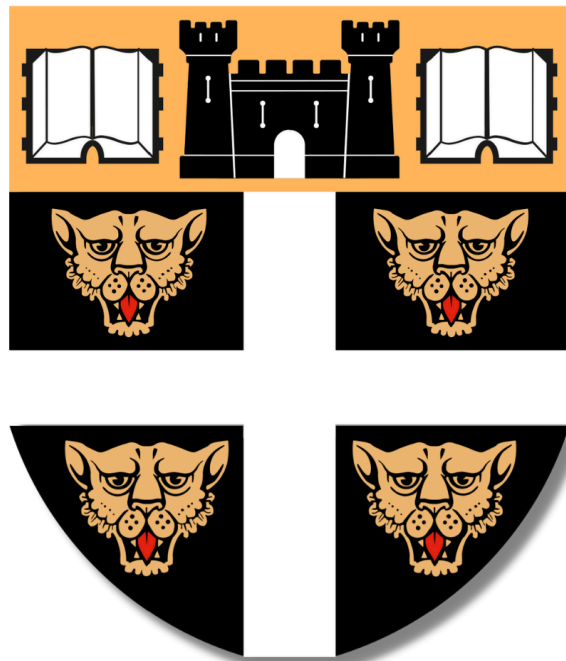


Careers Policy

Dover College



Owner:	Deputy Head Senior	Date: February 2024
Approved By:	CSM	Date: February 2024
Review Frequency	Annual	
Last reviewed on:	February 2024	
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Careers Education, Information, Advice and Guidance (CEIAG) Policy

What is Careers?

“It is about young people finding purpose, discovering what matters to them, their place in the world, the point of studying and getting up in the morning. Sometimes people think careers is just information about options and planning for the future. It’s so much more. It can give hope, meaning, purpose, self-esteem and the ability to navigate the challenges of life.” *Lianne Hambly*

Aim

The aim of the careers programme at Dover College is aligned to the aims and values of the school as a whole:

- It recognises that success is as unique as the individual
- It ensures that:
 - Confidence is nurtured
 - Inquisitiveness is encouraged
 - Creative learning is supported
- It empowers students to achieve to the very best of their ability

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Dover College, a planned progressive programme of activities supports students throughout their time at school to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path.

Careers education at Dover College is embedded within the ethos of the school as a whole, which aims to unlock both personal and academic potential in our learners and helps them develop career aspirations and discovery of future pathways.

Commitment

Dover College is committed to providing a programme of careers education, information, advice and guidance to all students from Shell to Upper Sixth that is impartial and confidential and includes access to independent external sources of guidance and inspiration. We are fully committed to ensuring full access to CEIAG and the best for all students. The programme is delivered through events both whole school and bespoke; lessons delivered through PHSE; a programme of careers talks, and unlimited 1:1 guidance

meetings. The whole school approach to careers ensures that it is fully embedded within the curriculum and throughout the pastoral system.

Background Information: Statutory Duty and Definition of Terms

The Department for Education [‘Careers guidance and inspiration in schools’ publication \(July 2021\)](#) provides statutory guidance for governing bodies, school leaders and school staff.

There is a statutory duty that requires governing bodies to ensure that all registered students at the school are provided with independent careers advice from the first year of secondary school to the last year of sixth form.

The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is guidance, that the person giving it considers will promote the best interests of the students to whom it is given.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources would include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future

CDI Framework for Careers Education Employability and Enterprise Education

Dover College follows the 6 Learning Areas recommended by the Careers Development Institute across Key Stages 3, 4 and Post-16.

The 6 Learning Areas within the CDI Framework are:

- Grow throughout life
- Explore possibilities
- Manage career

- Create opportunities
- Balance life and work
- See the big picture

For a detailed breakdown of the Learning Areas please refer to

https://www.the CDI .net/write/CDI_90-Framework-Career_Development_skills-web.pdf

Dover College's Career programme has been developed to meet the Gatsby Benchmarks for ensuring best practice.

The 8 Gatsby Benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employees and employers
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Key Staff in CEIAG policy/programme delivery

The Head of Careers, who is also the identified Careers Leader, has responsibility for organising CEIAG in school, liaising with the Deputy Head who is lead for curriculum and pastoral, the Head of Sixth Form, and the Heads of Departments to ensure that careers education and information is delivered through the curriculum. There is a link governor who has a special interest in CEIAG. All parents and students in the school are involved, along with all staff, with the development of the policy and programmes in CEIAG.

Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Senior School (see provider access policy for details)

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Individual needs

The Careers programme is designed to ensure it meets the individual needs of each student and every student gets a fully personalised individual programme. This individualised and tailored support is particularly valuable at key decision making moments, such as GCSE Options, and Post 16 and 18 pathways, but is not limited to these.

Activities are differentiated and personalised to each student to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school. Individual support, information, advice and guidance is given to every student and, as such, can be tailored to meet individual needs.

Entitlement

Learners are entitled to CEIAG, Work-related Learning (WRL) and Enterprise Education, which meet professional standards of practice, are delivered by trained staff and are person-centred, impartial and confidential. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/guardians. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

Statements of entitlement for careers education for the whole school and each year group, including a list of expected outcomes, are published on the school's website.

Work experience

The aim of work experience is to provide an opportunity for all students to learn in the workplace; an experience that cannot be replicated at school. All 5th form and Upper Sixth students are encouraged to arrange work experience in July once they have finished their Examinations. Students are encouraged to take part in virtual work experience which can be equally valuable. This is not a compulsory part of the curriculum.

Assessment and evaluation of the careers programme

The whole school approach to CEIAG means that the views of all students, staff, parents and contributors are valued. The school employs a variety of assessment, review and evaluation procedures. Validation occurs on an occasional basis by completion of students

questionnaires, and other appropriate methods. Parents are asked to comment on provision as are all contributors. These inform development of programmes. The policy and CEIAG provision is reviewed on an annual basis.