

# Aldercar High School

School Ready – Life Ready

## Careers Education, Information Advice and Guidance Policy

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Approving Body	Governing Body
Date Approved	3 October 2023
Review Date	October 2024
Minute Number	FGB23/10/9.5

## Introduction

The development of this document has been informed by the following:

School Development Plan, SEF, Statutory requirements and Non-Statutory guidance from DfE.

Reviewed and updated November 2023

This statutory guidance replaces the version issued in March 2015.

In January 2018 the DfE reviewed and updated their Careers guidance and access for education and training providers policy to fall in line with the Gatsby's charitable foundation's benchmarks

'Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. • Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.'

In September 2013, the DfE published a new National Curriculum that took effect from September 2014. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Section 2.1 of the National Curriculum framework states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act.

The Education Act, 2011 placed the duty to 'secure access to independent careers guidance' for pupils in Years 9, 10 and 11 with effect from September 2012. The duty was extended

down to Year 8 and up to age 18, in September 2013, thereby bringing into the scope of the legislation school sixth forms, FE Colleges and Sixth Form Colleges.

Schools have a statutory duty to secure independent careers guidance for all year 8-13 pupils. The Department for Education updated its statutory guidance on how to meet this duty – “Careers guidance and inspiration in schools” (2014). The revised publication takes in to account the findings of an Ofsted publication entitled “Going in the right direction?”

ACEG National Framework for careers and work related education April, 2012.

Section 139a of the Learning and Skills Act requires that statemented young people in the final year of their compulsory schooling, who intend to go on to further learning, receive an assessment of their needs by Derbyshire County Council (DCC).

It is a requirement that all young people with a statement of special educational needs receive a transition plan in Y9 (reviewed annually). This responsibility falls to the school but is a partnership activity requiring close liaison between DCC careers staff, the MAT team, the SENCO and other agencies.

The mission of Aldercar High School is:

- To develop the whole person in preparation for work and society;
- To provide the opportunity for individuals to develop their ability to the full;
- To work in partnership with parents and community partners to provide accurate information and advice;
- To work with local business and industry in preparing our students for the world of work;
- To play our part in producing desirable skills and qualities of character in our students so that they may make the most effective use of resources and be empowered to make and implement decisions wisely.

Careers Education, Information Advice and Guidance is seen as having a major contribution to the school achieving these aims. CEIAG is regarded as a key contributor to raising our students’ aspiration and self-esteem and helping them to achieve their potential.

In 2016 the DCC defined CEIAG as ‘In-depth programmes and activities of learning for young people to develop career and employability skills using a variety of accessible resources, supported by a trained adviser or occupational expert qualified in providing guidance to help explore options, decision making techniques and to understand the assortment of information to manage their career and life pathway’.

CEIAG must include:

1. A well managed co-ordinated programme which is regularly monitored and evaluated and uses a variety of teaching and learning styles;
2. A properly trained staff;
3. A high profile within the school;
4. High quality careers advice and guidance to help students make appropriate choices;
5. Recording of achievement and action planning;
6. A well resourced, up to date range of materials;
7. An introduction to the world of work.

It must also:

1. Build on previous experience and learning;
2. Be impartial and centred on student needs (educational, personal, social and vocational);
3. Be unbiased, towards any particular route of education, training or employment;
4. Demonstrate equality of opportunity whatever the background, religious beliefs, abilities or gender of the students;
5. Take account of factors affecting the labour market.

### **Aims of the CEIAG Programme**

In line with the National Framework for CEIAG, the aims of the CEIAG programme at Aldercar High School are:

- **Self development through careers and work related education**
- **Finding out about careers and the world of work**
- **Developing skills for career well being and employability**

This will be achieved by allowing students to develop knowledge, skills and understanding in the areas of:

- Decision Making
- Opportunity awareness
- Transition Learning
- Self Awareness

This framework is used to evaluate CEIAG provision in the school and aids the completion of the Careers Development Plan which is produced by the Careers Leader.

### **Student Entitlement**

Students at Aldercar High School receive a structured programme of activities which include:

A planned programme of careers education, within the PSHE programmes of study which includes careers events, industry days and action planning;

Access to a range of impartial guidance activities including: in depth professional guidance by careers advisors, support making options choices, target setting and parents' events;

Access to accurate, comprehensive and unbiased information;

A range of experiences of the world of work including: vocational training (many students choose a vocational option for KS4) Opportunities to record achievement through self-assessment in all curriculum areas. Action planning activities take place through target setting, SEN reviews, parents' evenings, transition planning and the production of Career Action Plans for students in conjunction with the Careers Advisor.

### **Programme Delivery**

Students are helped to personalise their career learning through a range of guidance activities including transition planning meetings, target setting, and various different parents' evenings. Specialist guidance is available for students supported through the SEN Learning Support Department. There are differentiated resources available to form tutors and the learning support department who complete detailed guidance for students with special educational needs. There is a specialist Careers Advisor linked to statemented students to access specialist provision. Students have the opportunity to access 1:1 guidance with the Careers Advisor. A new student referral system is in place whereby the Careers Advisor has a comprehensive list of student profiles in Year 10 and 11 and this is reviewed on a regular basis with the careers advisor. The Careers Advisor organises interviews with students and slips are given to students during registration time. There is a private careers office for these interviews to take place. Form Tutors liaise with Key stage co-ordinators to make specific referrals. Pupils and parents of any year group can request interviews also via any member of staff or directly with the Careers Advisor. In addition there are drop-in opportunities at lunchtime for all students with the Careers Advisor.

### **Personnel**

The overall line management of CEIAG in Aldercar High School is undertaken by the Headteacher. There is a Careers Advisor that conducts interviews and a Multi Agency Worker who attends reviews and offers transition support. The Careers Advisor offers impartial guidance as they are employed through an external provider.

### **Relationship with other School Policies and Documents**

There are close links between this policy and the following other policies and documents:

- Special Educational Needs and Disability Policy

- Disability Equality Duty

- CPD Policy

- School Development Plan

### **Resourcing**

It is acknowledged that CEIAG has many benefits for both the students and the school and it is important that sufficient resources are made available to ensure that the programme is implemented effectively and in accordance with the Careers Policy.

### **Information Provision**

Careers information is contained in the main school library. A separate office is available for private Careers interviews and where access is restricted to certain students with a physical disability, alternative arrangements are always made to ensure accessibility for all..

The Phoenix Centre has a learning centre available at all times to students with up to date careers information and reference books available. University Open Days, prospectuses and financial information are also made available to all students.

Up to date careers programs have been purchased to allow access at school and at home via the college website.

Young people are introduced to the careers resources in KS3 and throughout KS4 during PSHE and assemblies. Information is available in a variety of formats including electronic, paper, audio/visual and through 1:1 support.

Parents are kept informed of developments in CEIAG through open evenings and parents' evenings. Letters and option choice booklets are also sent home. Post-16 parents are supplied with a guide to UCAS. Parents and students can also be informed of careers event details via the text system of communication.

### **Staff Development**

The school aims to meet the training needs of all staff. Training needs are identified through annual performance management and continual professional development.

The following opportunities exist for staff involved in the delivery of CEIAG:

Careers Advisor support in up to date materials and websites;

Careers Leader, Key stage Co-ordinators or Head of Languages and Ethics support when required;

Internal INSET programme (Including UCAS training);

Key stage co-ordinators to work with SLT and advisors to enhance provision.