



IDSALL SCHOOL CAREERS AND IAG POLICY

Sponsorship & Review

1 Sponsor

Mrs L Kendall, Careers Leader

2 Reviewed

September 2018

3 Revision Date

September 2021

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

Steve Jobs

Rationale

The world of work and employment is changing rapidly. Young people face a bewildering range of career opportunities and an equally confusing amount of careers information. Given this environment, 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 and development. Idsall 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

Aims

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.
- Make imaginative, creative and innovative use of new technologies to raise the quality of learning about Careers.
- 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.
- Enable pupils to make connections across different areas of learning.
- Help pupils to think and work creatively and solve career-related problems.
- 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.

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 and Governors

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 governing body is informed on the breadth and balance of the curriculum.
- This policy is implemented and monitored and the governing body 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 using the Gatsby benchmarks (CEC Compass tool) and update when necessary throughout the year.
- Pupils have access to subject specific careers focus weeks throughout the academic year.
- Appropriate accredited courses are followed where applicable.
- All long and medium term plans for the subject are kept up to date.
- 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 8-13 have access to encounters with a variety of employers and businesses.

- Relevant FE providers have access to pupils from year 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.

The **teacher** 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.
- 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 **governing body** will ensure that:

- It considers advice from the head teacher when approving this curriculum policy.
- The progress of pupils is monitored and evaluated.
- The breadth, balance and financing of the curriculum is regularly monitored.

Provision

The aim of our CEIAG provision is to raise our students' aspirations, to broaden their horizons, to inspire and to empower them to make informed realistic decisions at key transition points in learning and work.

Idsall School delivers careers education through a combination of methods:

- Careers units in key stage 3 ID lessons
- Collapsed timetable days for Years 10 and 11 focusing on employability and enterprise skills
- Extra-curricular activities and enrichment events (including Careers Clinics, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers)
- Work experience programme (year 10 and 12)
- Careers library– resources are relevant and updated on a regular basis
- KUDOS Careers package
- START Careers package
- Work Ready Schools employability micro-site
- National Careers website
- Regular updates to Parents via email and articles in the Idsall Voice
- Individual careers interviews with an Independent Careers Adviser in year 11 for all students; identified students receive additional careers interviews and support (prior to year 11)
- Creating a learning environment which allows and encourages students to tackle real-life challenges

Methods of delivery may be varied as a result of new opportunities arising which enable students at Idsall School to access a wider range of Careers and IAG opportunities.

Key stage 3 provision

- Subject areas promoting related careers advice through calendared focussed Careers Weeks
- ID lessons focusing on personal development, careers, employability skills, local labour market conditions
- Access to online independent, impartial advice via Kudos, START and the National Careers Service
- Use of the careers library
- Careers fair in school
- IAG assemblies
- Workplace visits, college and university visits
- IAG collapsed timetable days focusing on employability skills and Careers in Enrichment Week
- Enterprise Activities
- Access to careers and IAG enrichment and extra-curricular activities and events

By the end of key stage 3

All students will have:

- A better understanding of their strengths, achievements and areas for development
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of the qualities, attitudes and skills needed for employability
- Used online careers resources to research opportunities including to support them with their Key Stage 4 options
- Received appropriate advice and guidance on Key Stage 4 options

Most students will have:

- Prepared an individual action plan that sets broad learning and work goals

Key stage 4 provision

- Subject areas promoting related careers advice through calendared focussed Careers Weeks
- College and university visits
- Individual careers interviews in year 11 (additional support for identified students)
- Careers fair in school
- Access to online independent, impartial advice via Kudos, START and the National Careers Service
- Use of the careers library
- IAG assemblies
- Workplace visits
- IAG collapsed timetable days focusing on enterprise and employability skills
- Access to careers and IAG enrichment and extra-curricular activities and events
- Work experience (year 10) including Preparation for Work Experience support
- Bulletin of Careers events and taster days updated regularly
- Tutor Group Careers handbook with up to date materials

By the end of key stage 4

All students will have:

- Enhanced their career management and employability skills
- Used online packages and other sources of advice to investigate and explore progression routes
- The opportunity to experience the world of work through a work placement and workplace visits
- Been given direct access to employers, colleges and training providers
- Been given the opportunity to seek independent one to one advice on post-16 options and pathways

Most students will have:

- Completed an employability activities which include writing a CV, creating a personal statement and evidence of a mock interview
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

Key stage 5 provision

- Subject areas promoting related careers advice through calendared focussed Careers Weeks
- College and university visits
- Opportunities to have a career interview in year 13 (additional support for identified students)
- Careers fair in school
- Access to online independent, impartial advice via Kudos, START and the National Careers Service
- Use of the careers library
- IAG assemblies
- Career focussed Tutor Periods
- Workplace visits
- IAG collapsed timetable days focusing on enterprise and employability skills
- Access to careers and IAG enrichment and extra-curricular activities and events
- Work experience (year 12)
- Bulletin of Careers events and taster days updated regularly
- Individual learning conversations with personal tutors

By the end of key stage 5

All students will have:

- Enhanced their career management and employability skills
- Used online packages and other sources of advice to investigate and explore progression routes
- The opportunity to experience the world of work through a work placement and workplace visits
- Been given direct access to employers, colleges and training providers
- Completed an employability activities which include writing a CV, creating a personal statement and evidence of a mock interview
- Been given the opportunity to seek independent one to one advice on post-18 options and pathways

Most students will have:

- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

Rationale for Student Participation in Careers/ IAG Activities

Where other opportunities arise, students may need to be selected to participate in Careers/ IAG activities due to constraints on the number of places available.

Selection will be based on one or more of the following criteria:

- NCOP
- LAC/ PP
- Subject options being studied
- Student Interest (Self-selection)
- Staff Nomination

Arrangements for Monitoring and Evaluation

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. The aims and outcomes are defined by the Gatsby Benchmarks and statutory guidance.

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.

Evaluation also includes the views of work experience employers, training providers, governors, pupils and parents. Their views are elicited via, discussions, surveys, school council meetings and questionnaires.

The success of this policy and the school's curriculum provision for its pupils will be evident in the school self-evaluation process and reporting activities such as:

- Line Management Meetings between SLT and Careers Leader
- Departmental review/evaluation using CEC Compass tool assisted by the Enterprise adviser
- Subject audits and policies
- Visits from the School Improvement Partner and Ofsted inspection arrangements.
- The governing body (Teaching and Learning Committee) will receive a regular reports from SLT with information on:
 - The curriculum on offer at Idsall School
 - Changes to statutory requirements
 - Provision of Careers/ IAG for all students