



LONG CLOSE SCHOOL

Careers and Higher Education Policy

1 Key Objectives

1.1 CEIAG (Careers, Education, Information, Advice and Guidance) gives students at Long Close School support in a number of different areas to help them make informed choices about their futures.

a) Careers education – a planned programme (experiences within the curriculum and outside school) that helps them gain the knowledge and develop skills for planning and managing their careers.

b) Information about the range of opportunities and options available at key transition point in a students' education.

c) Advice – help for individuals to enable them to review, plan and manage their learning and progression to the next stage.

d) Guidance – help from specialist advisers with knowledge of opportunities and the pathways to and through them, so they can identify their long-term goals and plan steps to attain them.

1.2 As such, the Careers and Higher Education at Long Close School aims to:

a) Enable individuals to become effective planners and managers of their own careers in a rapidly changing world of learning and work.

b) Provide opportunities for students to understand themselves, and develop their capabilities by assessing their own needs, strengths and weaknesses, employability skills, interests and qualities.

c) Provide up to date information relating to the world of work and learning, including local, national and international opportunities.

d) Help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education to the next.

e) Raise aspirations, increase motivation and, consequently, raise achievement by encouraging students to fulfil their potential.

2 Staffing

2.1 Senior staff are all regularly involved with careers development and advice through individualised learning, PSHE lessons and a wide range of extra-curricular activities/visits arranged for all year groups.

The Head of Careers is the lead teacher when dealing with work experience and coordinating with 'Learning to Work' when arranging work placements. The Deputy Head is influential when considering future schools and career paths. A number of other outside agencies may be used on an ad-hoc basis throughout the year to add to the careers provision. These include local employers, professional organizations, the armed forces, Education-Business Partnerships and member of our parental body.

Resources and information

2.2 Students have access to a wide range of leaflets, information packs, Sixth Form information booklets and University Prospectuses. Students are also introduced to and reminded of other sources of information including:

- a) Talks by visiting speakers, either from outside agencies or from members of the parental body.
- b) Websites including UCAS and the National Careers Service.
- c) Organised Sixth form Open Days/Evenings.

Parental Contact

2.3 Contact with parents is made in a variety of ways, including:

- a) A presentation to parents about life beyond Long Close School.
- b) Letters/School Comms relating to any career related event.
- c) Presence of staff at Parents evenings throughout the year.
- d) Response to any ad-hoc requests for advice and information regarding future schools or career related issues.

3 CEIAG in the curriculum

Key Stage 3

3.1 Students are given talks by visiting speakers about possible future careers or future schooling. The idea of having a job and financial security is covered in PSHE lessons. Students also learn to assess their own skills and strengths in preparation for a future career. There may also be opportunities to go to visit different workplaces and spend time speaking with employees of different local companies.

3.2 In Year 9, there is a focus on GCSE options and staff begin to introduce the pupils to the demand of GCSE courses. Students are guided by tutors as to the requirements of certain careers.

Key Stage 4

3.3 Year 10 and 11 students are often exposed to career related learning throughout the two years. Students spend time recording their post 16 and post 18 plans and discuss these with tutors. Students create their own action plan for what they want to achieve and also begin to formulate their own CV.

3.4 Year 10 students undertake a week long work experience placement, which also involves a number of extra sessions based around health and safety in the workplace, dress code, guidance on completing application forms and a brief interview. All students complete the week and receive a reference from their employers as well as a log book documenting all tasks completed during the week. All placements are arranged through 'Learning to Work', who source the employer, carry out an audit of the workplace and check for all relevant insurance policies are in place.

3.5 Towards the end of Year 10, students apply for Prefect positions and for the roles of Head Boy and Head Girl. This process involves completing a letter of application and completing an interview with the Head Teacher and Deputy Head Teacher.

3.6 During PSHE lessons in Year 11, students are given further guidance on how to complete an application form, how to conduct themselves in an interview and they spend time updating their CV's in preparation for interviews at Sixth Form colleges.

4 References

Owner: Ian Powell

For references to Sixth Forms or Further education colleges, students should speak directly to their tutor or to the Deputy Head.

For any other reference, for example, for employment, the Head Teacher should be used as the referee.

5 Results Day

Students will receive information about the GCSE results day before the end of the summer term. Staff will be present on results day to help explain the results sheets and provide any further guidance and advice should it be needed.