

Careers Education and Guidance Policy

Amended: June 2019

Approved by Governors: September 2019

Review date: June 2020

Reviewing Panel: Standards, staffing and curriculum (SSC)

Policy on Careers Guidance

Vision Statement

We, the staff and governors, aspire to ensure that all our pupils, irrespective of ability and regardless of anyone's doubts, achieve their potential in full; and we aspire in this way to make Woodlands School the best in the country.

1. Introduction

1.1 The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE re-issued statutory guidance in April 2014 on how this should be implemented to which schools must have regard in carrying out the new duty. This relates to the 'Inspiration Vision Statement' September 2013.

1.2 Rationale for CEG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives.

1.3 Commitment

Woodlands School is committed to providing a planned programme of careers education for all pupils in Years 8-13 and information, advice and guidance (IAG) in partnership with our local Connexions Service.

Woodlands endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant guidance from the DfES, QCA and Ofsted.

1.4 Links with other policies

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHRE, work related learning and enterprise, equal opportunities and diversity, health and safety, MABLES and special needs.

2. Objectives

2.1 Pupils' needs

The careers programme is designed to meet the needs of pupils at Woodlands School. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development.

2.2 Entitlement

Pupils are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into pupils' experience of the whole curriculum and be based on a partnership with pupils and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

3. Implementation

3.1 Management

Mr John Powell co-ordinates the Careers Programme is responsible to Mr David Wright, Head Teacher. Mr Powell is supported by Mrs Maureen Allen, who helps with the administrative side of the careers education at the school. Two weeks Work Experience in Year 10 is planned and implemented by Mrs Purser. One day of work shadowing in Year 9 is organised by Mrs Purser.

3.2 Staffing

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by the PSHRE team. The careers programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the Connexions personal adviser who provides specialist careers guidance. Careers information is available in the Library which is maintained by Mr John Powell. Administrative support is available to Mr J Powell.

3.3 Curriculum

The careers programme includes careers education sessions, career guidance activities, (group work and individual interviews), information and research activities (on the school intranet), work-related learning (including two weeks' work experience), and individual learning planning/portfolio activities. Careers lessons are part of the school's Personal Development programme. Other focused events, e.g. a Higher Education Fair (a Careers Convention) are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

3.4 Partnerships

An annual Partnership Agreement is negotiated between the school and the local Connexions Service which identifies the contributions to the programme that each will make. Links with local businesses, colleges and organisations have been developed through our careers events at the school (e.g. Colleges Evening, Careers Convention and World of Work Week).

3.5 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs of the CAIG area. Mr Powell is responsible for the effective deployment of resources.

3.6 Staff development

Staff training needs are identified as part of the Partnership Agreement process with the Connexions Service and in conjunction with the school Inset Co-ordinator. Funding is accessed through Connexions and from school funds.

3.7 Monitoring, review and evaluation

The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the Careers Co-ordinator and the personal adviser, using *the* local quality standards for CAIG to identify desirable improvements, and a report is submitted to the Senior Leadership Team and Governors. Evaluations are carried out from time to time.

The Education Act 2011 places a statutory duty on maintained schools to secure access for

Key points in the Statutory Guidance

The duty on schools, to secure independent careers guidance for all Year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

- 3.1 As an Academy, the School is not directly covered by the new statutory duty but the government has signposted an intention to extend this statutory duty to academies through possible changes to Funding Agreements.
- 3.2 There is in any event an obvious case for stating the School's position on this important area and Governors reaffirm their long standing commitment to ensuring high quality careers guidance that promotes pupils' best interests and meets their real needs.
- 3.3 **Related Policies:**
SEN Policy.
Common Curriculum Policy.


4. Definitions

- 4.1 **Advice and Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (DfE statutory guidance 2014)
- 4.2 **Independent** "is defined as external to the school" (*DfE statutory guidance 2014*). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- 4.3 **Impartial** "is defined as showing no bias or favouritism towards a particular education or work option" (*DfE statutory guidance 2014*).
- 4.4 **Promote the best interests of the pupils to whom it is given** is interpreted in this School (in accordance with our Vision Statement) to include a requirement that advice must not depress pupils' reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.


5. The Role of the School

- 5.1 The School will secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHRE and general studies programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- 5.2 In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the School deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School's own careers staff, where information will also be given in an impartial way.
- 5.3 The School will provide information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.
- 5.4 The School will offer quality assured careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.
- 5.5 The School will provide a range of careers activities, including work-related learning and work experience (for all Year 10 pupils).
- 5.6 The School works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education.
- 5.7 Pupils will have access from School to on-line advice, including the National Careers Service website.
- 5.8 The school will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority.
6. This Policy will be reviewed annually in accordance with the *Handbook of Governance* and its implementation will be monitored by the Senior Leadership Team.

Woodlands School aims to comply with Section 22 of the Education (No 2) Act of 1986 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

Signed: 
Head Teacher

Dated: 9th September 2019

Signed: 
Chair of Governors

Dated: 9th September 2019