all of their students
- Personal career development continues through life. Schools need to work with other providers of education, training and employment opportunities to ensure that students establish the basis from which they can continue to progress
- Work is but one aspect of life. As part of students' spiritual, moral, social and cultural development, schools should help young people to understand the meaning and value of work to individuals, communities and the country as a whole
- There are types of work other than paid employment. Schools should help to prepare young people for a variety of experiences, which may include employment, self-employment, volunteering, work in the home and work in the community.

The Aims of Careers Education, Information and Guidance at Bourne Community College

Students are entitled to a planned programme of careers education and guidance within their overall education. Our programme helps students to achieve the following broad aims:

- Aim I Self Development**
In thinking about education, training and work, students assess their own needs, interests, values, aptitudes and aspirations. At Bourne, we will provide students with opportunities to reflect on these issues, and to develop the knowledge, self-reliance, key skills and other capabilities required for working life.
- Aim II Career Exploration**
Students need to understand changing patterns of careers and work. Provision will be made for them to find out about local, national and international opportunities in education, training and work and gain direct experience of work as part of the curriculum.
- Aim III Career Management**
Students need to develop increasing autonomy in making decisions and implementing their career planning. They need to be able to review and evaluate their decisions and cope with change. Students will be able to gain access to sources of further help and weigh up the advice offered. They will also acquire skills for making effective transitions, such as a move from school to further and higher education, training and work.

The Components of Careers Education, Information and Guidance

Careers education provides a means of developing individuals' knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.

Careers guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

In practice, careers education and careers guidance are interwoven. Bourne Community College works collaboratively with a number of external organisations to ensure that students receive careers education and guidance that meets their specific needs at key decision points.

Overview of the Careers Education, Information and Guidance Programme

Key Learning Themes

The table below illustrates the ways in which the three board aims of careers education and guidance (previously identified) will be developed in more specific activities appropriate to students at Bourne Community College between Years 9-11. These can be described as **KEY LEARNING THEMES** which students need to address in order to cope effectively with adult life.

KLT 1	KLT 2	KLT 3
Aim I Self Development	Aim II Careers Exploration	Aim III Career Management
<ul style="list-style-type: none"> • assess their personal qualities and skills 	<ul style="list-style-type: none"> • investigate the knowledge and skills which people need at work and the methods used to assess these 	<ul style="list-style-type: none"> • use the results of self-assessment in their career planning
<ul style="list-style-type: none"> • clarify and discuss their values, attitudes and preferences in relation to work 	<ul style="list-style-type: none"> • use occupational and labour market information to investigate opportunities 	<ul style="list-style-type: none"> • make decisions concerning their own post-16 choices
<ul style="list-style-type: none"> • develop key skills and capabilities 	<ul style="list-style-type: none"> • consider the changing patterns of work and careers 	<ul style="list-style-type: none"> • use action planning and the recording of achievement to support their career development
<ul style="list-style-type: none"> • develop career management skills, including self-reliance and self-presentation 	<ul style="list-style-type: none"> • investigate social and moral issues at work 	
	<ul style="list-style-type: none"> • develop ways of organising information about work 	<ul style="list-style-type: none"> • seek and use information and guidance to shape their plans
	<ul style="list-style-type: none"> • find out about post-16 choices of education, training and work 	

Learning Opportunities

By undertaking a range of activities associated with the Key Learning Themes, it is intended that students be able to establish an increasingly clear view of career patterns and opportunities. They should be able to develop their understanding of why the knowledge and skills necessary for occupational competence continue to change and how career development may demand new knowledge and skills. Students should take an increasing responsibility for their career decisions, growing in self-confidence, identifying realistically high aspirations and coming to recognise that compromise and adjustment may be necessary. They should identify relevant sources of careers information and use them effectively in making decisions. They should use assessments of their own qualities, needs, interests, values and attitudes in their career planning, and use action planning as a technique for managing career decisions. They should be able to talk confidently with providers of careers guidance, providers of education and training post 16 and with employers and demonstrate effective self-presentation skills to support their applications.

Content and Organisation of Careers Education, Information and Guidance

Years 7, 8 & 9

The focus of work at this stage is the development of self-awareness and is delivered through the Personal Development Programme.

Students are encouraged to think about decision-making and the implications of choice and equal opportunities issues.

Yr 9

As well as the above, implications for GCSE option choices are also influenced by:

- 1 helping students to make effective decisions and choose options which link their own interest, qualities and skills to the world of work
- 2 a Key Stage 3 Options Evening for parents and students.

Year 10

Students are encouraged to enquire into the world of work; what jobs people do and the skills and qualities needed for work. Students are encouraged to organise and participate in a Work Experience placement during week before the October half term.

Self-awareness and self-presentation are high priorities in Year 10, as is the investigation of post 16 opportunities during the Further Education College Taster Days organised with Chichester, and Havant & Southdowns during the months of June and July.

Year 11

Personal Career Management is very much the thrust of in-house work during Year 11. Students will consider post 16 options available to them and research Further Education prospectuses; the range and types of courses available to them and the various facilities provided by each post 16 provider. Those students who wish to seek employment with training or an apprenticeship, will have the opportunity to discuss their options either through their Personal Development lessons or privately by arrangement with the Director of Learning for Personal Development

Careers Education, Information and Guidance (CEIAG)

CEIAG is delivered in all year groups through Personal Development and is the responsibility of the Subject Leader for Personal Development.

Teaching and Learning

Students experience a wide range of teaching and learning styles within CEIAG. Individual and group work is encouraged in order to develop and exchange ideas about work and career options. Debate and discussion is encouraged and, along with published worksheets, computer software and DVD's, students are made more aware of their individual strengths and weaknesses, and how those qualities link into the World of Work.

The impartial advice and information provided by business partners is also an important dimension.

Equal Opportunities

The CEIAG Programme encourages a positive attitude with respect to equality of opportunity regardless of race, gender, ability and sexual orientation.

Staff Development

External Professional Development opportunities are offered by a range of services but in particular:

- CEIAG

Attendance at external INSET is either free of charge, or paid for out of the relevant College Standard Fund.

Resources

Financial

CEIAG receives an annual funding allocation from the College to purchase appropriate resources for the teaching and delivery of CEIAG, and which can be identified in the Personal Development Plan.

Parental Involvement

Parents receive a number of opportunities to seek advice, support or involve themselves in their son/daughter's career management.

- To meet with the Subject Leader for Personal Development, local Further Education Colleges and also Universities at parent Consultation Evenings
- Discussion with the Subject Leader for Personal Development and other teaching staff