

Careers Education and Guidance Policy

Amended: January 2022

Approved by Trustees: February 2022

Review date: January 2023

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 Introduction

The Woodlands School has a statutory duty to secure independent careers guidance for all year 7 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018) and to meet the eight Gatsby Benchmarks for Good Career Guidance by 2020. All young people regardless of their race, sex or academic abilities need a planned programme of activities to help them make decisions and plan their careers. From September 2013 The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 9-11 have access to independent, accurate and impartial information advice and guidance.

The Woodlands School Policy on Careers Education has been revised to take account of DfE statutory guidance January 2018 which states '*all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the rights skills and experience*' DfE 2018.

The Woodlands Curriculum Intent Document 2020 states:

'A comprehensive careers curriculum will be provided to all pupils to ensure they are well-informed of their options for education, employment or training post-16. This will include, as a minimum, a two-week work experience programme, a business mentoring programme, a careers information evening and Connexions careers advice'

The Woodlands School Policy on Careers Education is based on the Gatsby Benchmarks for Good Careers Guidance. This is outlined below:

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

1.2 Rationale for CEIAG

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 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 7-11 and information, advice and guidance (IAG) in partnership with our local Connexions Service.

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, AROE, work related learning and enterprise, equal opportunities and diversity, health and safety, 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 career's education at the school. Two weeks Work Experience in Year 10 is planned and implemented by Mr Powell.

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 AROE 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 Opportunities Hub 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 (using the school's computers), 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 career's events at the school (e.g. Post 16 Careers Evening, Year 7-9 Careers Fair).

3.5 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and the 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 using Compass+.

4. The Role of the School

4.1 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 AROE lessons, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND pupils, and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.

4.2 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 disability 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.

4.3 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.

4.4 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.

4.5 The School will provide a range of careers activities, including work-related learning and work experience (for all Year 10 pupils).


4.6 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.

4.7 Pupils will have access from School to on-line advice, including the National Careers Service website.

4.8 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.

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: 7th February 2022

Signed: 
Chair of Trustees

Dated: 7th February 2022

