

PORTHCAWL COMPREHENSIVE SCHOOL

CAREER EDUCATION GUIDANCE

POLICY STATEMENT

Headteacher: Mr K E Dykes, BA, MEd
Porthcawl Comprehensive School, 52 Park Avenue, Porthcawl, CF36 3ES
Person Responsible: Mrs J Sloggett
First Policy Document: 28th March, 1995
Revised Document: 3rd February 1997
Second Revision: 5th May 2001
Third Revision: 15th April 2005
Fourth Revision: 12th January 2007

Preamble

The Education Act 1997 sets out the duties of schools and colleges with regard to careers education and guidance. The National Assembly extended the age range covered by the 1997 Act. The relevant sections of the Act and the extension to it are set out below. The Education Act 1997 requires that:

Section 43: All publicly funded schools provide a programme of careers education to all students in Years 9–11.

Section 44: All publicly funded schools and colleges provide students with access to careers advisers to enable careers services to fulfill their contract duties on behalf of the National Assembly for Wales.

Section 45: All publicly funded schools and colleges work with Careers Wales companies to ensure that students have access to materials providing careers guidance and to a wide range of up to date reference materials relating to careers education and career opportunities.

The Education Regulations (Extension of Careers Education, Wales), 2001, extends this Education Act by requiring that a programme of careers education be provided for all students aged 16 to 19 in schools and colleges.

POLICY

The law therefore effectively requires schools and colleges to provide a programme of careers education for all young people from age 13 (Year 9) to age 19. The law does not currently specify the precise nature of such programmes. Schools may consider that some careers provision should be provided before Year 9 in order that students are able to work successfully towards the outcomes listed in this document.

Selection of School Personnel with an input into CEG

Mrs J Sloggett, Assistant Headteacher
Mr G C Williams, Deputy Head, Curriculum
Mrs A Dilley, Special Needs
Mrs M Crockett, PSE Co-ordinator, NRA/ Progress File, COMPACT
Mrs M Luff, KS4 Work Experience Co-ordinator, NRA and COMPACT
Mrs L Evans, Schools Industry Link Officer
Mrs G Booth, Key Skills Co-ordinator
Ms D Silk, Bridgend Office Careers Wales
Ms C Raine, Higher Education Access Tutor

What is CEG?

Careers Education and Guidance is teaching and learning that helps young people assess their own needs and aspirations, make informed choices about their future and effectively manage their own career development and learning.

To meet the Careers Education Guidance (CEG) needs of young people, Porthcawl Comprehensive proposes to link five natural areas of its delivery into a working partnership. The input from each area will differ according to age as it is proposed that the traditional limits of CEG should be extended to include Years 7 and 8 as well as Years 9 to 13.

Within this partnership care should be taken to ensure that careers information is accurate, impartial and has quality. It is desirable that CEG should move towards being an integrated part of the education process, and not seen as isolated events locked inside a careers classroom. Access to careers provisions is a basic entitlement for all young people. In order to take full advantage of this, opportunities must be created and standards of service maintained.

Aims

1. to develop in pupils and parents:
 - a) a growing awareness of the large variety of possible education, training and careers opportunities available today;
 - b) an awareness of the need to be able to career plan, as the concept of a “career for life” no longer exists.
2. to develop in pupils and parents an awareness of the requirements, both academic and experiential, for certain careers. This can lead to pupils setting targets and developing a purpose to their studying.
3. All pupils should have the opportunity to participate in a Work Experience or Placement within their last twelve months of compulsory education. The Work Experience or Placement should last between 1 - 3 weeks.
4. to develop in pupils a realisation of their own potential and realistic prospects.
5. to develop in pupils a broad skills base needed for future career success and flexibility, i.e.
 - good reasoning skills to make informed decisions and opinions;
 - good literacy skills necessary to complete application forms and to send letters;
 - good discussion skills to facilitate good interview techniques in later life. This is achieved by encouraging constructive discussion, of all types, in the classroom;
 - the ‘Work Experience or Placement’ can help pupils develop self awareness, self confidence and the ability to work with others.
6. to develop both the quality and quantity of links between the School and local business and further and higher education establishments.
7. to contribute to the PSE programme by developing resources concerned with:
 - money matters, i.e. salaries, savings and benefits;
 - using spare/leisure time effectively;
 - citizen’s rights and responsibilities.
8. to offer advice and facilitate links between school and local businesses with respect to vocational courses.
9. to offer advice and facilitate links between school and universities/higher education establishments with respect to academic courses.

PROCESS - CEG OBJECTIVES (*A Framework for Careers Education Guidance, 11-19 in Wales*)

The objectives listed in sections describe, in broad terms, what young people should know, understand and be able to do as a result of a programme of careers education and guidance. These can provide a flexible basis for planning and developing programmes, and a focal point for work with partners in such planning. They may also be useful in communicating the purposes of careers programmes to learners, parents, employers and other non-specialists.

Self-awareness and development

CEG should help young people to:

- develop an increasing self-awareness, based on their experiences,
- recognize their achievements, and potential, and help them reflect on their ideas for their future
- recognise and explore their changing attitudes to, and interests in, learning and work
- use the self-awareness developed in a), and the attitudes and interests explored above, to help identify their personal development needs.

Career opportunities

CEG should help young people to:

- develop the skills they need to gather, use and evaluate information, including the appropriate use of ICT
- investigate the range of opportunities available to them in education, training, employment and enterprise
- challenge stereotypes and broaden their career horizons
- recognise the skills and qualities that are important in work, and that these are important throughout life, even though the opportunities available change.

Career planning

CEG should help young people to:

- record their achievements and regularly review their progress against targets
- develop career plans which take account both of their perception of themselves and their increasing knowledge of career opportunities
- become increasingly self-reliant in making choices and implementing decisions, and understand the importance of lifelong learning
- present themselves effectively to opportunity providers.

EQUAL OPPORTUNITIES (also refer to Equal Opportunities Policy)

All pupils are entitled to have equal access to Careers Education Guidance, regardless of their class, ability, sex, disability or ethnic background. This is clearly embodied in the school's *Mission Statement*.

"All staff at Porthcawl Comprehensive School are committed to providing a caring, disciplined learning environment based on mutual respect in which all pupils, irrespective of gender, race or ability, develop their talents to the full."

The School has set out its policy in its Prospectus to parents. Equality of opportunity is central to all aspects of the Careers Programme. There will be awareness raising exercises on stereotyping and discrimination.

Pupils will be encouraged to make the most of all opportunities presented to them. The Careers Programme has been designed to support this, either in individual sessions or as groups.

PROCEDURES FOR DELIVERY OF CEG

Outline of the CEG Programme

**Year 7 & 8
KS 3** • through subject and form teachers, lay the foundations for the theme of the world of work and a pupils' understanding of themselves.

- career areas are highlighted through specific events.
- Group talks with Careers Adviser
- access to careers information through the School Libraries.
- group talks by Ms. D Silk

**Year 9
KS 3** • self-awareness is now related to occupational awareness, i.e. links between curriculum decisions and choice of occupations

- learning how to use the Careers Library.
- Careers Service support becomes more evident as a means to contribute to the above, e.g. parents evenings, Careers Library, etc.
- guidance on completing option forms.
- a set of careers lessons, delivered by subject teachers

Year 10/11
KS4
GOALS.

- will reinforce the above through access to www.careerswales.com
- support the formative process of Progress Files and COMPACT
- to provide a professional CEG guidance interview with a Careers Officer, leading to a Moving Forward document.
- to provide information on post-16 options.
- to provide essential training and guidance on skills for starting work, viz. interviews, CVs, application forms.
- to offer individual support on request.
- induction into the Sixth Form
- to discuss with parents careers issues as the need arises.
- to provide information on alternative routes for development, e.g. Modern Apprenticeships.

Year 12
into Year 13

- to review CEG plans on entry into the Sixth Form, and to continue this
- to provide information on the range of opportunities available post-16, 17 and 18+.
- to provide "top up" interviews with a Careers Officer/HEAT as the need arises.
- induction programme for Higher Education. support HE COMPACT scheme
- to provide a "top up" for the NRA/ Progress File.
- to provide open access to the Careers Library.
- to encourage self-placement opportunities for work experience.
- to give parents an opportunity to discuss careers issues as the need arises
- to support or help pupils make "the best choice" for further and higher education (UCAS)

THE DELIVERY OF CAREERS EDUCATION GUIDANCE

A) Curriculum Structure

Key Stage 3

In Key Stage 3, CEG is delivered as discrete lessons to Year 9 via the Humanities staff. Teaching resources are provided by CS. There will also be a significant input by Ms. D Silk, Careers Wales or a representative from Careers Wales. In Year 7 and 8, there is Tutor Period where themes such as self and roles in life are discussed. There are also termly opportunities in Year 7, 8 and 9 to update a Record of Personal Achievement, which includes a record of attendance and punctuality.

Key Stage 4

Careers Education Guidance (CEG) is no longer offered as discrete lessons in Year 10 and 11.

The programme is delivered through PSE and Careers Wales, with sessions being dedicated to such things as cv's, job applications and preparing for interview. Support is also offered by the Careers Adviser at school on results day.

Post-16

There is also no formal provision of lessons for Years 12 and 13. However, there are opportunities to develop careers themes in the Tutor Period. A greater self-reliance is expected on students in the post-16 age category. The role of the Careers Advisors now becomes one of counseling, either the individual or groups of students. The Careers Service offers support of up to 4 days per week. The time is utilised for ad hoc interviews with Years 12 and 13 and occasional talks on H.E. to groups. Year 12 are given a series of talks and guidance on the completion of UCAS forms including university speakers who give advice on completion of personal statement, choosing courses and finance. Year 13 H.E. candidates are interviewed individually prior to submitting their application form. The Careers Service offers advice on colleges/universities and courses, with training on www.ucas.com as well as www.careerswales.com. In the Spring Term, the focus for higher education applicants will be on: Finance, Living Away from Home, and Clearing/UCAS Extra. The Careers Service again combines with the school for post-'A' level results support (August).

A great deal of time and advice is available to students from the schools HEAT Education Access Tutor.

B) Resources

Current resources for the careers are regarded by the Careers Service as being of a high standard. The School provides three venues: Careers Library, Main School Library and the Sixth Form Library. The Careers Library and Main Library have access to the Internet.

All the information relating to college open days, prospectii and related data is displayed in the Main Library as well as the Careers Library, and updated regularly. The Careers Library does not benefit from the services of an assistant, although Careers Wales service the facility every term. There is a considerable amount of work keeping files up to date - the Library operates the CRCI index system.

All students are encouraged to attend H.E. fairs, several annual visits are run for them e.g. UWIC Careers Convention, Oxbridge Days, "Design Your Future", "Science in Health" and Open Days and taster courses. A display of college Open Days is maintained in the Sixth Form Library. "The Spill" normally runs Open Day information. A display of job advertisements is maintained in Year 11 Assembly Block. Students are kept informed of any relevant event or information on a daily basis via Morning Assemblies (Monday - Thursday)

HOW SPECIFIC ELEMENTS OF C. E. G. ARE DELIVERED.

METHOD

HOW DEMONSTRATED

SCHOOL SUBJECTS

English, History, Science
Maths., Geography - direct
references in lessons,
course information, etc.

(1)

PASTORAL CURRICULUM

Discovering self - getting
to know you; making decisions
- values, risks; options;
personal preferences;
RoA/Progress Files; sex stereotyping;
Interests and accomplishments.

(2)

DISCRETE LESSONS IN CAREERS

Yr 9
Yr 10- 13 as part of Tutor Programme,
e.g. Work Experience, HE, etc..

(3)

**OUTSIDE
AGENCIES**

(4)

Careers Service; Fairs; School Careers Convention
Conventions; Work Experience;
Speakers; provide information;
interview practice.

**CROSS-
CURRICULAR
PROJECTS**

(5)

events which highlight aspects
of careers as well as providing
themes such as environment,
engineering, Young Enterprise

HOW SPECIFIC ELEMENTS OF CEG ARE DELIVERED.

(1) SCHOOL SUBJECTS

Teachers of school subjects have always had a significant influence on the choice of subjects at key stages, and, therefore, have an important part to play in CEG. In the main, the following statements merely serve to record and acknowledge natural developments within lessons.

In Year 7, the transition from primary school to the comprehensive is made easier by talking with teachers and attending "taster" lessons in the summer. Many subjects have developed bridging units with feeder primary schools and staff deliver sessions at the various primary schools. New pupils find out how a large institution works and they have opportunities to talk about themselves.

During formal lessons, they learn about our economy and the labour force (Geography), how people worked in the past (History), enter the realms of Science and Technology and so on. Classroom displays frequently display men and women at work in a variety of situations.

At KS3 and KS4, subject teachers have a vital role in promoting their own subjects. Apart from judging the suitability of a candidate for a course, there is a need to give sound advice on where the subject fits into a pupils career plan. Departments are producing booklets explaining courses - an additional page on suitable careers using the subject would be very useful.

A suggested format could be:

- Careers where your subject is essential;
- Careers where your subject is desirable;
- Careers where your subject would be useful or acceptable.

Departments that subscribe to journals, e.g. "The National Geographic", should be able to find occasional articles on the application of their subjects. Otherwise, the Careers Service is in a good position to provide information on request, Careers Wales website.

(2) PASTORAL CURRICULUM

The present pastoral programme is designed to enable teachers to learn more about pupils: "getting to know you". Although there will be occasions when a theme involving a career(s) becomes a natural occurrence, there are key stages when an input from the tutor becomes essential:

- a) in Years 9 and 11, advice on option forms;
- b) in Year 12, where to seek advice on Higher Education, Further Education or employment;
- c) in Year 13, as above, and help with UCAS forms; particularly from the Higher Education Access Tutor
- d) in Year 11, NRA/Progress Files and COMPACT Goals.

(3) DISCRETE LESSONS IN CAREERS

Years 7, 8 and 9

Careers is not taught formally in Years 7 and 8. However, themes appear in the PSE programme covered in a separate document. It is suggested that through school subjects, tutor contact and events, that the following themes can be successfully covered, as suggested on page 3 and 5 earlier, i.e.:

- personal and social awareness raising activities;
- recording achievements
- decision making activities
- stereotyping
- study of the economy, past and present

However, in Year 9, CEG has been successfully delivered by the Humanities team of historians and geographers, who have been allocated an extra lesson in which appropriate themes can be delivered. See Scheme of Work and Lesson Plans.

Years 10 and 11

Discrete lessons in Year 10 have been discontinued and replaced by access to www.careerwales.com and lessons delivered through the PSE programme. 3 CEG lessons are delivered in Year 11.

Year 12 and 13

In Years 12 and 13, there has always been a strong case for departing from formal lesson to individual or group discussions. Where there are sufficient numbers interested in common themes, small group discussions are organised through the Careers Officer, e.g. applications for degree courses in Law, Music, Oxbridge, Art, Medicine at least. Where group talks on issues affecting all students are concerned, the information will be delivered in PSE lessons.

(4) OUTSIDE AGENCIES

Careers Service:

The school has access to the services of a Careers Officer. She is contracted to attend four days a week. The school should be in a position to negotiate her duties, with a view to broaden the remit. This is accomplished through the Partnership Agreement with Careers Wales

The current working practice involves a searching and valuable interview with all Year 11 pupils. The outcome is the Moving Forward document, which is an essential insert in the Progress file. Other services undertaken have been described earlier. Experience has shown that the involvement of the Careers Officer in the classroom and supporting the development of the school's Careers Library is a very worthwhile practice. In the former, the Careers Officer is asked to raise awareness about the service and help to deliver some themes, such as option choices, Higher Education.,etc.

It is also possible for the Careers Officer to give formal lessons, e.g. Year 9 in Dec/Jan the Role of the Careers Officer and Access to the Careers Library.

There is also a need for a commitment to:

- i. attend parents evenings in Years 8, 9, 10, 11, 12, 13 and Induction Evenings
- ii. participate in Work Experience visits;
- iii. attending careers fairs;
- iv. researching topics for pupils;
- v. assisting in careers conventions;
- vi. updating resources;
- vii. providing occasional tutorials for groups on topics.

Work Experience

Work Experience is delivered in both Year 10/11 and 12. There is a School's Co-ordinator designated for this purpose who works closely with the Bridgend office of Careers Wales.

Work experience can be defined as a placement on employer's premises in which a pupil carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.

It can help pupils to:

- a) enhance their knowledge and understanding of the National Curriculum and other subjects and enrich vocational courses;
- b) develop self-reliance, initiative and ability to work with others;
- c) prepare them for the world of work and develop the attitudes required by industry; and
- d) increase their understanding of career opportunities.

Definition of Responsibilities:

- a) Careers Wales:
 - finding placements;
 - visiting employers;
 - agreeing on programmes,
 - checking H&S issues; checking insurances.

- b) School:
 - briefing and de-briefing;
 - monitoring of pupils whilst at work;
 - recording outcomes in the NRA/ Progress Files.

- c) Pupils:
 - to attend fully; observe rules and conventions specified by the employer;
 - to be good ambassadors of the school; to record outcomes.

No pupil will be allowed to go on a work placement unless the placement has been approved by the Careers Services. Pupils who find their own placements must give ample notice of their proposals so that the necessary checks can be made.

Other Services:

The school also examines carefully what is on offer regarding external Careers Fairs, Conventions, Open Days, Mobile Shows, business organisations, colleges and other external providers (speaker service) as well as hosting its own Careers Coonvention.

(5) CROSS-CURRICULAR PROJECTS

There are opportunities here for a careers input into cross-curricular projects possibly involving outside agencies in events targeted at particular years. The teacher with responsibility for industrial links is aware of the value of organised events, which also develop core skills in an integrated way. Some of the key features of projects on the environment, engineering and several business challenges has been teamwork and

problem solving exercises. Decision making, applying knowledge and taking risks forms part of the current careers programme, but if it was set in the context of events, a competition or a challenge, it would appear to be more real, and certainly more practical and exciting. The following are a sample of projects have been undertaken by the school:

Environment Project
Engineering Event
Young Enterprise
Sony Business Challenge
Project Dynamo

Performing Arts - production project
Science Awards Links with EBP
Ford - GNVQ packages.
CREST

MONITORING AND EVALUATION

The task of Monitoring and Evaluating CEG receives a high profile. The following is a summary of existing strategies, and suggestions where improvements could be made:

- (1) the School has a Partnership Agreement with Careers Wales, which is managed through the Bridgend Office. Annual Careers Review - the existing programme and set goals for the following year. This also includes a visit from the Manager of the Bridgend Office.
- (2) pupils are asked by the Careers Officer to complete a questionnaire to evaluate the help they had received in writing their Moving Forward document.
- (3) CS gathers information on destinations for all leavers at post-16, which also helps to evaluate curriculum provisions at AS/A2/AVCE.
- (4) Informal discussions on the value of the provision for Year 12 and 13 occurs with Year Tutors. Ms D Silk also contributes to the programme. UCAS has had formal reviews for the last 2 years and the Induction was followed by student questionnaires.
- (5) On return from work experience, each pupil in Year 11 was asked to give a brief verbal account of their work placement; a similar exercise is planned for Year 12.
- (6) Staff monitor work placements on their monitoring visits; any problems are reported.
- (7) Discussion with the Careers Service is undertaken on concerns or problems that might arise.

