

Ashton Community Science College

Careers Education and Guidance Policy

Version Control

Named Owner:	Mr J Murray (Associate Assistant Headteacher - Personal Development/CEIAG)
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Overview of Amendments to this Version:	Careers Manager changed to Careers Adviser in 3 places – moved to two-year review cycle

Rationale

Careers Education, Information Advice and Guidance is a major contribution to preparing our young people for the opportunities, responsibilities and experiences of life. By providing a robust careers programme it assists in reducing disengagement and puts school learning into a wider and more relevant context, and helps raise student aspirations. Our CEIAG programme supports and helps students make a successful transition to adulthood.

Purpose

Ashton Community Science College is committed to career learning and development and fulfils its statutory obligations. Careers' learning supports the school's overall vision and is linked to the School Improvement Plan. This policy is linked to other school policies including Equality and Health & Safety.

Commitment

The school is committed to providing all students in years 7-11 with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. The details of the CEIAG and careers programme will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and educational careers providers. The programme designed at ACSC has been developed in line with the Gatsby benchmarks as guidance to ensure best practice.

It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

Careers and Employability Programme

There is a planned CEIAG programme across the school 11-16, in which incorporates the national framework for implementing an 11-16 entitlement to CEIAG in England and to meet the **8 Gatsby Benchmarks**, which are:

1. *A stable careers programme*
2. *Learning from careers and labour market information*
3. *Addressing the needs of each pupil: Targeted support for vulnerable and disadvantaged young people, information sharing, careers guidance for students with special educational needs or disabilities. (The school works closely with NCOP to provide these students with additional opportunities and funding)*
4. *Linking curriculum learning to careers*
5. *Encounters with Employers and Employees*
6. *Experiences of Workplaces*
7. *Encounters with FE and HE: New legal duty – access to providers of technical education and apprenticeships*
8. *Personal Guidance*

The current programme is delivered through a combination of methods, including, through PSHE lessons which are delivered once a week to each year group, form time activities and other relevant extracurricular activities and sessions.

The programme is also supported through assemblies that link to the form time topic, employer visits, independent work experience, workshops, college and university visits, careers fairs and 1:1 impartial and independent guidance.

Form time offers opportunities for specific careers advice and guidance tailored to the needs of each year group. Students receive information surrounding post 16 options available to them, employability/transferable skills, labour market information and knowledge surrounding a wide range of possible future careers. Job of the Week focuses on specific career pathways and how to achieve those aspirations. The sessions also include what academic success is needed and what employability skills are required in that role. Each year group complete a regular feedback questionnaire, which provides the opportunity for students to outline which careers they would like to know more about. This ensures that these sessions are meaningful to each year group.

A whole school approach has been adopted, within subject areas, where each subject builds in links to careers and employability skills into their schemes of work. This allows for subject specialists to develop their own curriculum and engage students in possible careers and future pathways related their subject. Careers staff track where careers is built into each subject across the curriculum via an electronic centrally shared folder.

To allow for ACSC careers staff to track students' progress and employer engagement from Year 7 to Year 11 school uses a package called CEC Compass tracker, this records each student's employer encounters, careers aspirations and potential pathways. This enables ACSC careers staff to monitor and track the learners' journey, help plan and prepare targeted meaningful encounters for individual students as well as offering impartial, personal guidance.

Throughout a student's career learning journey ACSC use additional partners to assist in delivering a high-quality careers programme, suitable for our students. A range of outside partners are used and are embedded into our strategic plan at a time which best suits the needs of our student. For example, Fast Tomato is a software used to engage students and enable them to explore and research potential career pathways, course and qualifications.

These partnerships, coupled with independent and impartial careers adviser support helps inform and inspire students so that they are able to make well informed and realistic decisions about their future.

ACSC actively supports National Careers Week during form time, however we move our calendared Careers Week to best suit the needs of our students. This week is recognised annually, by all stakeholders, and is positioned to provide the most engagement and assistance to our students. The week falls at the beginning of January, to assist with Yr 9 students choosing their options and also college applications are completed. This change was actioned as a result of student voice. During this week, all staff acknowledge the importance of careers and provide bespoke career- based lessons within each faculty area. These are tracked by our careers adviser and recorded.

Aims

To assist students in raising their aspirations by developing their skills and confidence to make realistic and informed decisions about their futures and to manage the transition from one stage of their education, training and work to the next.

Objectives

- To raise aspirations of our students
- To prepare students for the opportunities, responsibilities and experiences of life
- To support young people to achieve their full potential
- To empower young people to plan and manage their own futures
- To provide comprehensive information on all options and pathways available without bias and independently
- To promote equality, diversity, social mobility and challenging stereotypes
- To build employability skills that can be transferred across any career pathways
- To enable young people to sustain employability and achieve personal and economic wellbeing throughout their lives

Implementation

ACSC ensures our students receive impartial and independent advice from the in-school careers adviser, who is a permanent level 6 qualified member of staff. Schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011. ACSC students are provided 1:1 appointment which are built into the careers programme but can also be made through student, parent and teacher referral.

Independent careers guidance must:

- Be presented in an impartial manner
- Feature information on the range of education or training options, including apprenticeships and other vocational pathways
- Promote the best interests of students to whom it is given
- Access for all students and staff appropriate sources of guidance
- Promoting the national careers service website and helpline
- Promotion of independent websites relevant to all career needs, from choosing a college or apprenticeship to pursuing a career

- Access to relevant partners who offer independent sources of information which include local and national employers and organisations.

There is an Associate Assistant Headteacher with responsibility for the strategic oversight of the careers programme. All staff have a part to play in the implementation of this policy. Careers resources and lessons are stored centrally in a specific location for ease of access for teachers when delivering form time and/or PSHE lessons. The assembly rota is also sent out at the start of each academic year, outlining each weekly topic, of which some are assigned to careers.

At KS4 parents' evenings ACSC invite local independent learning providers to attend and set up a stall. This is in order to have the opportunity to speak to students, parents, carers and staff and provide advice and guidance. There are also a range of prospectus guides displayed around school in certain areas available for students to use.

Monitoring, Reviewing and Evaluation

Monitoring the careers programme can be achieved through recordkeeping, tracking and observation. ACSC monitor, review and evaluate our programme so that it can be improved. This ensures that the careers provision is up to date and provides students with personal guidance that is suitable for the local context and their individual needs. Staff, students and partners are asked to complete and carry out surveys to ensure the provision is suitable and beneficial. By setting specific, achievable and realistic targets, for the careers provision, this provides an end point and foci to achieve. Once this target has been met this can then result evaluating and beginning to set new targets. This monitoring, reporting and evaluating cycle is essential in ensuring the current careers provision is suitable and is adapted effectively to meet the needs of ACSC students.

Recording, Assessment and Reporting

School uses the Careers and Enterprise Compass Tracker tool along with in school self-evaluation. This tool is essential in ensuring we monitor the delivery and impact of our careers programme. The careers lead will be asked to present results, findings and outcomes of ACSC students in regards to their next steps and discuss the strategic careers programme.

Entitlement

Every student at ACSC is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at school. They are given support to whichever careers route or pathway they choose. An entitlement statement is published on the school website under the careers section.

Management

This area is supported by a link governor. An Associate Assistant Headteacher has strategic responsibility for CEIAG and supports the Careers Adviser who works full time

on providing a broad and well-informed portfolio of interventions. The Careers Adviser oversees the delivery of Careers Information through PSHE lessons, by members of staff who have access to relevant training.

The Associate Assistant Headteacher and Careers Adviser meet weekly and review and evaluate the provision with all stakeholders including young people and any external CEIAG service, taking into account the school's destination measures.

Partnerships

The careers programme at ACSC is enhanced through links with several partners who ensure the students learning is relevant and up to date. We strive to expand and improve our links with employers and other local groups.

The policy recognises the range of partners that support the CEIAG within our school. These include:

- Careers and Enterprise Company
- Formal arrangements with Lancashire Education Partnership
- Parents and carers
- Liaison with Higher education institutions
- Employers and training providers
- Others specific to our school: UCLan, Lancaster University
- Apprenticeship providers
- Skills Builder
- Preston's College
- Cardinal Newman College
- Runshaw College
- Myerscough College
- Inspira
- National Careers Service
- Compass
- Training 2000
- Education Business Partnership (EBP) North West

This secures additional access to face-to-face external specialist careers guidance as stated in the Education Act 2011 for our disadvantaged students as defined by the school's governing body.

ACSC also adhere to the guidelines state within The Baker Clause which states that from 2018 all local authority-maintained schools must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships. ACSC meets this DfE requirement by providing platforms for further education providers the opportunity to speak to students at relevant and suitable transition points, within our curriculum.

In 2023 the Provider Access Legislation was updated. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

ACSC ensures the new legislation is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications. This can be seen throughout our careers programme eg. our annual Career Fayre.

Parental involvement is encouraged at all stages of the careers programme. ACSC recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in a student's school life; for example, Year 9 options evening and Year 10 and 11 parents evening. We also have numerous links on our school website which can direct parents to relevant careers related websites.

Links to Governing Body

The local authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills act 2008 placed two new duties on local authorities from June 2013 for 16–18-year-olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate
- To have in place arrangements to identify those who are not participating

ACSC works with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above act, the school will notify the LA whenever a 16 or 17-year-old leaves an education or training programme before completion.

Governor Links

There is a named link governor responsible for careers and personal development. All changes to the careers policy are approved by the schools Governing Body and they are regularly informed about the progress and success of the careers programme via reports and meetings.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual and group/class sessions
- Careers software available through the student intranet

Staff Development

Staff training needs are identified and CPD opportunities are put in place to assist in developing staff when delivering careers advice and guidance. The school improvement plan includes links to the careers programme and what action is required.