



The Athelstan Trust

Careers Education, Information, Advice and Guidance Policy

Date of Review	Approved by	Date of Approval	Next Review	Website
March 2017	Board	23/3/17	March 2020	Yes

Introduction

The Athelstan Trust wants all students to meet their aspirations and reach their full potential. Careers education and Work Related Learning are an integral part of the preparation of students for the opportunities, responsibilities and experience of adult life. Our main concern is preparing students for the choices, changes and transitions affecting their future education, training and life as adult members of society. We wish students to have the knowledge and skills required to make informed choices.

We will plan/promote a broad and balanced curriculum that promotes the spiritual, moral, social and cultural values of the Trust. There will be a positive holistic approach with provisions made throughout the curriculum and out of school activities.

Rationale

The aims of the Careers education and work related learning are:

1. To develop knowledge, skills and attitudes students need for adult and working life.
2. To broaden the career aspirations of all students.
3. To enable students to see the relevance and importance of education and understand the importance of lifelong learning.
4. To motivate students to develop knowledge and understanding of the world of work.
5. To provide students with the statutory entitlement of preparation for adult life.
6. To ensure that students have a clear awareness of the career opportunities available to them.

Specific Aims

Our learning aims and learning objectives will reflect those set out in the QCA framework and will ensure the highest quality of WRL activities.

- * Enable all learners to develop, recognise and apply their skills for enterprise and employability.
- * Enable students to extend their understanding of work and understand how business enterprises operate.
- * Regularly monitor and review provision to ensure quality.
- * Ensure that regular self-assessment audits occur, of staff, learners, and partners.
- * Enable students to utilise their experience of work to extend their understanding of work and the opportunities available to them after education.
- * Enable students to experience different working practices and experience ideas and challenges from the business world via trips/events/classroom activities.
- * Utilise partner links to inform learners of careers options, how business operates, and employment diversity, at pre-option stage and throughout KS4 and 5.

Objectives and procedures

1. To develop students' awareness and understanding of their own abilities, talents, aptitudes, strengths and weaknesses.
2. To provide students with reliable, accurate and up-to-date information about the range of opportunities available in education, training and employment.
3. To develop knowledge and understanding of the world in which students live and work.
4. To develop the students' ability to make informed choices about their future careers.
5. To enable students to manage effectively the transition from school to new roles and situations.
7. To enable students access to a Careers Adviser for advice on future choices.



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Student needs

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

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred and impartial. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.



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Organisation

The CEIAG will be composed of:

Mr Tim Gilson	-	Headteacher
Mrs Louise Stanton	-	SCL for iLearn
Mrs Jo Brown	-	Careers advisor
Mr Tom Saunderson	-	Curriculum leader for Sixth form tutorial
Mrs Emma Guthrie	-	WEX Co-ordinator (admin)
Mrs Samantha Robertson		Curriculum leader for Enterprise

Staff contribute to CEIAG through their roles as tutors and subject teachers. iLearn lessons are delivered by a variety of teachers. The iLearn programme is planned, implemented, monitored and evaluated regularly. The core iLearn team are also responsible for maintaining the sources of careers information (paper based in ILC and online via Moodle / website: careers companion and resource companion)

Delivery

The school offers a wide range of activities that contribute towards work related opportunities in order to help prepare pupils effectively for adult and working life. These activities complement subject teaching, contribute towards the development of pupils' key skills as well as contributing to lifelong learning opportunities. We will build upon existing good practice within the school and use external support agencies to achieve our learning objectives.

- * Create a Management Group that will be responsible for CEIAG and Enterprise within school.
- * Vocational courses
- * Careers Education and Guidance
- * Year 10 one week Work Experience
- * Extended Work Placements
- * Year 12 Work Shadowing
- * Visits to employer
- * The Real Game
- * Careers Week and Careers iLead day
- * Promote extra-curricular WRL / Enterprise opportunities through outside speakers, visits, industry days, business links, mock interviews.
- * Careers/WRL / Enterprise modules within the iLearn curriculum.
- * Provision will be monitored by ongoing self-audit procedures.
- * Undertake audit of core subjects to identify WRL/Enterprise/Careers opportunities.
- * Ensure all learners have access to interview technique training.
- * All learners to create their own skills portfolio/CV.
- * Utilise external agencies to develop WRL/Enterprise/Careers throughout the curriculum.
- * Take part in "clusters" of schools to develop best practice and share ideas.
- * In-house and external mentoring schemes to cover all learners.
- * Staff continuous professional development to support teaching and learning opportunities within the curriculum.
- * Stem activities

Resources

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

Monitoring, Review and Evaluation

The provision is monitored and reviewed annually through a range of activities (including impact questionnaires, student review sheets, audit tools etc.). Each year's arrangements for evaluating provision are set out in the partnership agreement. A report is submitted to the senior leadership team and governors.



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Appendix 1: CIAG Learner Entitlement Document

Malmesbury School is committed to ensuring that we provide our students with high quality, impartial and up to date information and guidance in order for them to plan and manage their own careers and aspirations. Every student at Malmesbury School has access to Careers information, advice and guidance, from year 7-13. Broadly speaking the different elements of CIAG can be divided in following way:

Careers Information: Providing access for all students to a range of careers information resources. This includes the school library, during ilearn lessons, access to school careers website and opportunities to take part in careers activities such as: guest speakers, careers fairs, open days and careers related trips.

Careers Guidance: All students have access to impartial careers advice from a qualified in-house careers advisor and outside agencies where necessary according to need.

Careers Advice: The tutor system and academic mentoring allow for students to be guided and assisted in making appropriate and informed careers choices, with support for students in establishing and achieving their goals.

Careers Education: Learner Entitlement Statements:

In year 7, 8 and 9, students will be helped to:

- Understand yourself and know who and what plays a part in how you think about yourself and the things that matter to you.
- Think about what you expect of yourself and what others expect of you.
- Develop confidence in yourself and in your abilities.
- Investigate ways to develop as a person.
- Understand how the world of work is changing and the skills that you need in order to do well in your future life and career.
- Investigate possible careers opportunities and start to think about how they might be achieved in the future.
- Learn how to plan ahead and deal with all kinds of changes as they happen to you.
- Know who is there to help you in school and exactly what they can do.
- Decide on your key stage 4 options, and where necessary obtain help from tutors, ilearn teachers, careers advisor, subject staff and parents

In years 10 and 11 students will be helped to:

- Identify and set short and medium term goals as well as learning targets.
- Use debate, review, reflection and action planning to progress and help you develop your career ideas
- Explain why it is important to develop personal values and be able to respond appropriately to the main influences affecting your learning and work.
- Describe employment trends and learning opportunities at different levels.
- Identify, select and use a wide range of information resources.
- Use work related leaning and work experience to shape your career progression.
- Understand the options available to you once you leave school identify your priorities and explain the decisions you eventually make.
- Take finance and other factors related to managing money into consideration when making decisions.
- Understand the purpose of careers interviews and be able to present, and give evidence for, personal information
- Understand what employers are looking for in relation to behaviour at work, and appreciate your rights as well as their rights.
- Develop employability and communication skills to be successful in future employment.
- Choose and apply for an opportunity post KS4, and identify where to get help in the future.



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In years 12 and 13 students will be helped to:

- Continue to identify and set short and medium term goals as well as learning targets.
- Extend what you have learnt in KS3 and KS4
- Extend self-knowledge, career exploration, career management, key and other employability skills
- Identify routes and pathways to your goals
- Research, evaluate, obtain guidance on, choose and apply for an appropriate opportunity
- Review and update individual learning plans, and identify where to get help in the future



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Appendix 2: BACKGROUND AND GUIDANCE TO CAREERS EDUCATION

Reviewed and updated: March 2017

The careers education, information, advice & guidance (CEIAG) sector faces a defining 12 months.

The Government has stated that foundations for the new all-age careers service (aacs) should be established by September 2011 and that the aacs will be in place by April 2012. The progress of the Education Bill means that statutory measures relating to careers guidance in schools and colleges should come into effect during the 2011/12 academic year. Successfully implementing the Government's programme of reform will be a significant challenge, requiring clearly defined responsibilities, appropriate funding, joint working and careful monitoring. Therefore, this document will be updated in the light of these changes.

Introduction

"Young people who have received an effective careers education programme delivered through the curriculum, alongside impartial advice and guidance from external guidance specialists, make the best transitions at age 16 and are less likely to switch or drop out of courses in Year 12".

14 – 19: Extending opportunities and raising standards published by the then DCSF 2002.

The national Framework for Careers Education and Guidance in England provides schools, colleges and work based training providers with a significant tool to help improve the quality of career learning opportunities offered to young people.

Careers Education and Guidance in England – a national Framework 11 – 19 published by the then DCSF 0163/2003

Headteachers and governing bodies of all maintained schools (including special schools and pupil referral units) must ensure that their school provides programmes of careers education to all pupils.

In April 2008, the statutory responsibility for the delivery of the Connexions Services was transferred to Local Authorities to ensure that pupils have access to guidance, materials and a wide range of up-to-date reference materials relating to careers education and careers opportunities.

Following the publication of *Every Child Matters: Change for children* and *Youth Matters*, children's trusts were established in each Local Authority area and the funding that previously went, to each of the 47 Connexion Partnerships now goes directly to each of the 150 Local Authority areas.

Local Authorities working under children's trust arrangements have responsibility and accountability to plan and commission integrated youth support services.

Local Authorities must contact promptly all young people and relevant young adults (20-24 olds with a learning difficulty) who are known to have become Not in Education, Employment or Training (NEET), and are known to have left learning or who are expected to leave learning shortly.

Local Authorities must maintain regular contact with young people and relevant young adults who are at risk of becoming NEET. This might include, for example, those with particular barriers to engagement, who have had previous spells of inactivity, or who are in temporary employment.

Local Authorities must offer tailored packages of support to all young people and relevant young adults who are NEET or at risk of becoming so, and maintain contact until re-engagement in work or learning is re-established.

Local Authorities must maintain an effective working relationship with the national Connexions Direct Service – in particular to ensure that the support provided by Connexions Direct accurately reflects and complements the information, advice and guidance provided in each local authority area.

Resource (from the former DCSF)

Careers Education and Guidance in England – a national Framework 11 – 19
DCFS0163/2003



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The framework is available to organisations to support their work in a variety of ways:

- A guide for planning a new programme, devising schemes of work and support arrangements
- A checklist and standard for reviewing and developing existing provision and practice
- The basis for producing a statement of entitlement for young people
- A means to help identify staff training needs
- A quality reference point for the self-evaluation approaches recommended by OfSTED
- A checklist for reviewing and developing local quality standards and awards.

The Framework at Key Stages 3 and 4

Good Information, Advice and Guidance (IAG) helps young people make the right learning and career choices and enables them to find answers to the questions and issues which can arise in their personal lives.

New Quality Standards which set out what good quality IAG should consist of were launched on 31 October 2007. They set out the then DCSF expectations of the IAG services that local authorities will commission and manage.

There are 12 Quality Standards each with evidence indicators against which performance can be assessed, for use by providers of IAG such as Connexions services, learning providers, voluntary and community-service organisations and others.

In short they set out expectations that:

- Young people are informed about how information, advice and guidance services can help them and how to access the services they need
- Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
- Young people have the information they need to make well-informed and realistic decisions about learning and career options
- Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers
- Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
- Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
- Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
- Information, advice and guidance providers understand their roles and responsibilities
- Programmes of career and personal development for young people are planned and provided collaboratively
- Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development
- Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings
- Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.

Responsibility for the delivery of the standards lies with Local Authorities, learning providers and external information, advice and guidance providers working together collaboratively under the leadership of the Local Authority.

The framework builds on previous guidance:

- QCA's guidance on learning outcomes (Learning Outcomes from Careers Education and Guidance, 1999.)



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- The aims for careers education and guidance set out in Looking Forward (School Curriculum and Assessment Authority 1995) and Skills for Career Management (QCA 2001)
- Local guidelines and frameworks developed by careers services and Local Authorities in partnership with schools, colleges and others.
- The Decision learning, Opportunity awareness, Transition learning and Self-awareness model (DOTS)

The Framework recognises that developments in learning and work make it essential that young people take a more active role in their career learning. Consequently the programme emphasises individual participation. It is built on three aims. These are that young people should be able to:

- Understand themselves and the influences on them
- Investigate opportunities in learning and work
- Make and adjust plans to manage change and transition.

Learning Outcomes and Curriculum Content

The Framework provides learning outcomes for careers education 11 – 19, together with examples of curriculum content linked to the suggested outcomes. The Framework supports providers in planning and reviewing their programmes of careers education. Although these should be based on the recommended learning outcomes, there may be times when it would be appropriate to modify and adapt the Framework to reflect the particular needs of young people.

The Careers Education Support Programme (CESP) provides further guidance on planning programmes of careers education, including an example scheme of work based on the Framework. The CESP materials are available at www.cegnet.co.uk

Curriculum Organisation

It is entirely down to schools and colleges to determine how the careers curriculum is organised.

Qualifications

Schools and colleges are free to choose whether or not to offer qualifications to accredit individuals' learning in CEG. Several awarding bodies offer CEG qualifications at entry level and levels 1 and 2. Further information is available at www.qca.org.uk

Using the National Framework (11 – 19)

Secondary schools are able to use all three sections of the Framework; 11 – 16 schools will use the learning outcomes for Key Stages 3 and 4, those with sixth forms are able to use the learning outcomes for Post-16.

Schools are able to adapt and modify learning outcomes to meet the particular needs of their young people. SENCOs and AG&T coordinators should be actively involved in helping careers coordinators plan for differentiation.

Staff responsible for planning programmes for Key Stage 3 should take account of any career related learning that pupils have gained in their primary schools.

Middle Schools are able to use the Key Stage 3 section of the Framework and need to plan programmes for Years 7 and 8 in collaboration with staff responsible for the Year 9 programme in the local upper or high school.

Some learning outcomes will be covered within existing programmes of PSHE and Citizenship. The Framework should be used to review programmes of careers education and the links with other subjects.

Special schools and units are able to focus on a limited number of aspects of the age-related Framework, and to include additional topics particularly relevant to their pupils' and students' needs.

There is no statutory duty to provide careers education in post-compulsory education. However colleges will recognise the importance of continuing to support students with their progression through learning and into higher education or employment with training.



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Involving Parents or Carers

Parents and carers should be encouraged to play a role in helping their children make successful choices. This will be supported by schools, colleges and training organisations informing parents how their children are progressing and involving them in decisions and plans. Parents and carers can be given advice on how they can support their children's plans.

This should include having the opportunity to attend their children's career guidance interviews and receiving a summary of the outcomes.

Quality Assurance

Schools and colleges should ensure rigorous quality assurance of their arrangements for careers education and a commitment to continuous improvement. Careers education and guidance features in OfSTED inspections. Inspectors are required to judge the extent to which schools provide effective CEG for pupils.

Securing Cohesion

Cohesion is supported through cooperation between:

- Careers coordinator
- PSHE/Citizenship coordinator
- Achievement leaders
- Staff responsible for student support and guidance
- SENCO
- A G & T coordinator
- External advisers (Connexions/LA)
- Learning mentors
- Librarians
- ICT coordinator

Other Relevant Policies and Procedures

- Sex and relationship education policy
- Pupil discipline policy
- Attendance policy
- Work experience policy
- Art and design curriculum policy
- Sport in schools
- Design and technology in schools
- Summer literacy and numeracy schools

Useful Websites

www.cegnet.co.uk	Career Education support programme
www.lsc.gov.uk	Learning & Skills Council
www.nacgt.org.uk	National Association of Careers Guidance Teachers

Policy Status

The given policy is for a medium sized comprehensive school in an urban area.



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Appendix 3

Malmesbury School: Provider Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Students in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.

To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact *Mrs Louise Stanton, SCL for ilearn*, Telephone:01666 829700; Email: stantonl@malmesbury.wilts.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 8		Careers week and ilead day	Life skills – assembly and tutor group opportunities
Year 9		Careers week and ilead day KS4 options event	
Year 10	Work experience preparation sessions	STEM day	
Year 11	Post 16 evening		Post 16 taster sessions
Year 12	Higher Education Fair Post 18 assembly – apprenticeships	STEM day	Hums and languages careers day
Year 13	HE and higher apprenticeship applications		

Throughout the year the opportunity to speak in assemblies, during tutorial sessions or ilearn lessons is available

Please speak to our named Careers Leader to identify the most suitable opportunity for you.

The school policy on safeguarding [see policy on website] sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.



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Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers library, which is managed by the school librarian. The career library is available to all students at lunch and break times.