

	<b>Careers Education &amp; Information, Advice &amp; Guidance Policy</b>	<b>Author:</b>	<b>Dave Riley</b>
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## **CAREERS EDUCATION & INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY**

The Pingle Academy aims to help all students fulfil their potential and experience success through an educational environment which responds to individual need and stimulates and challenges each and every student. The processes of informing, advising and guiding students are accorded a high priority within the Academy, and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.

### **COLLABORATION**

The Pingle Academy is a member of the South Derbyshire Learning Community. The community is working collaboratively to improve its curriculum offer to students. This collaborative venture requires all linked organisations to establish common policies and procedures. The Pingle Academy is committed to developing quality IAG provision in line with that agreed by its partners and has used shared guidance in developing this policy.

For the purposes of this policy the following definitions have been used;

**Information** – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites and virtual learning etc.

**Advice** – This involves helping a young person to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

**Guidance** – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

*These definitions have been taken from the document 'Supporting Choices 11-19+ - Framework for implementing the 14-19 entitlement to information, advice and guidance in England' produced by the National Association of Connexions Partnerships in 2006.*

### **CONTEXT**

The need to inform, advise and guide students are generic processes which take place within many contexts. This policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral settings within our organisation.

### **LINKS WITH OTHER POLICIES**

This policy has been written with reference to the following:

Health Education Policy  
 SEND Information & Policy  
 Pastoral Care: Personal Development, Behaviour and Welfare Policy

CPD Policy  
Equality Policy  
Work Related Learning Policy  
Academy Improvement Plan

## **ENTITLEMENT**

Students at The Pingle Academy are entitled to receive:

- Clear unbiased advice and information about **all** the options available, so that they understand what they involve
- support and guidance to help them make choices and complete a career plan for the future
- regular personal support on information on how well they are doing
- help to decide what to do when they leave their course, including further learning, training or employment
- a programme of careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning
- the opportunity to be involved in making decisions about things that effect their learning
- an opportunity to set out an individual learning plan
- an opportunity to learn about the world of work

Students and parents/carers are made aware of this entitlement through the student planners and the Academy prospectus. Information about this entitlement also appears on the Academy website and the staff handbook. Students are encouraged to review their entitlement regularly within tutorial settings.

The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of Equality of opportunity
- Transparency
- Accessibility

IAG needs to be available to students at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service.

## **DELIVERY OF THE ENTITLEMENT**

The government increased the age to which all young people must continue in education or training; requiring them to continue to the end of the academic year in which they turn 17 from 2013 and until their 18<sup>th</sup> birthday from 2015. It is therefore important that all students receive good quality IAG. We achieve this in both formal and informal settings;

## **INFORMATION**

All students (Years 7-11) from September will be participating in an IAG programme delivered through PSHE supported by Kudos. This will enable them to match their skills with relevant course, develop their CVs and research access requirements for a full range of careers.

Students receive lessons to help develop information handling skills. In IT, students are encouraged to evaluate their use of websites. Students are encouraged to decide whether information available electronically is current and relevant and free from bias. Students are also encouraged to consider the use of the internet for presenting information about themselves in a safe manner. Research skills are also developed in a range of curriculum areas in particular the humanity subjects from y7 onwards

Information on issues of health and relationships (including bullying) is also located around the Academy in places frequented by students to allow anonymous access where required.

## **ADVICE**

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Tutors offer informal advice during tutorial sessions and through their daily 1:1 contacts with students. Tutors are well placed to understand the varied needs of their students and will usually have in depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a student who may have an issue they wish to discuss. In this role staff are expected to clarify students options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resource or source of help. For this reason, staff who operate as tutors need to have a comprehensive knowledge of sources of information and help for a range of student's needs.

Formal advice to students will take place through the review and target setting during which tutors will need to help students understand their options (life, learning or work) and to set and review targets for achieving goals.

Advice is also provided by curriculum teachers by visitors and by other professionals working in the Academy. In order to support all staff to deliver impartial and timely advice this policy will be included in the staff handbook which will be given to all staff and regular visitors at the start of each academic year.

Whilst the Academy expects all staff to offer impartial advice to students, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing students. The provision of an impartial advice service will from time to time result in referral to other staff within the Academy and to other professionals offering a more in depth and specialist support service.

## **ASSESSMENT OF NEED**

The referral system in The Pingle Academy is based on an accurate assessment of need. A formal process of assessment takes place annually. Tutors are required to collate information from the Academy's data recording system and from their knowledge of the student's aspirations and personal circumstances. This information is recorded on the summary sheets provided by Careerstorch (CT) which are used to develop the guidance programme.

## **REFERRAL**

An individual working with a student may identify the need for support from a specialist for example a personal adviser. In this case a system of referral exists

The referral system in The Pingle Academy facilitates obtaining specialist advice or resources to meet individual's needs where these can't be met by current resources.

Students should always be involved in the process of referral. They should be informed of the process and their views sought at all times. The referral process makes provision for students and their parents to self-refer. Account should be taken of any request for specialist help and the necessary documentation completed.

**Criteria for referral should be clearly identified and written down and communicated to any individuals and agencies involved in the referral. Relevant background information should be provided at the time of the referral, written down and updated according to the outcomes of the referral. Where possible confidentiality should be respected.**

Student referrals are managed by Heads of KS3, KS4, the sixth form and by Heads of Year, although other professionals may also be involved in the process as and when required.

## **GUIDANCE**

Guidance is a client centred process which helps a young person to personalise the knowledge and skills gained throughout their full range of learning opportunities. Guidance consists of a number of planned interventions, which enable young people to make and implement well-informed and realistic decisions about their path through life, and manage the subsequent transitions. Guidance may take place in a number of settings including:

- 1:1 discussions
- group activities
- the provision of, and support in, using information and IT applications.

The taught curriculum and pastoral support programme also offer a range of guidance opportunities. Some of these are described below.

### **1:1 GUIDANCE SESSIONS**

Young people receive guidance through 1:1 interventions both formally and informally by a range of staff in learning organisations. These include form tutors, subject staff, and the CEIAG co-ordinator.

In depth guidance on personal, learning and work issues is provided by the CT. Details of the arrangements with CT are clearly described in the annual partnership agreement. At present, the CT provides independent impartial careers advice to students each Wednesday. This provision will be reviewed at the end of the current commissioning period ready for the start of the academic year 2019/20.

Further specialist advice and guidance is provided by the Academy nurse, the youth worker and other relevant professionals.

### **INDIVIDUAL LEARNING PLANNING**

The term individual learning plan (ILP) suggests a completed and conclusive document but this is not its main function. An ILP is only useful if it contributes to an ongoing process that culminates at key decision-making points to set the basis for discussion and planning. The review provides a summary of progress that informs this discussion and helps set targets and future actions. It is this review and planning process that the ILP helps to shape. Target setting and review takes place through a number of different interventions in Academy.

The Academy operates a system of individual target setting and review days. Parents are invited to attend these sessions. The written plans which result from the sessions are shared with the student and copies are held within their Progress Files.

Where a student has a statement of special educational needs, the annual review and transition planning meetings provide opportunities to set and review targets.

**For further information regarding annual reviews and transition planning see The Pingle Academy's SEND policy**

CT support students to create individual development plans which contribute to the process of individual learning planning.

Students produce a Career Action Plan in Year 10 which is incorporated into their Progress Files and used to inform the individual learning planning process

### **MENTORING**

Mentoring support is provided for students who will benefit from the support, including those on extended work experience, those deemed at risk of disengaging from learning and for able and talented students.

### **PERSONAL DEVELOPMENT WITHIN THE CURRICULUM**

The delivery of IAG services in the Academy is underpinned by the personal development curriculum. Personal development is delivered through a number of curriculum strands which aim to ensure students achieve the 5 'Every Child Matters- outcomes for young people'.

- Staying Healthy
- Staying Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

There is an expectation that lesson plans and schemes of work will include references to the outcomes from the Citizenship and Every Child Matters framework as well as the outcomes from the non statutory guidance on PSHE, WRL, and CEG programmes.

## CAREERS EDUCATION

Guidance on delivering the statutory entitlement to careers education and guidance is contained within the document Careers Guidance & Inspiration for Young People in Schools (updated 2017)

This describes a range of learning outcomes under three broad aims

- Understanding themselves and the influences on them (self development)
- Investigate opportunities in learning and work (careers exploration)
- Make and adjust plans to manage change and transitions (career management)

The statutory requirement to deliver careers education to all students in Years 7 to 11 is met through careers education elements of the personal, social and health education and citizenship programme. Students receive one lesson per week of PSHE throughout the year.

Careers education is seen as being the main contributor to helping our students to meet the ECM outcomes of enjoy and achieve and achieving economic wellbeing. CEG also makes significant contributions to the outcome of 'staying healthy' (through discussions regarding work-life balance) and to staying safe (through discussions about health and safety in the work place and safe ways of presenting information about ones self through ICT applications and recruitment and selection practice.

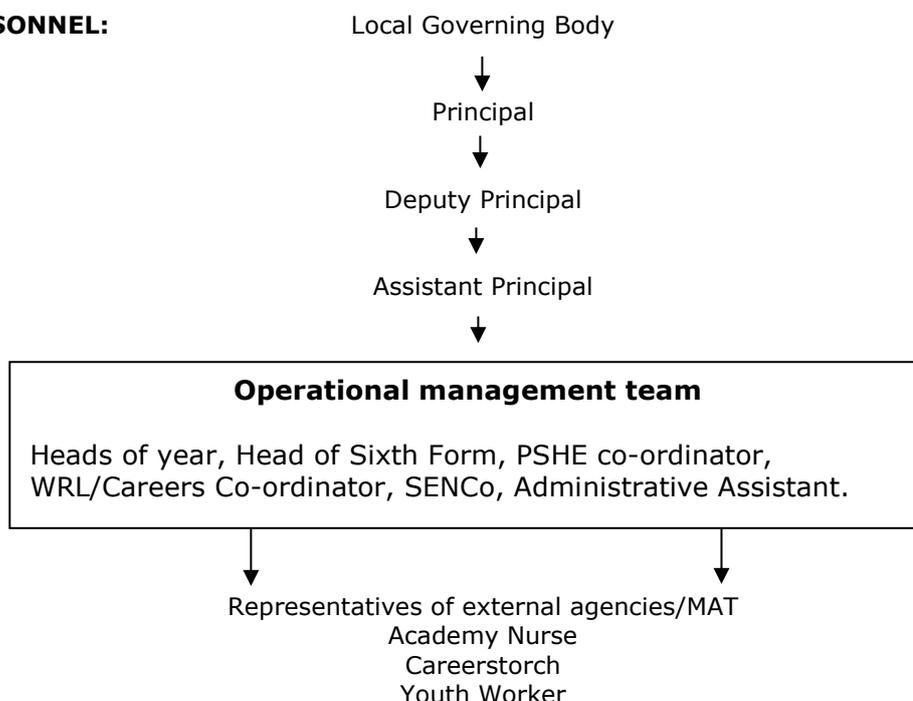
## WORK-RELATED LEARNING

The curriculum includes planned learning, which is undertaken **through** work, **for** work and **about** work. Work related learning is delivered through a dynamic and progressive programme which begins in year 7 and rolls out to year 11. These promote the development of key skills, economic well being and increasingly creativity and IT. Students also experience WRL in subject areas such as maths, English, science, art, geography, PSHE, PE and religion. Year 10 students also have the opportunity to go on a one week work experience placement which takes place in the spring term. Some KS4 students are able to participate in an extended work experience programme as part of their KS4 curriculum.

## MANAGEMENT AND CO-ORDINATION

IAG is a whole Academy responsibility but is managed and co-ordinated and delivered in the following ways:

### KEY PERSONNEL:



## **ROLES AND RESPONSIBILITIES**

**The Governor** with responsibility for IAG maintains an overview of provision and ensures that the Academy meets its statutory requirement under the **Education Act (1997)**, Health and safety legislation and anti-discrimination legislation, and the **Special Educational Needs and Disability Act 2001**

**The Principal** ensures that adequate resources are made for the provision of IAG and that the Academy complies with national standards for IAG. The Principal will ensure that the Academy complies with legislative requirements by providing adequate resources and through processes which support continuous improvement

**The Assistant Principal with responsibility for IAG** operates the development and delivery of the Academy's IAG provision. This involves ensuring that all staff involved in the development and delivery of IAG have their training needs identified and met.

**For more information on staff training and development see the Academy policy on continuing professional development.**

**The Operational Management Team** is responsible for:

- production and updating of the careers education and guidance policy
- production and updating of the careers education scheme of work, lesson plans and materials
- in-service training for all staff delivering careers education elements of PSHE
- liaising with the PSHE Co-ordinator to plan and review the programme
- liaising with CT adviser, including the annual review of the Partnership agreement.
- managing all work experience activities, both block and extended placements and liaising with the DCC Careers Team
- identifying the career guidance needs of students and making appropriate referrals

The Careers Co-ordinator is also required to establish and maintain a comprehensive, up to date and accessible provision of careers and personal support information in the Careers area including comprehensive range of local and national labour market information.

## **RESOURCES**

Our commitment to quality IAG services is reinforced by the provision of sufficient resources which are both financial and practical.

- Each curriculum area has an identified budget which is reviewed annually in line with the Academy improvement plan
- The Academy has identified a room which is used for confidential guidance and counselling interviews.
- Staff have their training needs identified and met through a process of annual appraisal and review.

## **MONITORING, REVIEW AND EVALUATION**

Year 11 progression (destination information) – has been the responsibility of the Academy since 2014/5. This information is used to monitor the number of students who progress into various post-16 opportunities.

Systematic planned evaluation takes place on a rolling basis. This involves all parties and builds on assessment of learning as detailed above.

There is a programme of review for all policies relating to the Academy's IAG services. The reviews involve all key stakeholders including: Academy staff (including the SENCo and the Head of Social Studies), and the Vice Principals of KS3 and 14-19.