



Thornhill Academy

Career Education, Information, Advice and Guidance Policy

Introduction

Thornhill Academy believes that all young people need help to become and remain active citizens in a rapidly changing society. Careers in the 21st century are, and will continue to become, very different to those of the 20th century and our teaching must reflect this. Pupils need to be given the chance to develop the skills necessary for continued employment in this world of work in the future. Young people should be helped to develop a strong interest in, and aptitude for, work related activities and their own enterprise capability.

Rationale for CEIAG

“Every child should leave Academy prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. High quality, independent careers guidance is also crucial in helping pupils emerge from Academy more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.” [Careers Guidance and Inspiration in Academy, Department of Education, March 2015.](#)

At Thornhill Academy we base our CEIAG programme on the CDI Framework belief that “careers and work-related education describes the planned provision by Academics, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.”

Commitment to CEIAG

At Thornhill Academy we have a role to play in supporting our pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of options that are most likely to help them achieve their ambitions.

Thornhill Academy believe that our Career Education, Information, Advice and Guidance program fulfils our statutory obligation to secure access to independent, impartial careers guidance for all pupils from Year 8 upwards on the full range of 16 to 18 options and beyond in education and training including apprenticeships. This covers careers education and guidance, financial capability and a basic understanding of economics, business and enterprise for all pupils from Year 8 onwards.

Enterprise education includes work on:

Enterprise capability - the capability to handle uncertainty and respond positively to change to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life.

Financial capability - the ability to manage one's own finances and to become questioning and informed consumers of financial services.

Business and economic understanding - the ability to understand the business context and make informed choices between alternative uses of scarce resources.

This policy and thus the program in Thornhill Academy, aims to combine the three main areas of careers education (self development, career exploration and career management) with the three strands of work-related learning. This is that work-related learning can be ABOUT work, FOR work and THROUGH work.

Thornhill Academy is committed to providing a planned program of Career Education, Information, Advice and Guidance for all pupils in Years 8 – 11, including other vocational and work related courses in Years 10 and 11.

The governing body and our link governor also recognises that it must ensure that the independent careers guidance provided must:

1. Be impartial
2. Include information on the full range of opportunities including apprenticeships and other vocational pathways
3. Be given to promote the best interests of the pupils to whom it is given.

Thornhill Academy is committed to working towards a Quality Award for CEIAG – Inspiring IAG and the Inspiring IAG Code of Practice. Stage 1 has been achieved and Stage 2 is currently being worked towards.

Thornhill Academy delivers Career Education and Guidance in Key Stages 3 and 4. The program follows the rationale that work related learning can be:

THROUGH Work

Learning through work involves activities that use the world of work and the wider community as a resource to create an environment and relevant context for learning across the curriculum to improve motivation and attainment.

In Thornhill Academy this includes the opportunities for pupils to develop:

- Basic skills including literacy and numeracy
- Employability skills
- Their experience in a range of curriculum subjects with their wider working world
- Personal and social skills relating to adults and peers
- A sense of good citizenship
- Financial literacy

ABOUT Work

Learning about work should include activities which increase young people's understanding of the world of work and its contribution to the community and economy.

In Thornhill Academy this includes the opportunity for pupils to understand:

- Why people work and work ethic
- Processes, patterns and expectations of the world of work
- Factors that affect the location of work
- Economic understanding
- Changes in the nature of work
- Aspects of careers education and guidance
- Knowledge of specific occupations

FOR Work

Learning for work allows young people to take part in activities that equip them with the skills for working life and support the transition from Academy to working life.

In Thornhill Academy this includes the opportunity for pupils to:

- Develop basic and key skills for life long learning and ICT

- Develop career management skills
- Develop vocational and general skills for employability
- Develop and understand relationships at work

Development of This Policy

This policy has been developed and will be reviewed annually through discussions with relevant staff and activity evaluations. It has been written in accordance with the CDI framework following an external training program attended by the Information, Advice and Guidance Co-ordinator. It has also been informed by a Career Education and Guidance Curriculum Audit carried out in the spring term of 2013/2014 and updated at the end of each academic year thereafter.

Links With Other Policies

This policy is underpinned by the Academy's policy for teaching and learning, assessment for and of learning, recording and reporting achievement, PSHE and citizenship, equal opportunities and health and safety.

Objectives of the Career Education and Guidance Program

The objectives of this program are built around the 17 areas of learning for careers, employability and enterprise education.

In addition, our CEIAG program is linked to and mapped against the Gatsby Benchmarks for Good Career Guidance. We have completed the Compass self-audit tool for Careers Guidance.

All pupils are entitled to a program of career education and guidance that is well planned and relevant. For this reason, the learning outcomes of the programmes are clearly linked to the CDI area to which they can be linked and are divided into specific areas for Key Stage 3 and Key Stage 4.

The program will be integrated into the experiences of pupils in both pastoral and subject based work. Departments in Thornhill Academy will be expected to identify and deliver career education through their subject teaching. All activities, whether led by Academy or by outside agencies, will give pupils an equal opportunity to achieve and succeed.

In order to achieve these objectives Thornhill Academy has designed a program to meet the needs of all pupils. It is differentiated to ensure pupil progression through learning activities that are appropriate to the pupils' interests, capabilities and aptitude.

Implementation of the Policy

Management

Careers Lead, Gemma Crane, will be responsible for co-ordinating the whole Academy Career Education and Guidance program. The Careers Lead is line managed by the Assistant Head in Charge of Teaching and Learning, Jackie Leroy.

Staffing

The Careers Lead will liaise with the Assistant Head for Teaching and Learning and also the Assistant Head for Pupil Progress (including PDL and Citizenship) to produce a program that covers all aspects of Career Education and Guidance Program. This program is delivered primarily by tutors during PDL. Individual departments are increasingly encouraged to contribute to the program. Administrative support is available for part of the week.

Wherever possible, Thornhill Academy will engage the services of outside agencies and organisations to deliver various events and activities. When working offsite either on placement or as part of an external training program, pupils will be under the direct care of a designated employee of the host organisation. This person should be introduced to the pupil at the earliest opportunity and the pupil should be made aware of how to contact this person when at the offsite premises.

Curriculum

The Career Education and Guidance program consists of PDL lessons in Years 7 and 8 (statutory in Year 8 only) designed to introduce pupils to the idea of work, career and ambition including a Progression and Pathways program in Year 8.

As pupils move into Key Stage 4 in Year 9, they will experience a series of enterprise and career related activities including the opportunity to complete cadetships offered by locally based multi-national businesses. The Key Stage 4 opportunities will also include exposure to local business people, enterprise activities, talks and visits from local education and training providers, access to the careers library and online careers websites and resources, other focused events including the annual Careers Convention in the autumn term and practical activities designed to help pupils find and apply for courses, training opportunities and employment. We also work closely with ESH to deliver the Building My Skills program to all Year 10 pupils.

Vocational GCSE courses and specific Work Related Learning courses continue to be offered in addition to the core curriculum and academic subjects to produce a wide and varied program to cater for students' needs and abilities. Learners will be involved in planning and evaluating the provision where appropriate and will be encouraged to undertake and record as many activities as suits their needs.

Assessment

Achievement in Career Education and Guidance in Key Stage 3 is recorded by the pupils during PDL sessions into their Career and Work Related Learning Guides. This is done on a yearly basis and pupils have separate booklets for Year 7 and 8. In Year 8, pupil achievement will result in the selection of suitable options for Key Stage 4 and in Year 9 pupil achievement will be measured through their participation in a range of activities tailored to suit their specific needs.

In Years 10 and 11, Career Education and Guidance learning is assessed and rewarded through the achievement of various certificates for the successful completion of mock interviews and business/challenge enterprise days. Pupil's achievements in other GCSE and vocational courses with a work related element will be assessed through examination boards approved by QCA. Pupils' achievements in careers activities, incorporating Career Education and Guidance, will be recognised through certificates from other organisations delivering events.

Partnerships

An annual Partnership Agreement is negotiated between the Academy and Northern Rights Pathfinder. This identifies the contributions that the provider will make to the Career Education and Guidance program in Academy. This covers the provision of support and guidance to pupils who are recognised as being entitled to support because of their additional needs and currently, to other Year 10 and 11 pupils identified as requiring additional support and guidance by the Academy. In addition, the Academy commissions further time from Northern Rights Pathfinder to support the delivery of independent and impartial CEIAG for all other Year 11 pupils and pupils in all year groups from Year 7 upwards. Formal partnership agreements also exist between the Academy and a range of other training agencies, local employers and business organisations. These include our partner sixth form college, regional further education establishments, ESH Group, Inspiring the Future, the Foundation of

Light and the University of Sunderland, FutureWork, NECOP and the Raising Aspirations Partnership.

Professional Development

The Careers Lead has undertaken suitable training and professional development to ensure that they are able to manage their responsibilities. They will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout Academy by way of meetings, briefings and training. Currently, the Careers Lead holds a Post-Graduate Certificate in Supporting Careers Guidance and Education in Academy from the University of Sunderland and also OCR Level 6 Units 22, 23 and 24 in Career Leadership.

An assessment of whole Academy staff training needs related to CEIAG is carried out annually. Staff training needs related to CEIAG are identified by the Careers Lead. The Academy endeavours to meet training needs within a reasonable period of time.

Resources

Funding is allocated in the annual Academy budget. The Careers Lead is responsible for the effective allocation of the financial resources. Wherever possible we are striving to develop links with agencies that are willing to offer their services free of charge.

Monitoring, Review and Evaluation

The Northern Rights Pathfinder Partnership Agreement is reviewed and re-written on an annual basis and involves joint input from both the Academy and Northern Rights Pathfinder. The work of outside agencies for example, the college and other training providers is evaluated by both staff and pupils who take part in events. The Careers Lead along with the Assistant Head for Teaching and Learning will, on a regular basis, review the contribution of Career Education and Guidance to the PDL program and assess further opportunities for developing this work, particularly in the lower Academy. The Academy's CEIAG programme is reviewed annually and a report is submitted to the Head and governors.

A Career Education and Guidance Audit has been carried out across all curriculum areas in Academy and will be recorded centrally. This will be reviewed on a yearly basis and will inform the development of this policy, the Career Education and Guidance program as a whole and the opportunities for further development of work that is already ongoing across the Academy.

Key Staff

Headteacher: Ian Redford
Link Governor: Denise Nicholson
Assistant Head for Teaching and Learning: Jackie Leroy
Assistant Head for Pupil Progress: Julie Richardson
Career Lead: Gemma Crane
Personal Advisor: Neil Crabtree

Updates and Approvals

G. Crane 2012
Updated G. Crane September 2013
Updated G. Crane July 2015
Updated G. Crane December 2015
Updated G. Crane July 2016
Updated G. Crane July 2017

Updated G. Crane Sept 2018

Head _____

Link Governor _____

IAG Co-ordinator _____

Date of next review: _____