



Ballyclare Secondary School

**Careers Education,
Information, Advice
and Guidance (CEIAG)**

POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE. (CEIAG)

Ballyclare Secondary School.

Careers Education and Guidance Programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experience of life. In particular they help young people make decisions and manage transitions from learners to workers. It is vital that all 11 – 18 year olds have the knowledge and skills they need to make informed choices.

Rationale

The rationale for the provision of impartial careers information, advice and guidance for all stages has been clearly established in the European Union Resolution (May 2004) This resolution proposes that all European citizens should have access to high quality guidance provision at all stages of their lives to enable them to manage their learning and work pathways.

This is recognised in the Department of Education Entitlement Framework Circular 2005/18, which states that young people and their parents are provided with high quality CEIAG to inform their decisions, and this is further developed in the draft document “Preparing for Success”; which makes policy proposals for the future development of CEIAG. The centrality of CEIAG is also recognised in the introduction of the Entitlement Framework and it also identifies the relationship between CEIAG and Learning for Life and Work stating that *“Career Management will be embedded as a key concept in Learning for Life and Work through the contributory strand of Employability at Key stage 3 and 4, schools need to augment this provision to meet fully all the aims and objectives of a high quality CEIAG programme.”*

It is fundamental that the provision of education and training is such that all young people in Ballyclare Secondary School will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best. A young person’s career path is the progress they make in learning and employment. All young people need a planned programme of activities to help them choose 11 – 18 pathways, and in particular at key transition points in Year 10, Year 12 and Year 13 and 14, - pathways that are right for them to be able to manage their careers and sustain employability throughout their lives.

Ballyclare Secondary School has a duty to provide CEIAG in years 8 – 14 and to give students access to careers information and impartial guidance.

Commitment

Ballyclare Secondary School is committed to providing a planned programme of careers education and information, advice and guidance for all students in years 8 – 14.

Ballyclare Secondary School endeavours to follow the framework for CEIAG from the Department of Education (DE) and DEL, and any other advice or guidance which may appear from any other interested agencies.

To demonstrate our commitment , we have embarked upon the Investor in Careers Quality Award. This is for the management of careers education, information, advice and guidance (CEIAG), recognised nationally across the country. The Investor in Careers (IiC) standard is about improving student’s awareness of opportunities, raising their aspirations and working with them to ensure they achieve their full potential. Stage 1 was achieved in January 2016.

Management

The Career Department is headed up by Mrs V Beattie a member of the Senior Leadership Team.

Staffing

All staff will contribute to CEIAG through their roles as class teachers and subject teachers. Specialist sessions are offered through Learning for Life and Work (LLW), under the co-ordination of the LLW Development Officer. Specialist Careers Information and Guidance is provided in collaboration with Careers Advisers from DEL

There are presently three members of staff with responsibility points for the delivery of CEIAG within Ballyclare Secondary School.

The areas of responsibility fall broadly into the following areas:

Miss J Russell (covered at present by Mrs E Colgan)	Mrs V Beattie (SLT)	Mr B Adams
Year 10 Careers Advice	Year 12 Careers Advice	Year 13/14 Careers Advice
Year 10 Careers Evening	Year 12 Careers evening	University visits
Year 10 Careers Convention	Year 12 Careers Convention	UCAS
STEM	Work Experience Administration Yr 12/13	Student Finances
Ballyclare High School Collaboration	Interview skills Year 12	DEL Liaison
Entitlement Framework	Study Skills Year 12-14	DEL Interviews schedule
	School/Business links	Progress Files
	SEN Reviews	LLW Career content
	LVI & UVI Induction	
	Learning Styles Years 8-14	

Programme and Entitlement

The careers programme is designed to meet the needs of students at Ballyclare Secondary School. Whenever possible it is differentiated and personalised to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development. It will be integrated into students’ experience of the whole curriculum and will also be based upon partnership with students and their parents or carers.

The implementation plan for “Preparing for Success” will run alongside the implementation of the Northern Ireland Curriculum and Entitlement Framework, and will be a long term strategy as identified in the School Development Plan three year strategy.

The five main themes within the strategy are:

1. Improving Careers Education
2. Improving access to Careers Information
3. Improving the provision of Careers Advice and Guidance
4. Improving Quality
5. Improving Professional Development.

Students at Ballyclare Secondary School are entitled to CEIAG which meets professional standards of practice and which is individual, impartial and confidential. The school will also endeavour to meet Quality Assurance Framework as developed by ETI. - *Evaluating the Quality of CEIAG provided by Schools, Colleges and Training Organisations*. Currently the school is embarking on the Investor in Careers Quality Award, achieving Stage 1 in January 2016.

The careers programme includes Career Education sessions, and Focused Individual Learning Activities, and work related learning.

Career Education sessions include:

1. The requirement to deliver impartial careers education to all students in Years 8 – 12. It is met through the careers education elements of the Learning for Life programme. LLW classes deliver the taught elements of the CEIAG programme and use a variety of teaching methods. These include role play, group discussions and didactic and interactive teaching. Video and other audio-visual aids are also used.
2. During LLW class time there is an opportunity to complete Application Forms
3. During Year 10, to coincide with Year 10 option choices being made, a twelve session taught programme for Careers will be delivered between January and February of the academic year,
4. As part of the target setting programme, students learn to create action plans and keep records of their achievements throughout their time at school. This process starts during the LLW programme in Year 8. Students are encouraged to record achievements outside school. During Year 12, students produce a personal statement and CV for their end of year progress report and in addition in Years 13 and 14, for their UCAS application.
5. Preparation for Work Experience and finalising write- ups, including procedures and Health and Safety, takes place during LLW lessons and Work Experience Preparation talks prior to going out in October.
6. Year 13 and 14 have designated careers periods, with the focus in Year 14 being the completion of UCAS application forms. UCAS applications are completed on-line in Year 14, following visits to local universities and career conventions. Careers staff guidance is available to all Year 14 applicants at this stage

Focused events include:

1. Year 10 Careers Information Evening

Year 10 Careers Information Evening is held in collaboration with Ballyclare High School, rotating the venue each year. Local employers are encouraged to attend to address students and their parents. Opportunities are also given to meet local employers and employment agencies for guidance, before choices are made during Year 10. Prior to this event pupils have an options assembly and small group interviews to help them with their option choices.

2. Interview Skills sessions

All Year 12 students attend an Interview Skill session. This is supported by local businesses and personal from FE. This is usually held during the Autumn Term.

3. Individual meetings with a Careers Service Advisor.

Following preliminary briefings in LLW and completion of "Getting Connected" materials, individual meetings are organised for each student in Year 12 to have a private and confidential meeting with a Career Adviser from DEL. This process releases each student from normal timetable for up to 30 minutes to have an individual career interview with the DEL Adviser. Parents also have the opportunity to meet with the DEL Adviser on Year 10 and Year 12 Parent Evenings. SEN pupils have individual interviews with the DEL adviser prior to their Transition meeting.

4. Year 12 Parents' Guidance Evening

All Year 12 students and parents are invited to this evening in March, where they are addressed by the school and other agencies with regard to guidance for the next stage of the pathway. This evening also highlights the entry requirements for returning to Year 13 in Ballyclare Secondary School. Prior to this evening they attend a Career convention held in collaboration with Ballyclare High School to help in making decisions on their future career pathway.

3. Work Experience (See Work Experience Policy Document)

Work experience for all students in Year 12 takes place in October. One week placements are provided through contacts with local employers and parents. Students are encouraged to organise their own placements. Extended work experience is provided for Key Stage 5 students on the one Year Business course as well as LVI AS students. Work placements are organised for them in June after their exams. This is to give them additional work experience a requirement needed for university and employment. All work experience placements are checked for health and safety. A number of staff will endeavour to visit students who take part in work experience.

4. SEN Transition Interviews

To provide advice and support to pupils aged 14+ with a statement of special needs. The Transition Plan meeting aims to put in place all necessary measures to ensure a successful transition, identifying and overcoming barriers or

difficulties in the process. The Transition Plan will be reviewed along with their statement at each annual review meeting within their last years of school.

Professional Development

In order for CEAIG to be fully implemented there is a need for a clear qualification framework for continuous professional development. It is essential to ensure the delivery of an effective service, that all involved in CEAIG have an opportunity to access professional development, leading to a recognised, specialist qualification.

It is planned that all those involved directly in careers will complete a training programme “Preparing for Success – A Guide to Developing Effective Career Decision Makers”.

Partnerships

Key public agencies, employers of all sizes in the private, public and voluntary sectors, schools colleges, universities and training organisations, guidance practitioners and individuals all have a specific and important role, individually and together in assisting with the promotion of CEIAG with Ballyclare Secondary School.

It is essential that CEAIG within Ballyclare Secondary school delivers coherent arrangements for education/industry links, highlighting the role of Science, Technology and Mathematics (STEM) and their potential contribution to our local economy.

An Annual Partnership Agreement will be negotiated between Ballyclare Secondary School and the Careers Service (DEL), which identifies the contributions to the Programme that each will make.

Monitoring and Evaluation

1. CEAIG is a major component of the three year School Development Plan and an annual audit will be conducted with staff.
2. The programme will be monitored and evaluated annually by the Careers department and reported to the Principal to identify areas for improvement. This review involves all key stakeholders, including school and DEL staff
3. Evaluation and review of different aspects of CEAIG will be regularly undertaken and will contribute to the School Development Plan.
4. Destination data will be collected and used to monitor the number of students who progress into various post-16 opportunities. This data will be taken into consideration when reviewing the programme annually.
5. Parents and pupils are invited to give feedback on any aspects of the CEIAG programme to the Careers Staff and DEL Careers Advisers — both Careers Staff and DEL Careers Advisers attend parents’ evenings.

Overview:

Key Stage 3 Aims and Objectives

Objective 1: To help pupils understand themselves and develop their capabilities.

- 1.1 To consider their personal qualities and skills.
- 1.2 To reflect on their interest with regard to work roles and activities.
- 1.3 To develop key skills and capabilities.
- 1.4 To develop career management skills including self-reliance and self presentation.

The majority of the programme is delivered through Learning for Life and Work and timetabled career classes. Additional CEIAG activities, such as Work Experience, Mock Interviews, Career Conventions and college/university visits to mention a few, are also arranged in addition to this to enhance the programme.

When pupils have selected their option choices they are encouraged to begin thinking about the implications that these choices might have on their eventual careers. It provides a good opportunity for students to begin some research about the types of jobs and careers which might be available to them. Also having an eye to possible careers and the qualifications required for them can be a motivating factor for doing well.

Objective 2: To investigate careers and opportunities.

To provide pupils with the opportunity to find out about the changing pattern of careers and work both locally, nationally and internationally and how to gain direct experience of work as part of the curriculum.

- 2.1 To investigate the knowledge and skills which people need at work.
- 2.2 To use the occupational and labour market information to investigate opportunities.
- 2.3 To consider the changing patterns of work and careers.
- 2.4 To investigate social and moral issues in careers.
- 2.5 To develop ways of organising information about careers.

Objective 3 - To implement their career plans.

To assist pupils in making decisions and implementing their career planning.

- 3.1. To help students make decisions about their own learning and curriculum.
- 3.2. To enable pupils to use action planning and the recording of achievements to support their career development.
- 3.3. To encourage pupils to seek and use information and guidance to shape their plans.

Key Stage 4 Aims and Objectives

Objective 1: To understand themselves and develop capabilities:

- 1.1. To assess their personal qualities and skills.
- 1.2. To clarify and discuss their values, attitudes, and preferences in relation to careers.
- 1.3. To develop their skills and capabilities.
- 1.4. To develop career management skills including self-reliance and self-presentation.

Students will be given the opportunity to:

1. Research and interpret information about personal learning and work options.
2. In year 12 pupils have individual interviews with the DEL advisors.
3. Know how to use individualised learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals know how to use formal and informal information, advice and guidance to help them with decisions at age 17 and beyond, including higher education and adult career guidance services.
4. Be able to create and use opportunities to develop skills for enterprise, self employment, employability and independent living.

Objective 2 : To investigate careers and opportunities:

- 2.1 To investigate the knowledge and skills which people need at work.
- 2.2. To use occupational and labour market information to investigate opportunities.

In keeping with school policy, the careers department at Ballyclare Secondary School ensures that no pupil will suffer discrimination as a consequence of sex, social background, ethnicity, religious beliefs, sexual orientation, disability or special needs. All pupils can be assured of impartial, confidential and expert advice about their choices of education, training or work. Furthermore, they will be helped to understand the importance of equal opportunities in Working life, recognising the risks of stereotyping and discrimination and accepting responsibilities for their own actions.

Work Experience

All pupils in KS4 regardless of ability have as part of their entitlement, the right to Work Experience. Pupils in the Year 12 have a one week placement. All staff are encouraged to become involved through pupil visitations.

Key Stage 5 Aims and Objectives:

To help pupils understand their career choices and develop their capabilities.
To enable students to assess their own interests, skills and values when thinking about University, training and work (see SOW)

Objectives:

1. Research and interpret information about their options at 18 including learning and work.
2. Know how to use individual learning and career planning to help them to make progress.
3. Evaluate the full range of information available on Further Education, training and employment opportunities as well as the possibility of taking a Gap year.
4. Attend Career Conventions to ensure accurate choices are made for their future career path.
5. Know how to apply for Student Finance N.I. (SFNI)

V Beattie

YEAR 10 CAREERS PROGRAMME

This will be taught in a designated 'block' of twelve periods, starting in January of each year. It will be taught in addition to the 'Education for Employability' unit of Learning for Life and Work. While there will be inevitable overlap between the Careers course and the Year 10 Education for Employability course, it is envisaged that the two courses will complement and reinforce the relevant information.

CONTENT:

Through this Careers course, learners will be given the opportunity to:

- Review how their careers ideas have developed since primary school and examine how their attitudes, values and beliefs to education, training and employment relate to their career ideas;
- Identify the different opportunities in education, training and in the world of work locally, and globally;
- Identify the impact of labour market information and stereotyping on career planning;
- Compare and contrast progression opportunities relevant to their career ideas;
- Participate in a range of planned and appropriate work-related learning, including enterprise activities, to support their career planning;
- Identify and use a variety of sources of careers information including ICT;
- Demonstrate the work-related opportunities they have participated in;
- Identify and have access, throughout KS3, to planned impartial advice and guidance to support career planning and choices;
- Demonstrate that they have used their work-related opportunities and careers advice and guidance in considering their careers ideas;
- Identify the decisions they need to make, using an appropriate timeframe, to support their progression to an appropriate KS4 pathway;
- Identify their reasons for choosing their KS4 pathway;
- Identify the influences on their choices.

The Careers course will incorporate specific Careers lessons to be delivered on a whole class basis, the Year 10 Careers Convention, the Year 10 Guidance Evening, work in Class Assembly time, and talks from the three Careers teachers.

The focus will be on the Options choices for Year 10, and it is planned that the course will conclude as the students complete their Options materials.

It is also envisaged that during Term 1 of Year 10, all students will have interviews with one of the three designated Careers teachers. Pupils will be seen in groups of four. These will take place two mornings each week for an eight week period, allowing for individual guidance, and the use of ICT resources.

LESSON SEQUENCE:

Self-Awareness and Development: is identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.

- Review how their careers ideas have developed since primary school and examine how their attitudes, values and beliefs to education, training and employment relate to their career ideas;

Lesson 1: Pupils will evaluate their Employability and Careers education to present, identifying how their views have changed, and what has encouraged them to re-evaluate earlier ideas.

- Identify the different opportunities in education, training and in the world of work locally, and globally;
- Identify the impact of labour market information and stereotyping on career planning;
- Compare and contrast progression opportunities relevant to their career ideas;

Lessons 2, 5 and 6: Pupils will identify the needs of the current labour market, will identify different routes which can be taken along career pathways, and plan progression through different subject areas and skills and abilities.

Careers Exploration: is acquiring and evaluating information and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.

- Participate in a range of planned and appropriate work-related learning, including enterprise activities, to support their career planning;
- Identify and use a variety of sources of careers information including ICT;
- Demonstrate the work-related opportunities they have participated in;
- Identify and have access, throughout KS3, to planned impartial advice and guidance to support career planning and choices;
- Demonstrate that they have used their work-related opportunities and careers advice and guidance in considering their careers ideas;

Lessons 3, 4, 7 and 8: Pupils will complete Career plans, will access information from a variety of sources (including ICT) to show linkage between career pathways and educational opportunities, will identify a number of pathways available and appropriate to them, will meet with Careers teachers, and will show an understanding of the progression of their careers education to date and the decisions to be made in the weeks ahead.

Pupils will also take part in the Year 10 Careers Convention and the Year 10 Guidance Evening. Activities during Class Assembly time will be implemented in this section of the course – Business and Entrepreneurship activities.

Career Management: is developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

- Identify and have access, throughout KS3, to planned impartial advice and guidance to support career planning and choices;
- Demonstrate that they have used their work-related opportunities and careers advice and guidance in considering their careers ideas;
- Identify the decisions they need to make, using an appropriate timeframe, to support their progression to an appropriate KS4 pathway;
- Identify their reasons for choosing their KS4 pathway;
- Identify the influences on their choices.

Lessons 9, 10, 11 and 12: Pupils will show an understanding of the career pathways offered by individual subjects at Key Stage 4, be able to explain why they have made their choices for Key Stage 4, will be able to show their choices as a stage in their career planning, and will demonstrate the benefits gained from their individual careers guidance from Careers teachers and DEL.

B Adams

Year 10 Scheme of Work

Lesson:	Learning Intentions:	Pupil Activities:	Resources:	Additional, non-class time content
1	Pupils will review how their careers ideas have developed since primary school and examine how their attitudes, values and beliefs to education, training and employment relate to their career ideas;	Pupils will construct a Personal Career Plan, noting changes in their ideas, attitudes and abilities during KS3.		
2	Pupils will identify the different opportunities in education, training and in the world of work locally, and globally;	Pupils identify local and global 'Growth Areas', and discuss what jobs are related to each. Pupils identify different areas of study at KS4 and beyond.		Year 10 Careers Convention
3/4	Pupils will identify and use a variety of sources of careers information including ICT;	Pupils use ICT programmes to identify career pathways of interest, and complete worksheet on key features.	ICT resources, Worksheet	
5/6	Pupils will identify the impact of labour market information and stereotyping on career planning; Pupils will compare and contrast progression opportunities relevant to their career ideas;	Pupils complete Progression worksheet, following discussion with teacher.	Progress worksheet	Pupils will participate in a range of planned and appropriate work-related learning, including enterprise activities, to support their career planning;

7/8	Pupils will demonstrate that they have used their work-related opportunities and careers advice and guidance in considering their careers ideas; Pupils will demonstrate the work-related opportunities they have participated in;	Pupils will examine their individual Career plans, and will identify how their preferred GCSE choices will allow progression along their career pathways.		Pupils will identify and have access, throughout KS3, to planned impartial advice and guidance to support career planning and choices;
9/10	Pupils will identify the decisions they need to make, using an appropriate timeframe, to support their progression to an appropriate KS4 pathway;	Pupils will examine each GCSE subject on offer at KS4, and identify the skills necessary for each subject. Pupils will take part in a 'Skills Audit', identifying their own strengths and weaknesses, and matching these to GCSE subjects.		Year 10 Guidance Evening
11/12	Pupils will identify their reasons for choosing their KS4 pathway; Pupils will identify the influences on their choices.	Pupils will give reasoned explanations for their GCSE options decisions, and will identify the advice they used to make these decisions.		

For an effective integrated Careers structure, the school needs:

- strong vision and support from the board of governors, principal and senior management
- ongoing promotion, communication and relationship building to include careers in the school's culture and encourage whole school participation
- planned, sustainable development of integrated programmes across curriculum areas and pastoral networks
- professional development and support for teachers.

Possible indicators of a successful whole-school integrated approach are that:

- each student is aware of what competencies, skills and education they need to pursue opportunities that match their interests
- senior management participate in the careers lead team, integrate career education into school planning and provide more resources for career education
- all careers and transition funding is used to provide relevant programmes
- department plans identify how career education is integrated into teaching and learning
- teaching and learning areas integrate and identify career pathways
- careers staff provide advice to each staff member on their contribution to career education
- increased staff participation in career education programmes and events for example Careers Convention.

Career Services provides career resources for students in Years 8 to 14. In this section you will find web resources for students, classroom resources for teaching career topics, and curriculum-based activities.

Each department will also receive posters displaying the importance of their subject for careers and a variety of pathways that students may follow.

[Departmental integration with Careers](#)

Integrating career education into all classes helps pupils see how their subjects relate to career options. The whole-school integrated approach has the following benefits:

- there is a greater capacity to give career education and guidance to pupils across all year levels

- pupils receive career education through teachers who know them well
- pupils develop a better understanding of how subject areas and the skills they're learning are relevant to their post-school life and career options.

Departmental schemes of work should also support the above by:

- 1) looking to the balanced development of numeracy and literacy to promote positive attitudes toward individual differences (religion, politics, race, gender, etc.)
- 2) offering students as wide a range as possible of learning opportunity and experience (indoor, outdoor, group, individual, classwork, homework, library, enterprise, etc.)
- 3) fostering team work and co-operation
- 4) allowing discussion of real and controversial issues of concern and seek to promote a balanced understanding, sympathy and collaboration provide for appropriate curriculum modification for pupils with special educational needs and for individual support and counselling without undue discrimination or labelling.
It is important that careers education is integrated into all subject provision, to prepare students to live and work in the community.

Teachers should also promote appropriate careers within their subject area. In order to assist, the CEAIG Working party will provide posters which are to be prominently displayed in all departments; however CEAIG is not restricted solely to this area. In any effective careers programme pupils are encouraged to take responsibility for their own learning.

This can be achieved through a variety of learning activities:

- group work.
- brainstorming.
- discussions.
- visits*
- stimulus learning e.g. videos .films etc.
- work experience placements for all, supported by a programme of -
- careers and personal education
- role play amid simulations.
- visiting lectures.
- individual learning

**Visiting Speakers, use of volunteers and sports coaches have an important part to play in supporting the work carried out by the teacher. However it is important that appropriate steps are taken to ensure that children are not placed at risk through allowing them to be unsupervised and unmanaged access of unsuitable adults in school.*

Visiting Speakers, Use of Volunteers and Sports Coaches

Visiting speakers and volunteers have an important and beneficial role in supporting the work done by staff in the school. It is also essential that appropriate steps are taken to ensure that children are not placed at risk through allowing unsupervised and unmanaged access of unsuitable adults to the school.

For Specific guidance please refer to 'Pastoral Care in Schools: Child Protection'.

The following points should be strictly adhered to by staff:

- All visitors into the school **MUST** sign in at reception on entering and leaving the building;
- A visiting speaker/speakers should not be left alone with a class;
- A visiting speaker/speakers should not be left alone on a 1:1 basis with a pupil;
- Where individuals such as coaches for sport or volunteers (e.g. school trips/summer activity schemes/residential(s)) will have substantial access to children, these individuals will have to be vetted by the Education Authority NE before this access can be given.