



# BISHOP CHALLONER CATHOLIC COLLEGE

## BISHOP CHALLONER CATHOLIC COLLEGE CAREERS EDUCATION (CEG) POLICY

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### Introduction

- **Rationale for CEG** A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have had a statutory duty to secure independent and impartial careers guidance down to year 8 and up to years 12 and 13 from September 2013. (2011 Education Act, 2014 Statutory Guidance) Schools also have to ensure that their programme of careers education includes information on 16-18 education or training options including apprenticeships. (Apprenticeships, Skills, Children and Learning Act 2009)
- **Commitment** Bishop Challoner is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7-13, in partnership with commissioning an independent Careers Guidance provider.  
  
Bishop Challoner continues to follow the Careers Education Framework 7-19 Statutory Guidance: Impartial Careers Education, Young People's IAG Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008) and other relevant guidance from Department for Education and Ofsted that appears from time to time.
- **Development** This policy was developed and is reviewed biennially in discussion with teaching staff; an independent Careers Guidance provider, students, parents, governors and advisory staff.
- **Links with other policies** The policy for CEG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, work related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and special needs/LDD.

### Objectives

- **Students' needs** The careers programme is designed to meet the needs of students at Bishop Challoner Catholic College. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- **Entitlement** Students are entitled to CEG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

## 4. Implementation

- **Management**

The Assistant Head of Student Services co-ordinates the careers education programme and is responsible to the Head of Student Services and ultimately the Senior Vice Principal. The Head of Student Services has overall responsibility for the work of the Assistant Head of Student Services and independent Careers Guidance provider. Year 10 Work experience is planned and implemented by the Head of Student Services and the Student Services Administrator. Year 12 Work experience is planned by the Assistant Head of Student Services and implemented by the Student Services Administrator.
- **Staffing**

All staff contribute to CEG through their roles as personal tutors and subject teachers. Specialist sessions are delivered by Student Services staff and the PSHE team. The CEG programme is planned, monitored and evaluated by the Assistant Head of Student Services in consultation with the Head of Student Services and in partnership with the independent Careers Guidance provider who provides specialist careers IAG. Careers information is available in the Library which is maintained by the school librarian.
- **Curriculum**

The careers programme includes interactive personal development and careers information and research activities through the Careerfinder programme (Year 7-11) form time activities, group work and individual interviews at key transition points e.g. year 9 (options) and year 11. Individual target setting activities take place in all year groups during Personal Tutor time and students complete two weeks' work experience at the end of Year 10. Other focused events, e.g. a Year 9, 10 and 11 Careers Fair, KS3 Careers Day and Year 12 Progression week take place annually. Work experience preparation and follow-up take place at the appropriate times in Year 10 and 12.

Students are actively involved in the evaluation of activities.
- **Assessment and accreditation**

The intended career learning outcomes for students are based on the National Framework and are assessed using assessment for learning (AfL) techniques.
- **Partnerships**

An annual Partnership Agreement is negotiated between the school and independent Careers Guidance provider which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local organisations and 14-19 partners.
- **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area. The Head of Student Services is responsible for the effective deployment of resources. Sources of external funding are actively sought.
- **Staff development**

Staff training needs are identified as part of the Partnership Agreement process with the independent Careers Guidance provider and in conjunction with the school inset co-ordinator. Funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.

- **Monitoring, review and evaluation** The Partnership Agreement with an independent Careers Guidance provider is reviewed termly. The programme is reviewed annually by the Assistant Head of Student Services and the Careers Adviser to identify areas for improvement. Action, research and evaluation of different aspects of CEG are undertaken regularly.