

CAREERS EDUCATION & GUIDANCE POLICY

AIMS

1. To help pupils to assess themselves, appreciate the alternatives open to them, motivate them to make the fullest use of available resources & enable them to make informed & considered decisions about themselves and their future work / training / education.
2. To ease the pupils transition from within and beyond the school environment into Further / Higher Education, training or the world of work. In doing so they take into account the advantages and disadvantages of the alternatives.
3. To identify the personal, social, study and life skills appropriate to school leavers seeking employment, either immediately or after a period of further education; and to support the value placed on the development of such qualities by the school and employers alike.

PUPIL ENTITLEMENT in CEG -

It is intended that pupils should be able to:-

- (a) Understand the importance in careers of effective decision making and the need to reach such decisions in a logical way and to evolve and practice strategies to attain this in simulated situations.
- (b) Assess his or her strengths, weaknesses, preferences and limitations and to relate these to the choice of career.
- (c) Appreciate the range of occupational choice and to show how these may be arranged in levels and related groups.
- (d) Appreciate the qualities that are of interest to employers.
- (e) Understand the patterns of employment, both nationally and locally and how continuing changes take place by the introduction of technological innovations, self-employment etc.
- (f) Assess the effect of occupation on lifestyle.
- (g) Identify what gives job satisfaction and what causes the reverse.
- (h) Acquire full and up to date information about the careers he or she is interested in and to demonstrate this.
- (i) Take part positively in an agreed period of Work Experience.
- (j) Understand the educational opportunities at 16+ in Redbridge (and surrounding regions).
- (k) Understand the educational opportunities at 18+ nationally.
- (l) Understand the various academic and vocational qualifications.
- (m) Appreciate the changing patterns of vocational training and entry to work through, for example, Modern Apprenticeships.
- (n) Appreciate the increasing need for employee mobility and the need for adaptability at a time when employees can expect to retrain several times in their working lives.
- (o) Recognise the sources of job vacancies and how to evaluate these.
- (p) Be able to know how to make a good application for a job or training and to conduct himself or herself well at interview.
- (q) Understand the important role of the Connexions Careers Service both in and beyond school.
- (r) Be aware of the financial demands of National Insurance, Income Tax, etc.
- (s) Understand the discipline which will be required by employers.
- (t) Be aware of Health and Safety procedures relating to a working environment.
- (u) Identify examples of sexual stereotyping and understand what equal opportunities are.
- (w) Be aware of the work of Trade Unions.
- (x) Appreciate some of the difficulties of unemployment and to be aware of agencies and strategies that may help to alleviate some of these.

GENERAL SKILLS -

In relation to CEG the pupils should be able to:

- (a) Appreciate the need for a choice of option subjects and the value of a broad and balanced choice versus vocational choice.
- (b) Understand the common core of subjects and transferable skills appropriate to all pupils and adults.
- (c) Investigate the subject requirements for careers of particular interest (Key Skill- Improving my own learning and performance).

- (d) Have an effective command of language, both written and verbal in relation to CEG (KS Communication).
- (e) Understand the format and techniques of writing different types of letter and completing application forms (KS Communication).
- (f) Participate in discussion and express ideas clearly and respectfully to another person, either face to face or over the telephone e.g. interviews (KS Communication).
- (g) Follow uncomplicated instructions both written and verbal.
- (h) Extract information from a written or spoken text and utilise that information in a report or in answer to a problem (KS Communication, ICT and Problem Solving).
- (i) Relate satisfactorily to other people both peers and adults (KS Working with Others)
- (j) Apply basic arithmetical operations to everyday problems (KS Application of Number).
- (k) Recognise the value of cooperation and consideration in a group situation and act accordingly (KS Working with Others).
- (l) Be concerned about personal appearance and understand its implications.
- (m) Recognise the importance of punctuality and good attendance and act accordingly.
- (n) Appreciate the benefits of responsibility and reliability and seek to cultivate these.
- (o) Understand the importance of involving themselves in extra-curricular activities in and out of school.
- (p) Appreciate the skill of managing their time effectively.
- (q) Understand how revising thoroughly and showing the ability and knowledge that they have will be beneficial to them.
- (r) Be able to understand the importance of Key Skills in general.

TIME ALLOCATION

Throughout Key Stage 3 careers will be taught as a cross curricular component in the wider curriculum. At Key Stages 4/5 it will be taught as modules in the PRE courses.

CAREERS IN THE WIDER CURRICULUM.

Careers is integrated into the wider curriculum in a number of ways:

1. It overlaps with the Personal and Religious Education programme and is taught with this and Citizenship at KS4;
2. It is incorporated into work-related learning, particularly when subjects focus on this during the annual work-related learning activity day;
3. The Head of Careers is also the Work Experience Co-ordinator so as to ensure the maximum benefit can be gained from the two.