



THE
SHARED
LEARNING
TRUST

CAREERS EDUCATION INFORMATION AND GUIDANCE POLICY

Effective Date: September 2012

Last Reviewed: September 2017

Reviewed By: Cathy Barr, Chief Executive Officer

Next Review Date: September 2019

Version: 4

1. Scope

1.1 This policy applies to all staff and students of The Shared Learning Trust academies.

2. Context

2.1 Careers Education, Information, Advice and Guidance (CEIAG) programmes make a major contribution in preparing young people for opportunities, responsibilities and experiences of life. They help young people make decisions and manage transitions as learners and workers.

2.2 It is vital that all academy students have the knowledge and skills they need to make informed choices about their future learning routes.

3. Aims

3.1 CEIAG should promote the following to all students – which is in line with the eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

- Self-development – assessing their strengths and weaknesses to inform future learning, work choices, and develop positive self-esteem. They will understand themselves and the influences on them
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance
- Work place experience through the Year 10 Work Experience Week
- Independent investigation through use of a variety of learning platforms
- Progression planning through the provision of Information and Guidance (IAG) from external Careers Advisors, support across the curriculum, organised progression activities and events and association with local colleges and business.
- Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships
- Management of successful transition to the most appropriate next stage of education and employment

4. Statutory position

4.1 All maintained secondary schools are required to provide a programme of careers education to students in years 7-11 (Education Act 1997 and Education Extension of Careers Education Regulations 2003) and to give students access to impartial careers information and guidance.

Academies must also have an accessible careers library containing up to date information on careers and post-16 progression.

4.2 There is no prescribed programme of study for CEIAG but academies are required to have regard to non-statutory guidance, which describes the aims, learning content and outcomes for CEIAG.

4.3 Academies are exempt from the duties in the Education and Skills Act 2008 to provide careers information in an impartial manner, to give advice that promotes the best interests of pupils and to have regard to statutory

guidance in respect of these duties. **However, these duties are replicated in the Model Funding Agreement.**

4.4 CEIAG should promote the following to all students:

- This policy has been written in conjunction with the Department for Education (DfE) careers statutory guidance and inspiration for young people in schools and the Gatsby Good Careers Guidance Report.

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

<http://www.gatsby.org.uk/education/programmes/good-career-guidance>

4.5 The governing board must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

4.6 Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and students starting year 11 or below in September 2013 will need to continue until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider
- An apprenticeship, traineeship or supported internship
- Full time work or volunteering (20 hours or more) combined with part time accredited study

4.7 Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as an academy to work with Luton local authority to provide data on our students' destinations.

There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with Luton local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

5. Policy detail

5.1 The careers programme is designed to meet the needs of students in the following ways:

- It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of learning, planning and development
- It will promote the benefits of participation in lifelong learning, employment and training and build upon students' abilities and aspirations

In order to achieve this, the academy will have regard to the six principles that underpin the statutory guidance on Impartial Careers Education (DfE 2009) which are:

- To provide Careers Advisers (Personal Advisers) with relevant information on students
- To give Careers Advisers access to students and staff in order to provide careers advice and guidance
- To make available a wide range of guidance and reference materials relating to careers education and career opportunities
- To ensure that students have access to up to date careers information which presents the full range of options in 16-18 education or training
- To provide impartial information and advice which promotes the best interests of students and which does not seek to promote the best interests of the academy over other options
- To have regard to guidance issues by the Secretary of State when complying with careers education and guidance duties

6. Outcomes

6.1 The CEIAG programme will help students to:

- Understand themselves and develop their capabilities better
- Have the opportunity to undertake a variety of work-related activities and experiences
- Understand and investigate careers and opportunities
- Be aware of education, training and career options
- Make appropriate choices about continuing education and career paths
- Recognise their abilities and potential
- Manage transitions to new roles and situations and link learning in academy life to outside future plans
- Implement career plans

7. Work with parents and careers

7.1 Parents are regarded as the single biggest influence on their children's career planning. The academy will work with parents and carers in a number of ways, which include:

- Information events for options
- Invitations to Careers Advisor interviews
- Information posted on website or Portal
- Parents' evening
- Home visits where necessary and appropriate
- Information booklets on careers issues

8. Partnerships

- 8.1 The academy engages a fully qualified Careers Adviser through Be Positive and - Careers Advisers and Specialist Consultants, to deliver a programme of careers advice and guidance in line with statutory careers guidance.
- 8.2 The academy works closely with the local Integrated Youth Service, Luton Borough Council, SEMLEP, the Careers and Enterprise Company, the Education Business Partnership, training providers and Higher Education Institutions.

9. Roles and responsibilities

- 9.1 The Chief Executive Officer is responsible for ensuring that the academy complies with legislation, and that this policy and any related procedures and action plans are implemented.
- 9.2 The Principal is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, for providing them with appropriate training and support, and for taking appropriate action.

- 9.3 All staff contribute to CEIAG through their roles as tutors and subject teachers.
- 9.4 Day to day responsibility for co-ordinating and implementing this policy is with the academy Principal.

10. Evaluating, monitoring and review

- 10.1 This policy will be reviewed every 2 years.
- 10.2 Its outcomes will be assessed by monitoring the destination survey of former students and the number of students' not in education, employment or training (NEET) and by monitoring the Annual Development Plan (ADP).
- 10.3 Its impact and effectiveness will be judged in terms of the positive benefits and any negative consequences arising from its implementation.
- 10.4 The effectiveness of guidance activities is evaluated through:
- Attainment and achievement key indicators
 - Destinations of our students
 - Analysis of monitoring information as above

We will know we have been successful when we have higher numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others.

11. Dissemination

- 11.1 All policies that need to be conveyed to students, staff and families will be available on the academy's website.
- 11.2 Staff will be informed about policies during induction and through on-going in-service training.
- 11.3 Those policies that are important for students to be aware of will be promoted through the student council and other routes such as citizenship classes. Key messages from policies will be prominent in the academy e.g. using displays.

12. Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.