



THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

Careers and IAG Policy

“We learn when we are challenged; we engage when we apply knowledge we understand. We achieve”

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“Have the courage to follow your heart and intuition. They somehow already know what you truly want to become.” Steve Jobs

1. Rationale

Careers education and guidance at The Westleigh School actively encourages young people to take ownership of their future careers and to consider all options so that they are able to select the best way forward and make informed choices in their interests, motivations, learning styles, abilities and aspirations.

Given the ever-changing environment of careers and the world of work, it is vital that our students have access to accurate, impartial and objective advice and guidance to inform choices about their future.

The school must be able to help all individual pupils, irrespective of ability, to make informed decisions at all stages of their experience. The Westleigh School takes the view that IAG (Information Advice and Guidance) must:

- Empower young people to plan and manage their future pathways
- Respond to the needs of the learner
- Provide appropriate and practical information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenges of stereotypes
- Help young people progress
- Provide effective LMI (Labour Market Information) to aid decisions

Our vision is in line with the Gatsby Benchmarks and include our statutory duties with regards to careers provision (see appendix 1). The benchmarks include: -

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

2. Intent

To fulfil the following statement in the Department of Education’s January 2018 publication “Careers Guidance and Inspiration in Schools”:

“Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping students emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.”

This will ensure that our students are able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives. This will be quality assured against statutory obligation.

Effective IAG will provide opportunities for pupils to:

- investigate and implement career/post school prospects.
- experience the working world and personalised opportunities
- have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should be able to plan their future choices and understand how to access IAG to improve their life chances.
- understand how educational achievements are linked to maximising their potential future choices.
- give pupils opportunities to understand and explore values, beliefs and their own cultural and social values through curriculum links to SMSC.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility with the appropriate IAG
- enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for the working world or their personalised pathway
- give updated IAG on further educational facilities, work experience opportunities and LMI to parents.

3. Implementation

Relationship to other policies

This IAG policy embraces policies and procedures for teaching and learning, school visits, curriculum, behaviour, special educational needs, equality, assessment and recording and reporting.

Roles and Responsibilities of Headteacher, Careers Leader, Teachers, Teaching Assistants and Academy Councillors.

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are met.
- the amount of time for teaching the curriculum is adequate and reviewed annually.
- the Academy Council is informed on the breadth and balance of the curriculum
- this policy is implemented and monitored and the Academy Council is reported back to.
- a positive learning culture in which all children believe that they can succeed is promoted in school.
- there are high standards of teaching and learning.
- the school is compliant with legislation and to enable an annual evaluation of Careers within the school.

The **Careers Leader** will ensure that:

- guidance is followed in line with an annual appropriate careers audit (compass plus) using the Gatsby career benchmarks and update when necessary throughout the year
- they attend the termly Careers Leader conferences (when arranged) in order to gain ideas and network amongst other schools
- pupils have access to a deep learning careers week
- pupils have the opportunity for individual, impartial careers guidance interviews with experienced staff at key decision points.
- subject resources are kept up to date and available for all staff
- teaching of careers is relevant across all stages in school

- pupils from year 7-11 have access to encounters with a variety of employers and businesses
- relevant FE providers have access to pupils from year 7 to 11 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.

The **teacher** of careers must ensure that:

- pupils gain an understanding of the world of work and will understand their entitlement to continued learning.
- pupils know and understand how to access sources of career/post school information and decision making support.
- pupil's work is assessed and their progress tracked through GMACs.
- Pupils have access to a variety of opportunities in investigating other careers, e.g. self-employment
- Pupils have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area.

The **Academy Council** will ensure that:

- it considers advice from the head teacher when approving this curriculum policy
- the progress of pupils is monitored and evaluated
- a person is named as governor link for careers and IAG to monitor effectiveness of provision

The **Careers and IAG offer** will include:

- The Library range of materials – college prospectus, application forms, University prospectus and careers information.
- Careers Advisor – Impartial advice available every Thursday and drop in at lunchtime in the Careers office. Used for individual Year 10 and 11 interviews, small groups in PSHCE lessons, careers events, parent's evenings, individual interviews with vulnerable students.
- A one to one Careers interview in Y11/ Y10 and an action plan to discuss their post 16 progression options – monitored and evaluated through GMACs.
- IT software packages – KUDOS, Career Point, National Careers Service Website.
- Aspirational visits to Manchester Metropolitan University and The University of Manchester for Year 10 students.
- Across all subject areas – posters with subject specific jobs through the curriculum.
- Work placement.
- A planned programme of careers education across each Year Group (Y7-11) delivered through Personal Development modules and form time.
- Provision of an extensive range of information about employment and education options including labour market information, entry requirements and progression routes.
- Targeted support for identified vulnerable students in year 11 at risk of becoming NEET [Not in education employment or training] to discuss their post 16 options.
- Careers is delivered in a range of ways, including talks and presentations in assemblies, Personal Development and Curriculum time.
- Visits to further education institutions and careers fairs and related activities.
- Mock interview day in Y11

4. Impact

Evaluation has a crucial role to play in ensuring that the pupil's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes. An audit is carried out termly through the Compass Plus tracker online and an action plan put in place to monitor any improvements that need to be made to careers education.

Evaluation of the IAG programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning.

- Schemes of work and resources in Form Time and Personal Development will be reviewed by the Curriculum Leader as necessary.
- The Library resources are updated by the Careers Administrator.
- Progression data will be reviewed annually and reported to Academy Councillors
- This policy will be reviewed and approved annually by Academy Councillors.
- The Deputy Head teacher meets regularly with the Careers Officer to discuss and review the Careers work in school.
- The Careers Adviser will seek evaluation from students who have had individual guidance interviews and use the feedback to make any changes or revise any aspects of the Careers delivery in school.
- The Policy will be reviewed along with the Delivery plan for Careers annually. New careers initiatives will be implemented within the school Delivery Plan.
- The CEaIG policy will be updated in accordance with any statutory guidance and with reference to any non-statutory recommendations having full regard for the vision and ethos of the school.

Further Reading:

- <https://www.gov.uk/government/publications/careers-guidance-provision-for-youngpeoplein-schools>
- <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- <http://www.gatsby.org.uk/uploads/education/reports/pdf/pamphlet-for-headteachers-andleaders.pdf>
- <http://www.qualityincareers.org.uk/the-standard/introduction/>
- <http://www.outstandingcareers.co.uk/update-on-careers-guidance-in-ofsted-nov-2015/>
- <http://www.careerpoint-gm.co.uk/case-studies/levenshulme-case-study/>
- <https://www.suttontrust.com/research-paper/life-lessons/>
- <https://feweek.co.uk/2017/11/23/baker-clause-schools-will-have-to-open-doors-to-feproviders-fromjanuary/>

Appendix 1 – Gatsby benchmarks

Taken from The Good Career Guidance Report, which identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision.

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 pupils, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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 pupil 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 pupil 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 pupils 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 pupil 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 pupils but should be timed to meet their individual needs.