



Parkhall Integrated College

CEIAG Policy

Agreed by Board of Governors: September 2022

To be reviewed: September 2026

Rationale

Parkhall Integrated College's mission statement is "to provide a caring, inclusive learning environment" and the College seeks to ensure young people "are well prepared for the world of work, both now and in the future", alongside ensuring each individual is "capable of making informed career and lifestyle choices".

The College prepares students for the opportunities, responsibilities and experiences of life. Effective provision motivates students to make informed, appropriate and realistic decisions about their education, training and employment options and provides them with opportunities and experiences to develop essential employability skills in order to become active and effective employees, and as such make a real contribution to economic development.

To achieve these aims, the College provides a high quality programme to enhance effectiveness and raise achievement by, maximising an individual's potential, promoting positive attitudes to learning, raising aspirations, increasing motivation and linking learning to the world of work.

Purposes

Young people leaving school, college or university are faced with challenges and choices that are, in many ways, very different from those faced by previous generations. More than ever, students need to be fully equipped with the skills, understanding, confidence and creativity needed for their working lives. Flexibility, information-handling skills, knowing where work is available and a commitment to lifelong learning are now essential requirements for all entering the world of work in the 21st century.

The purpose of Careers within Parkhall Integrated College, as one of the essential elements of our curriculum, is to help enable each young person to shape and direct the course of his/her life.

The programme is not about job selection only, but aims to help pupils to acquire the skills, attitudes and abilities to make informed decisions about the choices available to them at each transition stage.

The programme encompasses Education for Employability, which is delivered through four key dimensions:

- Work in the Local and Global Economy
- Career Management
- Enterprise and Entrepreneurship
- Skills and Qualities for Work

The integration of self-knowledge and development, acquisition of relevant skills and knowledge of career opportunities should provide our young people with a basis for career decision making now and in the longer term.

A career is a pathway through learning and working life. This process is supported by the inclusion of the following as Parkhall College Aims:

- To encourage the growth of moral, spiritual, cultural and aesthetic awareness so that our students may become responsible and tolerant citizens
- To develop such personal qualities as self-discipline, self-reliance, self-esteem and respect for others
- To develop the personal, social and physical skills necessary to cope with everyday life, both now and in the future
- To encourage the involvement of parents in the life of the school
- To establish the school and its members as an integral part of the local community
- To enable pupils to understand important and relevant aspects of the economic, technological and political dimensions of the world in which they live.

These subject specific aims follow from the College aims quoted above:

- To seek to prepare students for adult life by developing respect for others and the environment;
- To develop in students an awareness of:
 - the available range of educational, vocational, leisure, training and re-training opportunities,
 - the impact of technological and economic changes on work and occupational patterns in a fast changing world and how this might affect future employment;
- To develop in students, the ability to:
 - manage transitions and change within and between education, training and occupations.To this end, students should appreciate and understand the differences between school and work and the potential problems of starting work;
- Challenge those traditional attitudes which encourage stereotyping and prevent the promotion of equal opportunities;
- To appreciate and understand where, how and from whom careers information can be obtained and the range of services offered by the various support agencies;
- To develop in students and parents an awareness of the requirements and routes, both academic and experiential, for certain careers and further education;
- All students will have the opportunity to participate in a Work Experience Programme.

Guidelines

The Careers programme is structured to help pupils acquire the skills, attitudes and abilities to make informed decisions at Key Stage 3 and Key Stage 4, prior to embarking on further education, training or employment. It is intended that the use of pupil-centred exercises, the implementation of personal career planning, and the support of objective and impartial guidance will prepare the pupils for their chosen career pathways.

The support of outside agencies, including the designated Careers Advisor from the Department of Employment and Learning, is crucial to the successful delivery of the programme.

Careers in Years 8 to 14 provides a solid foundation in preparing students for their roles and responsibilities in the modern workplace. Students are encouraged to:

- learn how to learn and think for themselves and to view learning as a lifelong endeavour
- be creative, innovative and empathetic thinkers in their response to problems and utilise the full potential of information and technologies.
- apply what they are learning to life and work-related situations

People at all levels of society need to develop personal and career management skills, including the ability to plan their own career development, if they are to stand any chance of success in an ever competitive labour market.

These skills include:

Self-assessment – to evaluate oneself realistically, to identify transferable skills, to use feedback from others, to define personal aspirations and to present these to others;

Research and Investigation – to identify and use information sources to find out about labour market trends, opportunities and pathways of progression;

Action Planning – to set goals which are realistic, to devise effective strategies for achieving them and to review progress;

Key Skills – including communication, numeracy, information technology, teamwork, planning and problem solving;

Vocational Skills – those that are needed to undertake particular work opportunities;

Flexibility – to adapt goals in the light of new information and changing contexts;

Confidence – to feel secure in oneself and to define and implement a career development plan;

Initiative and Perseverance – to accept responsibility and be prepared to take action, as well as demonstrating patience in the pursuit of a goal.

It is our job in Parkhall Integrated College to help our students to acquire these skills and attitudes by having clear guidelines for individual support, access to guidance and information, supported by the curriculum and work-based opportunities.

Careers is of vital importance as they help students to make connections between the skills developed through the curriculum and skills needed for their own life choices. They are helped to see how what is learned in the school curriculum can be applied to work and to their future life roles. In this way students are helped to apply these skills to their own career development.

Careers Provision at Key Stage 3

In Years 8-10, all pupils receive one hour (2 periods) per fortnight of Careers Education.

In Year 10, pupils are supported with making subject choice decisions on their appropriate pathway.

Careers Provision at Key Stage 4

In Year 11, pupils receive one hour (2 periods) of Careers Education per fortnight. In Year 12, Irvine/Massereene/Clotworthy pupils receive 30 minutes (one period) of Careers Education per fortnight and O'Neill pupils receive one hour (2 periods) per fortnight.

Pupils are provided with a range of resources to enable them to make informed choices on their next steps as they progress along their individual career pathway as they prepare to leave compulsory education.

Careers Provision at Key Stage 5

In Years 13 and 14 pupils receive one hour (2 periods) of Careers Education per fortnight.

Pupils are supported with their UCAS university applications and other applications for Further/Higher Education Colleges.

Pupils are provided with up-to-date labour market information as they progress onto leaving education and formally entering the next stage of their career pathway.

Roles and Responsibilities

The *Board of Governors* will:

- Ensure that sufficient resources are allocated to the Careers department
- Make sure that the effectiveness of careers advice is evaluated and the outcomes reflected in future plans

The *Principal* will:

- Ensure that the policy is integrated and implemented into the College Curriculum

The *Head of Department* will:

- Organise and co-ordinate the Careers provision for each year group
- Deliver relevant INSET training to other staff
- Liaise with outside bodies concerned with Careers Education
- Liaise with the Careers Service NI through College Careers Advisor
- Ensure the provision of suitable up-to-date resource materials
- Develop school based materials for students and parents
- Evaluate and update Careers Programme

All *staff* will:

- Deliver aspects of the Careers Programme as required
- Be as familiar with the details of the Careers programme as they need to be to advise all students especially in their roles as class teachers and as year teachers
- Include careers related elements in their schemes where appropriate.