



Pioneer House

HIGH SCHOOL

Careers Education and Guidance Policy

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Vision and purpose

Promoting independence and employability skills are an essential part of the mission and ethos of Pioneer House High School. We aim to support the aspirations of all our students and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Commitment

Pioneer House High School recognises that it has a responsibility to provide careers education in Years 7 – 14 and a duty to provide learners with access to impartial careers information, advice and guidance in years 8 – 14 (Careers guidance and access to education and training providers : Statutory guidance for governing bodies, school leaders and school staff October 2018) . The school is committed to providing a planned programme of impartial careers education and information advice and guidance (CEIAG) for all students in Years 7 – 14. In partnership with local learning providers, employers, and the Local Authority the school will provide extra support as required for vulnerable learners and young people with Special Educational Needs and Disabilities.

Pioneer House High School endeavours to follow best practice guidance from the Career Development Institute using highly qualified Matrix accredited professionals and other expert bodies such as Ofsted.

We are committed to meeting our statutory duty in relation to careers education by:

- securing independent and impartial careers guidance from a Matrix accredited professional for Y8-14 as required by the 2011 Education Act.
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity and eliminate discriminatory practices and support children with protected characteristics
- Working in line with the requirements of the Quality in Careers Standard awarded by Inspiring IAG which is a Licenced Awarding Body for the national standard.

Current priorities

Our careers strategy is informed by the following priorities:

- supporting individual aspirations, improving attainment and ensuring positive, realistic and sustainable destinations for all students in school
- meeting the individual needs of all our students through the development and implementation of a programme of personalised learning
- developing our students' independence skills, especially those associated with career adaptability, resilience, enterprise and employability
- working with parents/carers, the local community and business partners to meet students' career development needs



Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders and identified careers staff
- identify key staff to support the management of the day-to-day running of the careers programme with specific responsibilities aligned to this role.
- develop and maintain a Careers, Employability and Independence curriculum action plan plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD requirements and monitoring, reviewing and evaluating careers education across school.
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for the delivery of careers learning and planning

OBJECTIVES

Students' needs

The careers programme is designed to meet the needs of all students at Pioneer House High School. Activities are planned, differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

Entitlement

Students at Pioneer House High School are entitled to impartial and confidential CEIAG which is person- centred, delivered by trained staff and meets professional standards of practice. Activities will be embedded in the Enterprise, Employability and Independence curriculum and will be developed in partnership with students and their parents/carers. The careers education programme at Pioneer House High School will raise aspirations, challenge stereotyping and promote equality and diversity.

Management

A named Senior Leader is responsible for co-ordinating the careers programme. Student guidance is managed by the named Senior Leader in collaboration with the Independent, Matrix accredited Careers Advisor commissioned to work with the school. Work experience is sourced, planned and implemented by the school's Pathways Manager in collaboration with the Careers Leader . Work Experience opportunities are also sourced and supported by a TA3 with specific responsibility for work based learning (WBL).



Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Careers Leader in consultation with the independent careers professional, Pathways Manager and TA3 with responsibility for WBL.

Curriculum

The careers programme forms part of the Enterprise, Employability and Independence curriculum and includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities and work related learning. Other focused events, e.g. visits from local Further Education providers and employers are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum. Students in year 10 - 14 access accredited learning opportunities in Work Experience and Preparation for Employment.

Resources

Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding to further enhance the Curriculum offer are actively sought. The school engages positively with external stakeholders to access funded projects which further enhance the existing curriculum offer.

Staff development

Staff training needs for planning and delivering the careers programme are identified in the school development plan. CPD activities are planned to meet these identified needs with support from the school's Enterprise Advisor and colleagues from the SEND Careers Community of Practice.

Monitoring, review and evaluation

A framework for monitoring the delivery of the careers programme has been in place since September 2019. The programme is reviewed each term in collaboration with the Careers and Enterprise Company and measured against the Gatsby Benchmarks. Areas for development are continually identified and evaluated with the support of the Careers and Enterprise Company.

Partnerships

An annual Service Level Agreement is negotiated between the school and the independent bodies commissioned to provide school with an independent careers guidance professional, identifying the contributions to the programme that each will make. Other partnerships are being continually developed, e.g. with local employers, community groups and local education providers to enhance and enrich the Careers Education offer in school.



Review

This policy will be reviewed by the governing body every two years.

Signed

Headteacher

Chair of Governors

Date

Date of next review

