

**BALLYMENA ACADEMY**

**CAREERS EDUCATION, INFORMATION,  
ADVICE AND GUIDANCE POLICY**

**May 2017**

## **Introduction**

*The increased choice of education and training pathways available to young people, the modularisation of the curriculum, the focus on employability and obtaining suitable qualifications in order that learners can meet the challenge of the changing world of work, place high quality Careers Education, Information, Advice and Guidance, (CEIAG), at the heart of the curriculum.*

*Preparing for Success 2009*

## **Vision**

*The overall vision is that young people are able to develop the skills and confidence to realise their potential and follow the career path which suits them best, enabling them to contribute to their community and to support social and economic prosperity.*

*Preparing for Success, 2015-2020 A Strategy for Careers Education and Guidance*

## **Aims**

*The overall aim is to support pupils to make appropriate decisions, through developing them as effective careers decision-makers, leading to increased and appropriate participation in education, training and employment, and thereby contributing both to the fulfilment of the individual's potential and to a rebalancing of labour market supply and demand.*

*Pupils will:-*

- have access to good quality careers education, up-to-date labour market information and impartial CEIAG to assist them to make well-informed career choices, to achieve their potential;*
- be lifelong learners and be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the local economy;*
- develop the skills to plan their career and manage planned and unplanned career change;*
- have a clear understanding of the relevance of their education and make career choices which are informed and well thought through and based on self-awareness; be aware of the opportunities and pathways available*

*Preparing for Success, 2015-2020 A Strategy for Careers Education and Guidance*

## **Definitions**

The DEL /DE define the elements of CEIAG as follows:

**Careers Education** *is the discrete provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant informed choices, ensuring successful transition into education, training or employment and become lifelong learners. Careers education includes taught timetabled provision which includes meaningful opportunities for progressive personal career planning; realistic and meaningful cross curricular opportunities for development of employability skills; and opportunities for planned and relevant work-related learning experience.*

**Career Planning** *is a developmental process for learners which involves target setting, action planning, researching and reviewing.*

**Employability Skills** *are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a lifelong learner capable of realising their potential in the world of work. The skills and capabilities necessary for employability include communication, numeracy, Information and Communications Technology (ICT), working with others, problem solving, decision making, self-management and managing information.*

**Work-related Learning** *experiences are the opportunity for planned and appropriate experiences of the world of work to increase learners' motivation, develop their employability skills and give relevance to their learning programme. Appropriate experiences of the world of work can increase learners' motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work.*

*Careers Information provides access to up-to-date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management.*

*Careers Advice and Guidance is the provision of impartial, learner / client-centred, advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables people to apply their knowledge, understanding, skills and experiences to manage their career and make informed decisions about their education, training or employment.*

*To fully meet all the aims and objectives of a high quality careers programme, a school's careers programme will include careers education, information, advice and guidance, work-related learning, and the development of employability skills.*

*Preparing for Success, 2015-2020 A Strategy for Careers Education and Guidance*

Ballymena Academy gives full recognition to the importance of Careers Education, Information, Advice and Guidance as part of the general personal development of the pupil. This policy constitutes a statement of entitlement.

An integrated programme of Careers Education, Information, Advice and Guidance aims to develop knowledge, skills and personal qualities which will enable pupils to manage their career development effectively, to make informed choices at transition points, to formulate and to implement personal career plans.

The Careers Education, Information, Advice and Guidance Policy and provision take cognisance of:-

- Every School a Good School
- Together Towards Improvement
- Preparing for Success 2009
- Preparing for Success, 2015-2020 A Strategy for Careers Education and Guidance
- Section 75 of the Northern Ireland Act
- The Equality Act 2010
- Inspection Requirements

### **Core Components, Delivery and Provision**

- Timetabled Careers Education
- Timetabled Employability
- One to one guidance interviews
- Interview Skills Development programme
- Annual Careers Conventions
- Careers talks, conferences, seminars, information sessions, exhibitions
- Visits to Open Days and Insight events
- On-line weekly Careers bulletin
- Department for Employment and Learning links
- Careers Library
- On line resources and information
- Work based learning
- Work shadowing

Year 8	Challenge based learning – developing employability skills in a 12 week practical unit ‘Roots and Wings Skills Development Course’.
Year 9	Employability programme 1 x 40 minutes – see information on Employability
Year 10	<ul style="list-style-type: none"> <li>• 1 x 40 mins period per fortnight</li> <li>• At least two guidance interviews, January &amp; June.</li> <li>• Opportunity to attend Annual Careers Convention</li> <li>• Opportunity to attend careers talks on specific careers , presented by former pupils</li> <li>• DEL adviser visits each Year 10 careers class</li> <li>• Issued with Subject Choice Booklet</li> <li>• Seminar on GCSE Subject Choice</li> <li>• Seminars on ‘new’ GCSE subjects</li> <li>• Parents’ Information Talks</li> <li>• Parents’ Consultation Evening</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Parents’ Consultation Evening</li> <li>• Parents’ Information Evening</li> <li>• Stand-alone events</li> </ul>
Year 12	<ul style="list-style-type: none"> <li>• 1 x 40 mins period per fortnight</li> <li>• At least two guidance interviews, March and August</li> <li>• Opportunity to attend Annual Careers Convention</li> <li>• Issued with AS / A level Subject Choice Booklet</li> <li>• Seminar on post –GCSE options and Subject Choice</li> <li>• Seminars on ‘new’ GCSE subjects</li> <li>• Parents’ Consultation Evening</li> <li>• Parents invited to attend August Interview</li> <li>• At least one interview with a DEL Careers Adviser</li> </ul>

Year 13	<ul style="list-style-type: none"> <li>• 1 x 40 mins period per fortnight</li> <li>• At least one guidance interview per year</li> <li>• Five days of planned absence for work related learning</li> <li>• Parents' Information Evening</li> <li>• Parents' Consultation Event</li> <li>• Opportunity to attend annual careers convention and the careers events</li> <li>• Opportunity to hear visiting speakers from universities across the UK throughout the year</li> <li>• Annual Careers Conventions</li> <li>• Careers talks, conferences, seminars, information sessions, exhibitions</li> <li>• Visits to Open Days and Insight events</li> <li>• On-line weekly Careers bulletin</li> <li>• Department for Employment and Learning links</li> <li>• On line resources and information</li> <li>• August interview</li> </ul>
Year 14	<ul style="list-style-type: none"> <li>• 1 x 40 mins period per fortnight</li> <li>• Several guidance interviews Sept – April</li> <li>• Opportunity to attend two local university open days</li> <li>• Work based learning opportunities</li> <li>• Opportunity to attend a UCAS and CAO convention</li> <li>• Opportunity to attend a full range of careers events</li> <li>• Interview skills and assessment centre skills development</li> <li>• University and FE seminars</li> <li>• Seminars with training providers</li> <li>• Interview with UCAS referee</li> <li>• Opportunity to attend annual careers convention and the careers events</li> <li>• Opportunity to hear visiting speakers from universities across the UK throughout the year</li> <li>• Annual Careers Conventions</li> <li>• Careers talks, conferences, seminars, information sessions, exhibitions</li> <li>• Visits to Open Days and Insight events</li> <li>• Department for Employment and Learning links</li> <li>• Visits to Open Days and Insight events</li> <li>• On-line weekly Careers bulletin</li> <li>• August drop in, help and advice</li> </ul>

### Teaching and Learning Strategies

Pupils in Year 8 participate in a challenge based learning project which aims to develop their skills and experience in a range of areas:- communication, thinking, decision-making, questioning, team work, organisation, creativity, self-management, self-evaluation and accountability.

Pupils in Year 9 participate in a three term programme of 40 minute lessons focused on the area of Employability.

Pupils in the middle and senior school follow a structured time-tabled programme of Careers Education taught by a team of Careers teachers. Using a variety of strategies and resources pupils are

given an opportunity to develop knowledge and understanding of themselves, the world in which they live, and the employment and career opportunities that are available so that they can effectively manage transition from school to adult life, further and higher education, employment and training.

### **Delivery of five key areas within Careers Education:**

#### **1. Personal Career Planning**

Personal career planning is very much a central part of the school's Careers Education and Guidance Programme. This is a continuing and evolving process - introduced in Year 10 - involving documented self - awareness, decision-making, planning and research pertinent to the pupil's individual needs.

#### **2. Careers Information**

Pupils have ready access to a comprehensive range of careers information of quality and breadth as an integral part of their Careers programme. Information is held in a purpose-built careers suite comprising four interview rooms, a well-stocked careers library, computers, two notice boards, which are regularly updated. Careers information is posted on the VLE and school website.

#### **3. Careers Guidance (including DEL's Careers Service)**

Formal careers guidance interviews are an important component of the school's careers programme. All pupils at 'transition points' i.e. Years 10, 12 and 14, have the opportunity to benefit from careers interviews which are conducted in school by their careers teacher, and/or the Department for Employment and Learning (DEL) Careers Adviser. They are impartial, carefully planned and include guidance focused on the career needs of individual pupils. Careers teachers and the Careers Adviser are available throughout the year for consultation.

#### **4. Work based learning**

Careers information is supplemented by a careers convention and by visiting speakers from Further and Higher Education, DEL and occupations which reflect a full range of the career interests of the pupils. Pupils in Year 13 have the opportunity to spend a period of time work shadowing which informs their decision-making in relation to their general vocational and specific occupational interests.

All pupils in Year 14 have the opportunity to engage in an 'Assessment Centre' skills development programme.

Throughout the Sixth Form pupils attend university and college open days and taster events.

### **Key Stage 3 LLW - Employability**

A variety of strategies are used to equip the pupils with both underpinning knowledge of issues related to 'Employability' alongside the development of skills and attributes required for future employment.

The pupils initially carry out a self-evaluation of their perceived personal skills and qualities and engage in personal target setting. Participation in an Enterprise Task then provides students with the opportunity to practise the skills and attributes which make them enterprising. In teams / groups, pupils devise an innovative and creative business idea or product. This task requires the pupils to exercise a range of key entrepreneurial and employability skills and attributes over a number of weeks: creativity, initiative, team working, problem solving, planning, decision making, communication, and compromise. Ultimately, each member of the team then participates in the delivery of a presentation of their groups' enterprising idea or product to an audience thereby providing the opportunity to practise their presentational skills.

Pupils also participate in a series of research and investigation activities both individually and within a group setting. For example, research of both familiar and unfamiliar jobs/careers and selection of preferred career options is undertaken by each individual requiring a range of

skills, primarily time management, self-management and managing information. The pupils then practice presentation skills and self-marketing skills by presenting information on their preferred career choices to the class whilst clearly justifying their selection. Additionally, in groups, pupils carry out in-depth research regarding local employment opportunities, the impact of the global market and technology on their future employment opportunities and consequently prepare a dossier of information for a family moving to the area and seeking employment. This is used to generate a greater knowledge and understanding of both the opportunities for and barriers that exist regarding gaming employment in their local area.

Furthermore, a series of case studies of real life organisations is used to address other areas directly related to employability such as environmental considerations which affect work and work practices.

## **5. Contribution of curricular and co-curricular experiences to the careers programme**

Many subjects have the potential to make valuable contributions to each pupil's general vocational development and emerging occupational interests. The cross-curricular components of careers which flow naturally and realistically from the content and methodology of each subject help pupils to appreciate the coherence of their total curriculum. This is currently being audited by the Head of Careers Department in order to map the contribution of other curricular areas.

### **Teaching & Learning**

The CEIAG teaching resources are accompanied by schemes of work and lesson plans. The careers programme is designed to meet the needs of pupils - It is personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. The variety of teaching styles employed enable students to experience equal access to learning. Resources are posted on the VLE and pupils are provided with customised resource booklets.

### **Careers Guidance**

One-to-one help is provided for all pupils at key transition points. Years 10, 12, 13, 14. Impartial information and advice is provided on all learning routes. All students with a Statement of Special Educational Needs have a Transition Plan drawn up at the meetings of the Curriculum Care and Support Group. This group identifies individual pupils who may require additional support and guidance and/or customised learning programmes. If a pupil requires additional support and guidance it is delivered by individuals with a specific role (Head of Careers Department, DEL Adviser, SENCo, Head of Year, Head of Sixth Form, Pastoral Adviser, Pastoral and Learning Support teacher or any other relevant member of staff).

### **Staff Details**

- Head of Department: Dr. A. Livingston since 2003 - Mathematics Dept.
- Work Shadowing Co-coordinator: Mrs. A. McKendry since 2010 - Physics Dept.
- Careers Technician ; Mr. G. Patterson since 2009
- Careers Advisers:
  - Mrs. J. Fielding since 2014 - Modern Lang Dept.
  - Mrs. G. Hallam since 2011 - Art & Design Dept.
  - Mrs. C. Louw since 2011 - Biology Dept.
  - Mrs. R. Matchett since 2013 - Religious St. Dept.
  - Mrs. A. McKendry since 2007 - Physics
  - Mr. P. Reid since 2012 - Technology & Design
  - Mr. J. Turtle since 2003 - Technology and Design
  - Mrs. L. Creith since 2007 - Business Ed. Dept.
- Employability Coordinator: Mrs. L. Creith since 2007 - Business Ed. Dept.
- DEL Careers Adviser : Mrs. C. Donaghy
- SLT representative : Mrs. J. Connor since 1990, Deputy Principal and former Head of the Careers Dept.
- Governor Representative

Job Descriptions provide details of the roles and responsibilities associated with each of the above positions - see appendix. The Head of Careers is allocated 4 non-teaching periods for the purposes of management, administration and guidance interviews. Guidance teachers are allocated time for the purposes of conducting interviews.

### Equal Opportunities

The Careers Department implements the school Equal Opportunities Policy which ensures that the school promotes the individuality of all pupils, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

### Methods of Communication

- Termly Department Meetings – attended by Deputy Principal
- Careers Evernote book used to share all departmental documentation with members of the Dept., Deputy Principal and Principal
- Weekly Careers Bulletin
- Monthly Head of Department meetings
- All school documentation shared on iTunes U and Evernote
- Termly meetings between HoD and Curriculum Deputy Principal
- End of year Review meeting with Deputy Principal
- Annual meeting of CCSG team
- Annual meeting with Principal
- August report to the Board of Governors
- Insert in the Annual Report to Parents
- A calendar of events is issued to staff at the beginning of each term. Other dates are forwarded to staff via e-mail and/or the Principal’s weekly briefing. A diary of careers events is also published for pupils, staff and parents.
- Planning meeting is held with LLW/Employability Co-ordinators

### Communication with Parents/Guardians

	<ul style="list-style-type: none"> <li>• Careers information is available on the school VLE and the website</li> <li>• A weekly Careers Bulletin is made available to parents on the website</li> <li>• The Head of Dept. is available to speak to parents throughout the year</li> <li>• The Careers Technician provides support in accessing information</li> </ul>
YEAR 10	<ul style="list-style-type: none"> <li>• Subject Choice Information Talks</li> <li>• Parents’ Consultation Evening</li> <li>• Subject Choice Booklet</li> <li>• Invitation to careers talks given by former pupils</li> <li>• Invitation to the Careers Convention</li> <li>• Opportunity to attend subject choice guidance interviews</li> </ul>
YEAR 11	<ul style="list-style-type: none"> <li>• Parents’ Information Evening – talks on GCSE courses , assessment, post GCSE pathways’ Pastoral Care and co- curricular activities</li> <li>• Invitation to the Careers Convention</li> <li>• Parents’ Consultation Event</li> </ul>



YEAR 12	<ul style="list-style-type: none"> <li>• Subject choice booklet</li> <li>• Parents' Consultation event</li> <li>• Invitation to Careers Convention</li> <li>• Invitation to attend August Guidance Interviews</li> </ul>
YEAR 13	<ul style="list-style-type: none"> <li>• Parents' Information Evening: UCAS/CAO, local universities, Pathways, target setting, pastoral care.</li> <li>• Parents' Consultation Event</li> </ul>
YEAR 14	<ul style="list-style-type: none"> <li>• Parents' Consultation Event</li> <li>• August interviews, support and advice</li> </ul>

### **Funding**

The allocation of a budget has to be confirmed for the next financial year. This is used to provide teaching materials, photocopying and classroom resources in line with curricular and Department needs. This is managed by the Head of Careers.

### **Professional Development & Meetings**

Careers Teachers attend events provided by various organisations – institutions of higher and further education, UCAS. When they become available teachers attend training courses and report the relevant information to departmental colleagues at departmental meetings. Details of courses attended and course materials are also forwarded to the Head of Department. An induction programme has been developed to provide support for new teachers of Careers education and for those contributing to the guidance service. Teachers are encouraged to embark on professional development courses focused on Careers Education, Information, Advice and Guidance. The following members of the department have completed or are in the process of completing accredited courses in Careers Education and Guidance:-

- Dr. A Livingston - Certificate of Professional Development (Careers Education & Guidance QUB)
- Mrs. J. Connor - Advanced Certificate in Education (Careers Education & Guidance QUB)
- Mrs. J. Fielding - Level 6 Diploma Career Guidance and Development

The Head of Department attended "Planning, organising and delivering a comprehensive Careers programme at QUB in April 2015"

The following CEIAG INSET days were attended:

- 17/11/14 Antrim Board Centre NEELB
- 03/03/15 Antrim
- 02/02/16 Strathfoyle Teachers' Centre Londonderry EA
- 08/03/16 Strathfoyle

All Careers staff attend termly Careers Department Meetings. Careers staff accompany pupils to open days, careers conferences and conventions and taster days. See Careers Diary for a list of events attended this academic year.

All careers staff complete a record of CEIAG CPD along with a general record of CPD, including CEIAG, for SLT.

The school's focus is on identifying, sharing, celebrating and further developing best practice using its LETS model: Learn, Enhance, Transform, Share.

## **Monitoring and Evaluation**

- Board of Governors' Report
- Kirkland Rowell Survey
- ALIS extended survey
- Pupil surveys and evaluations - Careers classes and Tutor groups
- Pupil feedback on learning experiences
- Careers staff evaluation of Schemes of Work
- Peer Observation
- Departmental Meetings
- Meetings with Deputy Principal
- Centralised and shared departmental documentation
- Preparing for Success - A Guide to Developing Effective Career Decision Makers DENI Audit has been completed, strengths and areas for development identified and action plan produced.
- Destination data is collated and used to monitor the number of students progressing into various pathways. UCAS re-applicants are surveyed to identify reasons for reapplication. These factors are taken into consideration when reviewing the programme annually.
- As part of the school's ongoing work on developing Monitoring and Evaluation processes including surveys, focus groups, observations, sampling work.
- The DEL Partnership Agreement for CEIAG is reviewed annually. This review involves all key stakeholders, including school and Careers Service staff. The policy review contributes to the Careers Department Action Plan. Regular consultation with DEL on policy and programme takes place during termly meetings.

## **Departmental Development Planning**

- The Careers Department has a three year strategic plan and an annualised action plan.
- The school development plan is regularly discussed at whole school meetings, on School Improvement Days.
- At Head of Department Committee meetings, Heads of Department have opportunities to consider and discuss the school development plan and map priorities for development to their own departmental action plans.
- The Head of Department writes an action plan, in consultation with members of the Careers Department based on the school development plan annually and conducts an end of year review which informs subsequent action plans. Review documentation is discussed and forwarded to the Deputy Principal. Priorities identified are forwarded to SLT for inclusion in the School Development Plan.
- Priorities focus on the three aims of effective CEIAG provision: Self - Awareness and Development, Career Exploration and Career Management.

## **Links and External Partnerships**

- DEL: Careers Adviser. The role of the Careers Adviser is to provide up-to-date, impartial careers information, advice and guidance in order to assist pupils in becoming effective decision makers. Pupils at transition points have an opportunity to meet with the Careers Adviser. The services provided by the Careers Adviser are agreed in a CEIAG Partnership Agreement, to strengthen the partnership arrangements between the school and the DEL Careers Service. An evaluation of this document is carried out by both the DEL Careers Adviser and the Head of Department.
- Year 12 pupils attend the local BEP Careers Convention.
- The school has strong links with CAFRE and visits are arranged annually to their campuses.
- The local business community also makes a significant contribution in providing work shadowing placements for the Year 13/14 pupils.
- Employers - Appendix 1: Work Shadowing database and Appendix 2: List of exhibitors and presenters at the annual Careers Convention
- Admissions tutors and departmental contacts at colleges of Further & Higher Education

- External Agencies
- Training providers
- Eye4Education
- Student Finance officers
- Visiting Speakers - Appendix 3
- Former pupils
- Former members of staff
- Voluntary organisations – Appendix 4

### **School Policy Links**

- Assessment
- Child Protection
- Curriculum
- Educational visits
- Equal Opportunities
- Health and Safety
- Literacy
- Numeracy
- Special Educational Needs
- Work Shadowing

### **Record Keeping, Reporting and Assessment**

- Detailed records are kept of guidance interviews : including pre-interview questionnaires completed by the pupils
- Teacher - interview notes
- Pupil booklets – assessed by teacher
- Report to parents – Year 12 and Year 9
- Key Activity Assessment Grids
- Pupil Self-Evaluation Grids
- Tracking Records – UCAS
- Teacher Assessment of UCAS preparation
- Work Shadowing Employer’s Report
- Individualised feedback on Assessment Centre
- Details of pupils’ careers information is stored in their personal careers file –
- and forwarded to relevant parties e.g. DEL Careers Adviser, Head of Year, Head of Careers, Referees as and when appropriate.
- AFL strategies - self and peer assessment, use of exemplar materials, use of success criteria, questioning techniques

### **Work Shadowing**

Pupils in Year 13 are given the opportunity to undertake a period of up to 5 days work shadowing. These are provided by and through Charter NI, private contacts with local employers and parents. Pupils are encouraged to organise their own placements and are supported in so doing. Year 14 pupils who request additional work shadowing are accommodated.

Preparation for work shadowing and debriefing, including health and safety, takes place during careers classes and year group presentations. All information relating to work shadowing placements including the employer’s report is stored in pupils’ record files.

### **Ballymena Learning Together**

The HOD and members of the Careers Department attend meetings of the BLT CEIAG subgroup – minutes are kept and shared with all members of the department,

**Links with other subjects**

Careers education is not just the responsibility of the Careers teachers but rather every subject teacher has a contribution to make in order to ensure the delivery of an effective CEIAG programme. The Head of Careers Department assists Heads of Departments in highlighting opportunities for subject teachers to integrate Careers education into their teaching. It is a target of the Careers Department to integrate cross-curricular learning, and to map Careers Education across the whole school during the academic year 2016/2017.

**Learning Support**

The DEL Careers Adviser also works closely with the school SENCo to ensure that all statemented pupils are interviewed in order to find a career path that is suitable to their individual needs.

The SENCo forwards all relevant information to the Careers Department in order to ensure effective guidance and support are provided to all of those involved with the delivery of CEIAG.

Curriculum Care and Support Group:-

Head of Careers Department - Dr. A. Livingston

Senior Teacher with Responsibility for Learning Support: Mr. N. Patterson

SENCo: Mrs. C. McNeilly

Heads of Years 10, 12, 13 and 14 – as required

**Policy Review**

This policy will be reviewed annually by:-

- The Senior Leadership Team and The Board of Governors
- The Head of the Careers Department
- The DEL Careers Adviser

The policy is made available to pupils, parents and teachers via the VLE, the School Website or by contacting the school.