



Careers Education/Information Advice and Guidance Policy

Approved by Governors on 7 February 2017

Review Committee: Standards & Effectiveness

Review: Spring Term 2019



CAREERS EDUCATION / INFORMATION ADVICE AND GUIDANCE POLICY

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people
– are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in
achieving their potential – spiritually, academically and personally.

Careers Education /Information Advice and Guidance Policy (CEIAG)

Our comprehensive programme of Careers Education/Information, Advice and Guidance (CEIAG) begins in Year 7 and is coordinated by our Careers/IAG Coordinator/Adviser.

The aim of CEIAG is to raise our student's aspirations, broaden their horizons, challenge stereotypes and empower them to make well informed realistic decisions at all key transition points in learning and work. School will ensure that CEIAG is presented in an impartial manner and promotes the best interests of the students.

The role of the Careers/IAG Coordinator is to assist young people's career learning, planning and development by leading and managing the development of Careers Education, Information, Advice and Guidance (CEIAG) in the school. The coordinator advises senior managers and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and ensures that students have access to impartial IAG within school and independently.

Careers

Careers Education is a planned programme of curriculum activities and learning experiences. The purpose is to help young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. The main aims of the programme are:

- **Self-development**
To enable young people to understand themselves and the influences on them, build a track record of their experiences and achievements and develop their capabilities.
- **Career exploration**
Enable young people to identify, investigate and evaluate opportunities in learning and work.
- **Career management**
Support young people to make and adjust plans to manage career choices, changes and transitions.
- **Employer Engagement**
Inspire young people to progress in learning and work through engagement with the local business community

Christ the King has strong links with outside agencies including colleges, universities, training providers and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and work
- Developing skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Developing student's employability skills.

Careers work also supports strategies for social inclusion and widening participation by:

- Building self-confidence and self-reliance
- Promoting positive attitudes to learning
- Improving progression
- Reducing drop-out
- Opening new doorways

Currently Christ the King Catholic High School delivers Careers Education by a combination of methods:

- Careers units in PSHE for Years 9, 10 and 11.
- Special events and extra-curricular activities (e.g. options evenings, industry events, careers days, work experience, assemblies, visits and taster days).
- Off timetable themed workshops for Years 7, 8 and 9.
- Drop in sessions and advice clinics.
- Careers activities can take place in tutorials and enrichment programmes.
- Some elements of Careers Education are clearly linked to the Citizenship/PSHE programme.

Information Advice and Guidance

School has a statutory duty for securing impartial IAG for students in Year 8 -11 and also provide access to independent IAG.

Christ the King aims to provide students with a range of good quality, up to date, impartial IAG on all post 14 opportunities. The school has a Guidance Centre where students can access impartial IAG and resources.

School has a fully qualified Career Guidance Adviser who provides support for the students and school with the provision of:

Impartial IAG about careers/education/employment/training/LMI

Face to face individual Guidance interviews for students in Years 9, 10 and 11

One to one support/guidance interview to assist in the production of action plans and to support students to achieve their goals

Recording of Action Plans/meetings onto SIMS/ Staff Shared area

Group guidance sessions via tutorial

Lunchtime advice clinics

Internal workshops

Educational visits.

Annual Career/IAG events

School provides student's access to Independent IAG in a variety of ways:

Promotion of the National Careers website/helpline and other useful websites on Firefly via the school website.

Outside agencies visiting PSHE classes.

Annual Careers/IAG events in school.

External visits to a wide range of FE, HE, Training Providers and Employers.

The Local Authority will no longer be responsible for providing universal career guidance but has a continuing responsibility to support SEN students and targeted students. Young Peoples Service and Targeted Youth Support will work in partnership with the school to provide this support and work with the relevant students.

School will work with local FE, training partnership and Lancashire County Council to monitor and record post 16 destinations.

To assure quality of provision:

The Careers Adviser is a fully qualified Career Guidance professional with the Level 6 Career Guidance Qualification, and will maintain proficiency with CPD in order to update knowledge and skills .

The adviser is a member of the Career Development Institute (CDI) and will adhere to the institutes' code of ethics. (see attached).

The school has achieved Inspiring IAG stage one of the CEIAG Quality Award.

Monitoring

Success will be monitored by recording and reviewing of destination data and NEET figures.

Evaluation of CEIAG provision.

Review

The Careers/IAG Policy will be reviewed in Autumn 2018.

CAREER DEVELOPMENT INSTITUTE

CODE OF ETHICS

Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI Members adhere.

The CDI, whilst recognising the diversity of backgrounds and work settings of its members, requires all members to adhere to the highest standards of professional behaviour as set out in the twelve principles below:

1. Accessibility

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

2. Accountability

Members are accountable for their career development activities and services and must submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Members must act in the interest of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

3. Autonomy

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

4. Competence

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and experience.

5. Confidentiality

Members must respect the privacy of individuals, disclosing confidential information only with informed consent, except where there is clear evidence of serious risk to the client or welfare of others.

Members must inform clients of the limits of confidentiality and data sharing at the outset.

6. Continuous Professional Development

Members must maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and the National Occupational Standards: Career Development.

7. Duty of Care – to Clients, Colleagues, Organisations and Self

Members have a duty of care and are expected always to act in the best interests of their clients.

Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practice in order to provide an effective service to clients.

8. Equality

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

Members must treat clients equally regardless of their gender, age, race, ethnicity, disability, religious beliefs or sexual orientation.

9. Impartiality

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

10. Justice

Members must be just and fair to all clients, respect their human rights and dignity and adhere to any legal requirements and obligations.

11. Transparency

Members must provide career development services and activities in an open and transparent manner.

12. Trustworthiness

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectations of being met and honour agreements and promises.

N.B. Within this code of ethics reference to specific job roles or services has been avoided. Instead reference is made to career development activities and services which is taken as including career information, advice, guidance, development, coaching, education and talent management.

A complaint of a breach of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure.

