



ST MARY'S HIGH SCHOOL, NEWRY

Careers Education Information and Guidance Policy

Revised: June 2021

Rationale:

Careers Education Information and Guidance gives students the necessary skills and knowledge to develop key career planning skills to equip them for the complex career management choices as they make key transition decisions. The school's CEIAG programme ensures coherence and progression and the building of skills, knowledge and experience as students' progress through each key stage.

The Careers Education programme reflects and responds to the circumstances of the local/global economy and social community. The programme helps to prepare students for study and employment in national and indeed international labour markets.

Context:

The CEIAG programme has been developed to reflect the vision and aims of the Northern Ireland Curriculum :

'The N Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

Aims

- Careers Education provides a means of developing students' knowledge, understanding and experiences, helping them to make informed choices.
- Assist students in applying relevant knowledge, understanding and skills to their own circumstances when making career choices.
- Help students understand themselves, develop their capabilities, investigate careers and opportunities and implement their career path, reflecting their own aspirations and interests.
- Provide essential information to ensure students are aware of the full range of options open to them and are helped to develop decision-making and transition skills
- Students have equal access to accurate up to date and impartial information free from bias and stereotyping.
- The health and safety of students takes precedence in all planned learning activities for CEIAG work-based learning.

Objectives

- Careers education helps students to think about their abilities and interests and to find out about the opportunities available to them.
- Provide high quality, up-to-date careers information for all students
- Develop careers management skills to enable students to use careers information and carryout independent research
- Provide opportunities to review and record their career ideas
- Give individual guidance from the school's Careers Adviser.
- Each student will develop their own career plan which is a record of their discussions with the Careers Adviser
- Give opportunities to explore jobs through work experience and through other work-related activities.

Curriculum Provision

- All Year 8 and Year 9 students receive employability classes on a rolling modular system with Citizenship. Year 10 - 14 are allocated a minimum of ONE (45mins.) classroom contact period per week for careers / employability education.
- Each year group follows a specially designed syllabus that includes the key objectives prescribed in the 1989 Education Order, Cross Curricular Themes (Careers Education)
- Most KS4 CEIAG classes are in dedicated computer suites. Classes in Y13-14 are all held in a fully equipped computer suite.
- Each class group is given appropriate time to complete their personal career plans. Students are encouraged to regularly review their career plans during the year and leave with a personalised Career Plan on leaving school either in Year 12 or in Year 14.

Learning Outcomes

Careers education and guidance in St Mary's includes flexible learning approaches so that students are equipped with the skills of managing their own learning and development:

- Students will develop their own confidence in making decisions and planning
- Students will be able to assess their own interests and abilities and to appreciate how these interests and abilities impinge upon career decisions.
- Students will have the confidence to carryout independent research to support the decision-making process
- Students will develop the key career management skill of decision making through a range of classroom activities
- At various stages of their development students will be able to implement those skills necessary to enable a smooth transition to the next stage of their learning. Such skills will include, time management, interview skills, assertiveness, interpersonal skills.

Students learn best when they;

- Know the purpose of their work and have an opportunity to review the outcomes.
- Are encouraged to work in a variety of ways as independent learners, as a partner and as a member of a group or team.
- Are supported in the learning process through help with skills, concepts, vocabulary, and research skills.
- Are enabled through learning activities to develop transferable skills by writing in different modes, transferring and re-presenting information, developing communication and research and other study skills.
- Work on activities that will interest, inspire and enthuse them.
- Have their language needs addressed by the provision of activities that will enable them to demonstrate their abilities without language problems acting as an obstacle.

Personal Career Plans

Action Planning is the process by which students review the present, set goals for the future and identify strategies by which the goals can be achieved. Action Planning and Individual Action Plans allow students to set individual targets, an important and integral part of learning and career development. A *personal action plan* is devised by students with the help of the Careers Teacher and/or Career Officer to assist learning and progression to an appropriate career choice.

Personal action plans aim to:

- Support students to take responsibility for their own learning and behaviour.
- develop life skills.
- set attainable personal targets.

The Personal Action Plan encourages students to become involved in and motivated about their own progress and ensure understanding of appropriate goals.

Learning Activities

A range of learning activities are used within the CEIAG Department:

- Group work (time tabled within the curriculum)
- Individual interviews (Careers teacher/Careers Officer)
- Special events (Industry Matters days, Open days etc.)
- Offsite activities (e.g. industrial visits, mock interviews)

Key Learning Outcomes

Year 8

- To recognise skills and qualities and gain greater understanding of how skills and qualities are useful for careers.
- To encourage a greater awareness of the local economy.
- To encourage enterprising and entrepreneurship.

Year 9

- To identify preferred learning styles
- To understand concept of migrant workers
- To identify how employment trends are changing
- To identify enterprising characteristics

Year 10

- To evaluate skills and qualities and gain greater understanding of learning styles.
- To develop effective decision-making strategies for GCSE subject choice by researching jobs and using career resources.
- To present a Personal Career Plan and prepare for the guidance interview

Year 11

- To develop understanding of entrepreneurship, work in local and global economy and finance.
- To make a realistic self-assessment so that the student can make decisions on future lifestyles.
- To update the Personal Career Plan.
- To be able to evaluate the benefits of each of the post 16 options for future occupational choice.

Year 12

- Students are aware of what options are available to them post 16. They are enabled to evaluate each option, make the necessary applications and prepare themselves for the next stage in their chosen career path.
- Students know how to respond to a job advert. They will be able to write an appropriate letter of application, fill in an application form and have available an up to date CV. In addition, they will be able to use the telephone in a formal manner, make an oral presentation and prepare themselves for a formal interview.
- Students will be encouraged to develop those personal transferable skills much sought after by employers by taking part in a school-based work experience scheme.
- Students will present a summative Personal Career Plan drawn from their formative work throughout the year.
- All Year 12 Students will receive a career plan – usually after a careers interview with the DEL Careers Service Advisor. The career plan will cover things that might help the student get nearer to deciding if they are still unsure about what to do next.

Post 16

- Students will understand the full range of options available at 18+.
- Know and understand the processes of, and time scales for, choosing and applying for courses of F/HE and jobs.
- Be able to obtain access to, use and evaluate a variety of sources of information concerning occupations, higher education and training opportunities.
- Investigate the knowledge and skills that people need at work.

- Be able to assess their abilities, personal qualities and skills and to develop key skills and capabilities.
- Be able to clarify and discuss their values, attitudes and preferences in relation to the options available.
- Understand the processes of decision-making and be able to use the results of their self-assessment in their career planning.
- Be able to prepare and use a personal career plan and record of achievement to support their career development.
- Be able to present themselves well through written applications and at selection interviews.
- Know and understand how life at higher education establishments and life at work differs from life in the sixth form.
- Know and understand the sources of financial support available.
- Be able to analyse critically existing structures of opportunities in work, training and further/higher education.
- Investigate the changing nature of careers and be familiar with some of the current perspectives on the future of work.
- Understand the concept of ‘lifelong career development’
- Know how to seek out the various sources of information and guidance and be able to use them to shape their career plans.

Working in Partnership

Careers education is the continuing educational process which is concerned with helping students to acquire the skills, attitudes and abilities they will need to chart their path through life with confidence and to be effective in a variety of adult roles and spheres of life.

There is a shared responsibility and a coordinated approach to deliver the core components of Careers Education and Guidance. Inter departmental work is important as it can unlock much of the potential for employability/careers work.

The Work Experience Programme

Year 11 and 13 Work Experience

Work Experience is available for all Year 11 students for a minimum of three days, this takes place during May/ June. All Year 11 students are encouraged to participate and Year 13 are given an opportunity to participate in work experience in April for one week. The experience undertaken by each student is chosen with the interests and the abilities of the student concerned very much in mind. The work experience programme emphasises the importance of job *seeking skills* for the participants. Insurance cover is arranged through the Education Authority. Students are prepared and briefed in aspects of Health and Safety. Students are obliged to comply with the health and safety regulations of each employer. In addition, they are to adhere to appropriate clothing, hours of work, lunch arrangement etc.

It is the student's responsibility to,

- Make the necessary travel arrangements to his place of work
- Have met the employer beforehand for a briefing on legislation, code of behaviour, work tasks etc.
- Contact the Careers Coordinator in the event of absence or emergency
- Present material for their Personal Career Plan

Parents should be fully informed as to the purpose of and arrangements for Work Placement. This is done via a detailed letter. *A signed "Record of Forms" is required from each student before going out on the programme.* During the Work Placement it is anticipated that the majority of students will be visited at least once. During this visit the supervising teacher should have health and safety issues as a priority item on their check list. The suitability or otherwise of different Work Placements should be reviewed annually.

Learning, Teaching and Assessment

- Learning intentions are explained to students outlining how they are going to progress to the next stage in their learning and clearly displayed at the outset of every lesson as well as in their booklets.
- Success Criteria – success criteria which outlines how the students can succeed and reach their potential is clearly explained to students prior to engaging in individual and group tasks. Success criteria are explicit in their booklets so pupils can reflect on their learning at the end of each unit.
- The use of both effective teacher and pupil questioning, which involves all students and develops their thinking will deepen learners' understanding of new concepts
- Feedback is focused on the learning intentions and success criteria, this enables students to identify areas for learning improvement and the action they must take to achieve this.
- Students are given time to recognise what and how they are learning and what they need to focus on in the future. Reflection is used extensively when students reflect on their achievements to date and this informs future career planning.
- Scaffolding reflection in the classroom involves helping pupils to develop and use the skills of peer and self-assessment.

Assessment for Learning

The Learning Intentions are consistently used to inform learning and teaching. Students are aware of the benefits of learning intentions and how they are linked to assessment. Learning Intentions are displayed at the start of each lesson and at Key Stage 3 in the pupil's Learning Plan. Learning intentions are explained to the students and apparent in their booklets. This will:

- Allow each student to have a clear understanding of what will be learned during the lesson allowing them to complete tasks successfully
- Helps students to focus on the purpose of their learning rather than merely on the completion of the activities
- Makes connections with previous learning - transferable learning
- Helps teachers to review progress
- Learning intentions may be expressed in terms of knowledge, understanding and skills development

- Ongoing reference is made to the Learning Intentions throughout the lesson

Success Criteria

Success Criteria is discussed and shared with students, enabling them to have a greater understanding of what they are aiming for and take responsibility for achieving personal targets. Success criteria enables pupils to have a better understanding of a ‘good’ piece of work. Learning Intentions and Success Criteria are shared with students throughout teaching. At Key Stage 3 & 4 these are contained in the pupils’ booklets.

Effective Questioning

Teachers use a range of questions to challenge and develop learning and also to evaluate the teaching strategies used. Thinking time is given to students and questioning encourages deeper understanding and promotes self-reflection and self-evaluation. Effective questioning;

- Involves all pupils in classroom learning
- Deepens pupils’ understanding, learning and attainment
- Develops examination techniques
- Assists the classroom teacher in assessing the pupils’ level of understanding and helping to inform future planning

Through the use of a range of focused, higher quality questioning where pupils have time to think, there is increased levels motivation, engagement, learning and attainment.

Methods of Assessment

There is a range of assessment techniques used in the CEIAG Department in St Mary’s:

Formative

Such assessments are undertaken informally within normal planned classroom activities and are Assessment FOR Learning. This is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. This takes the form of

- Observations
- Pupil Questionnaires at Key Transition Phases
- Feedback in Class & Focus Groups
- Feedback to Parents at PTM
- Software Self-Assessment Packages including Careers A-Z, Higher Ideas
- Peer Mentoring
- Reports following Work Experience & Mock Interviews
- Presentations
- Research Homework
- Practical projects.

Summative

Summative assessment is not currently used in the CEIAG Department due to the nature of the subject.

Self and Peer Assessment

Students are given opportunities within CEIAG to evaluate their own and other student's performance. Self and Peer Assessment encourages students to become independent learners, can increase motivation and supports them in identifying ways to improve the quality of their work. Such assessment takes place in a climate of high expectation where success criteria are clear, focused and detailed. Class teachers in the department are encouraged to create a supportive learning climate where students feel comfortable and trust one another, encouraging successful peer assessment. Peer assessment supports collaborative working and develops the pupil's skill of evaluating their work and the work of others. Peer and Self-Assessment give students insights into the criteria of quality learning.

Marking for Improvement and Feedback

Although no formal marking takes place teachers can choose to award merits for a good piece of work with the addition of positive and constructive written comments on selected pieces of work, indicating ways in which the work can be improved. It should provide pupils with meaningful information about their work and build confidence, helping to raise self-esteem and performance. Marking for improvement focuses on providing high quality detailed and informative marking on selected pieces of work. Peer marking is also used.

Feedback

Feedback is focused on the learning intention and success criteria of the tasks set. This helps student to understand the causes of their success or areas for development and become aware of the steps needed for improvement. Oral and written feedback are closely interrelated and equally valued within learning and teaching. Quality feedback encourages learners to reflect on their learning and how it might be improved. Peer and self-assessment, as well as teacher assessment, contribute to formative feedback. Effective feedback is specific to the pupil and is descriptive, outlining areas for improvement. With the emphasis on effort rather than ability, supportive feedback builds self-confidence.

Structure of quality feedback

- Highlight success – referring to the learning intentions
- Identify areas for improvement and give improvement suggestions, this may take the place of reminding the pupils of the learning intention and success criteria
- Giving examples of what they could do or ask focused questions, giving the pupils examples or suggestions they can use
- Encourage pupils to read the constructive comments and make any necessary change

Types of feedback

CEIAG teachers are not expected to give feedback on every piece of work produced by every pupil; however, they will focus on targeted assessments, ensuring all pupils receive feedback over a period of time. These assessments may be group work presentations, completion of career plans and CV's or similar. Different types of feedback are appropriate for different purposes, some that are used in the CEIAG Department include:

- Verbal teacher feedback
- Comment only marking
- Self-Marking - marking by the pupil of their own work with structured guidance by the teacher linked to the learning intention and success criteria.
- Peer marking - with structured guidance by the teacher linked to the learning intention and success criteria.

When marking teachers will:

- share criteria for marking with pupils at all times
- ensure that pupils have feedback relating to their work as soon as possible
- recognise and comment on strengths and areas for improvement
- indicate ways that the pupils can make improvements and recognise good work and effort and give praise

Effective Use of ICT

ICT is used to support learning and teaching in CEIAG lessons and across the curriculum. Every classroom has an Interactive Whiteboard and ICT Suites are available on request. iPads and Netbooks are available for use in classrooms and the C2K online learning environment FRONTER is used to support independent learning.

Leadership

'School Leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself'

(Every School a Good School, June 2009)

- The SLT and the CEIAG HOD are responsible for the management of the CEIAG Strategy in St. Mary's. Mrs R Kidd (Head of CEIAG) will lead the CEIAG Team through the implementation of the CEIAG Strategy and Action Plan.
- Heads of Departments are responsible for ensuring that they embed CEIAG in their subject area Scheme of Work and encouraging members of the Department to become more aware of Careers in their specialist area.
- The Head of Department will promote and coordinate CEIAG across the curriculum.
- CEIAG teachers will continue to be primarily responsible for developing an understanding of key terms/rules, however CEIAG **must** be supported in all subject areas.
- All members of staff, therefore, have a responsibility to develop and promote CEIAG within their subject area.

- The Head of Department and members of the CEIAG Department will be available to work with departments as necessary to help promote CEIAG across the curriculum.

Roles and Responsibilities

Senior Leadership Team

The Senior Leadership Team has an overall responsibility for developing effective practices within the school for CEIAG. The Senior Leadership Team will:

- Monitor, evaluate and review the whole school CEIAG policy, and associated policies.
- Identify key priorities in CEIAG as outlined in the School Development Plan which includes relevant professional training.
- Ensure the school meets all statutory requirements in relation to CEIAG across all Key Stages.
- Ensure assessment systems are effective and disseminate data throughout the school to facilitate self-evaluation and target setting.
- Lead whole school Target Setting ensuring effective procedures for the identification of underachievers and initiate support strategies to raise pupil attainment.
- Ensure a consistent whole school approach towards assessment, recording and reporting.
- Monitor, evaluate and review the whole school CEIAG Strategy in line with school policy and statutory requirements.

Responsibilities of the Guidance Counsellor

The Guidance Counsellors through their education, training and experience will

- Have appropriate knowledge and skills
- Be committed to working collaboratively with outside agencies in the interests of their students.
- Promote equality of opportunity by treating all students without prejudice and actively advocating equal access to opportunities.
- Create a framework where a structured relationship between the guidance teacher and the student can be established enabling the student to understand her current situation and explore other options before making an informed choice about the next stage.
- Fulfil their responsibility to inform students of the full range of options available
- Help students understand and assess the range of options open to them
- Respect students as individuals and ensure confidentiality is safeguarded.

Responsibilities of the Head of Department

- To inspire department members by personal example and hard work.
- To effectively manage the human resources at the Department's disposal, including teaching, non-teaching and support staff.
- To create a vision, sense of purpose and pride in the Department.
- To co-ordinate the production and maintenance of the Department policy, and to implement, monitor and evaluate the policy annually.

- To be responsible for continuously improving the quality of teaching and learning in the Department.
- To play a major role as a middle manager in the development of all aspects of the School, including its policies and their implementation.
- To develop and maintain effective methods of communication with the Head teacher, SMT, other staff, Students, parents, governors, external agencies and the wider community (including business and industry), etc.
- To identify and applaud areas of success for individual teachers and the Department.
- To help create an effective team by promoting collective approaches to problem solving and curricular/department development, e.g. consult when writing the development plan and produce resources as a team.
- To chair and produce the agenda for effective department meetings. To ensure minutes are made, kept secure and others informed as appropriate.
- To implement school assessment and make effective use of data to monitor and evaluate the achievement and attainment of Students in the subject.
- To initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after during lunch-breaks.
- To contribute towards continuity and progression within the whole school curriculum.
- To oversee the Department development plan, its implementation and the part it plays in the whole school development.
- To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for Students, and to incorporate a variety of assessment methods at key points to enable accurate judgments on Student progress.
- To monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
- To develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for Students with special educational needs.

Responsibilities of CEIAG Subject Teachers

- Successfully implement and adhere to the departments policy
- Liaise with the SENCO in the writing and reviewing of IEP's, ensuring assessments are in line with the pupil's targets
- Ensure the needs of those pupils identified as Gifted and Talented are being met by providing enhanced activities/assessments
- Address pupil underachievement using whole school and department procedures
- Implement all aspects of the school's reporting procedures
- Ensure the key principles of Assessment for Learning are implemented within classroom practice
- Ensure all students work is regularly and consistently marked, highlighting strengths and areas for development.

- Keep accurate and consistent records of pupil performance. This data is also used to influence future learning and teaching. Such data is shared with their Head of Department when required.
- Set targets for individual pupils and monitor progress
- Liaise with key members of staff e.g. Form Teachers, Year Tutors, SENCO to support students who are underachieving
- Reward pupil achievement using oral and written feedback and the merit system

Responsibilities of the SENCO

- Liaising with other staff, identify pupils with Special Educational Needs and assess their specific Literacy needs.
- Working with other staff, develop and support appropriate assessment arrangements for pupils on the SEN register.
- Ensure statutory requirements are met to support pupils on the SEN register during external examinations.
- Monitor and evaluate the performance of pupils on the SEN register, reporting to parents and other stakeholders at set times throughout the year.
- Lead whole staff training in relation to assessment arrangements for special needs pupils.

Community Links

***‘Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves’
(Every School a Good School, June 2009)***

The Head of CEIAG works closely with the Enterprise and Community Coordinator (Miss Olivia McCann) in facilitating the work experience programme and increasing links with the community. St Mary’s has established quality, sustainable links with our Partner Primary and Post Primary School, local businesses and community groups. These links develop a collaborative learning culture which enhances the curricular and extracurricular opportunities and the learning and teaching experience of pupils in all key stages.

Related Whole School Policies:

This policy is set within the broader school context of curriculum and as such should be implemented in conjunction with the following policies:

- Learning and Teaching Policy
- Curriculum Policy
- Assessment Policy
- Marking and Presentation Policy
- SEN Policy
- Numeracy Policy
- ICT Policy

All policies are available from the school website www.stmarysnewry.com.

Monitoring, Evaluation and Review:

As Head of CEIAG, Mrs Roisin Kidd is responsible for monitoring, evaluating and reviewing the promotion of CEIAG across the curriculum. The whole school CEIAG Policy and Action Plan will be revised on an annual basis in line with statutory requirements. Mrs Kidd will report annually to the Principal and SLT on the development and progress of CEIAG based on the success of the Action Plan and targets set.

- Heads of Departments will ensure that CEIAG is incorporated in schemes of work;
- The Curriculum Team will monitor and evaluate the implementation of this CEIAG Policy;
- The Head of CEIAG will be responsible for evaluating the progress of whole school approaches to CEIAG;
- The CEIAG Coordinator will be responsible for reporting progress under this policy to the Principal on an annual basis.

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __September 2024_____