



Example of a careers education and guidance policy document

Every secondary school needs a written policy for careers education and guidance to show its understanding of the career development needs of its students, how it intends to meet them, and how it will meet its statutory obligations. To ensure its effective implementation, the policy should be developed in consultation with those responsible for planning, delivering and reviewing the programme at all levels.

Here is a model for writing a policy document. It is only a guide as most schools have a format in which all their policies are written. It covers the aspects of careers work which need to be addressed but some schools may want to limit the policy document to an introductory statement and objectives in order to keep the policy to one side of A4 paper. The topics covered under Section 4: Implementation could then be included in an operational plan. Generic terms have been used for the names of the participants in careers education and guidance provision. Schools will want to use local names and their own terms for roles, etc.

Section	Model statement
1. Title	<i>Schools' name</i> Policy for Careers Education and Guidance (CEG)
2. Introduction	Introduction
<ul style="list-style-type: none"> ▪ Rationale for CEG ▪ Commitment ▪ Development ▪ Links with other policies 	<p>A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. <i>The school</i> endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4.</p> <p><i>The school</i> is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13 in partnership with the <i>local Connexions Service</i>.</p> <p>This policy was developed and is reviewed annually through discussions with teaching staff; the school's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners.</p> <p>It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work related learning, equal opportunities, health and safety, and special needs.</p>
3. Objectives	Objectives
<ul style="list-style-type: none"> ▪ Students' needs 	The careers programme is designed to meet the needs of students at

this school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

- Entitlement Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

4. Implementation Implementation

- Management *A named teacher* is responsible for co-ordinating the careers programme. The co-ordinator works closely with the school's *Connexions co-ordinator* and is responsible to *the Assistant Headteacher (Student Support)*. Student guidance is managed through the school's Guidance Forum led by the *Connexions co-ordinator*. Work experience is planned and implemented by the *work experience co-ordinator* who works with the careers co-ordinator.
- Staffing All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the careers co-ordinator in consultation with the *Connexions personal adviser*. A specialist personal development team, including form tutors, delivers it. The *Connexions personal adviser* provides specialist careers guidance. Careers information is available in the *Connexions Resource Centre*, which is maintained by the school librarian. Administrative support is available to the careers co-ordinator as resources allow.
- Curriculum The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (in *the Connexions Resource Centre*), work-related learning (including two weeks' work experience), action planning and recording achievement (using Progress File from Year 9). Careers lessons are part of the school's Personal Development programme. Other focused events, e.g. a Higher Education Fair are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.
- Assessment Career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all year groups, starting with Year 11 from September 2003.
- Partnerships An annual Partnership Agreement is negotiated between the school and *the local Connexions Service* identifying the contributions to the programme that each will make. Other partnerships are being developed, e.g. with *the local Education Business Link Organisation*.
- Resources Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.
- Staff development Staff training needs for planning and delivering the careers programme

will be identified in the staff development plan in the Partnership Agreement with *the Connexions Service*, and activities will be planned to meet them. Funding will be accessed from the *Careers INSET* budget held by *the Connexions Partnership*, through their *careers education adviser*.

▪ Monitoring, review and evaluation

A framework for monitoring the delivery of the careers programme will be in place by September 2003. The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the careers co-ordinator and the personal adviser using *the local quality standards for CEG* to identify desirable improvements. Evaluations are carried out from time to time.

5. Approvals

- Signatures: Headteacher and Chair of Governors
- Date of approval by Governors
- Date of next annual review

Date of this briefing

28 January 2004