



CAREERS POLICY

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This policy will be reviewed annually.

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1) Rationale & Context

At the heart of Wetheringsett Manor School (WMS) Careers Policy are our founding principles: Rigour, Industry-Driven, Partnerships and Enterprise. These capture our vision and goal to support our pupils in becoming well-qualified, industry aware and ultimately employable in whatever area they would like to specialise. Meaningful CEIAG (Careers Education, Information and guidance) is central to us in achieving these goals.

This policy outlines our duties as laid out in The Education Act 1997, The Education and Skills Act 2008 and The School Information (England) Regulations 2008

Fundamentals

The CEIAG programme is designed to help pupils make the most of themselves and their opportunities. In particular, it aims to help them:

- Develop knowledge and understanding of work, learning and careers.
- Extend understanding of opportunities in learning and work.
- Make good use of information and guidance.
- Develop skills to review, plan, make decisions, present effectively and cope with change.

Commitment

WMS recognises that it has a statutory duty to give pupils access to impartial careers information, education and guidance (Education and Skills Act 2011). We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all pupils in Years 10-11, using impartial information and guidance services.

2) Introduction

The CEIAG programme is designed to help pupils make the most of themselves and their opportunities. In particular, it aims to help them:

- Develop knowledge and understanding of work, learning and careers.

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- Extend understanding of opportunities in learning and work.
- Make good use of information and guidance.
- Develop skills to review, plan, make decisions, present effectively and cope with change.

Commitment

We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all pupils in Years 7-11, using impartial information and guidance services.

WMS is committed to:

- Providing a planned programme of activities to which all pupils are entitled and will have access to.
- To ensure pupils have access to impartial information, advice and guidance from suitably qualified professionals.
- Ensuring that, wherever possible, pupils' progress to an opportunity in further education, training or employment.

Development

This Guidance links to the 2020-21 CEIAG Development Plan which should be read in conjunction with this document to highlight current changes, initiatives and developments in this area at The Workplace.

Links with other policies

This Guidance supports and is itself underpinned by a range of key school policies especially Teaching and Learning, PSHE and Work Experience.

3) Objectives

The CEIAG programme is designed to meet the needs of pupils at WMS. Activities can be differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school. Consequently, the CEIAG programme is built on three broad aims (linked to the CDI Framework and Gatsby Benchmarks) that pupils should be able to:

a) Understand themselves and the influences on them

To help pupils understand themselves: The delivery of careers is both formal (PSHE lessons) and informal (pastoral support etc.) and permeates the whole curriculum. The strategies undertaken in order to achieve career progression can be seen as a series of activities which are personalised to individual pupils depending on when they come to WMS, their needs and aspirations.

b) Investigate opportunities in learning and work

To help pupils to investigate careers and opportunities from different information sources, including work experience. Pupils should be able to plan, investigate, assess, organise and understand. Pupils at WMS will be working towards industry recognised qualifications, in industry standard settings and guided by tutors with professional experience. By following the standards set out in the programme, pupils will have a clear understanding of the expectations of the workplace. Various activities through the year will allow pupils access to relevant industry sites and settings and experiences of key work skills.

c) Make and adjust plans to manage change and transition

To help pupils develop their capabilities in managing transitions, assessing them and setting and planned transitions with appropriate support and guidance from WMS and external staff.

Transition support may include visits to post 16 providers (including FE Colleges), meetings with careers guidance professionals to plan post pathways and visits from external organisations to inform pupils about the wide range of post 16 possibilities available to them.

4) Entitlement

On entry to WMS all pupils will be informed during pre-admission meetings about the range of information, advice and guidance services at WMS which will help them throughout their education at:

ALL pupils at WMS are entitled to a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities and have the information they need to make decision about learning and career options.
- Develop the skills they need to plan and manage their own personal development and career progression with appropriate support.
- Overcome any overt and hidden barriers to progress which they may encounter, celebrating diversity and equality of opportunity.
- Accesses relevant information about the world of work.
- Make and maintain individual plans to help them improve the prospects of success.

Pupils will have access to and support with using Careers Information that is:

- Easy to find and accessible in a variety of formats (e.g. hard copies of prospectuses, online materials, face to face information).
- Comprehensive; giving details of all progression opportunities and support.
- Impartial and up to date.

KS4 pupils will obtain careers guidance that is:

- Impartial and independent.
- Focused on individual needs.
- Supportive of equal opportunities.
- Provided by people with relevant professional training and experience.

Parents and Carers of pupils at WMS can expect to:

- Be informed of the CEIAG offer at WMS during pre-admission meetings
- Be able to speak to a member of staff to discuss their child's progress and future prospects (via parents' evenings, phone conversations or meetings requested by parents).
- Have access to the Careers Education, Information, Advice and Guidance online and request a hard copy if required.
- Be kept up to date with Careers developments via newsletters
- Have the opportunity to provide feedback on the Careers Programme and offer suggestions for improvement (annually).

Information, advice and Guidance (IAG) is an essential component of CEIAG entitlement. Within this Guidance the definition of these terms is as follows:

“Information refers to data on opportunities that is available in different formats including written or printed materials, telephone help lines, ICT software, DVDs and websites. This also includes contact that is face-to-face with individuals or in groups or classes.”

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Advice refers to:

- Helping pupils to understand and interpret information.
- Providing information and answering questions.
- Clarifying misunderstandings/ misinterpretations.
- Understanding circumstances, abilities and targets.
- Advising pupils on their options and/ or how to go about a given course of action.
- Identifying needs and signposting or referring pupils who may need targeted support.

Guidance refers to:

- Supporting pupils to better understand themselves and their needs.
- Confronting barriers to understanding, learning and progression.
- Resolving issues and conflicts.
- Supporting pupils to develop new perspectives and solutions to problems, and
- Enabling pupils' people to manage their lives better and achieve their potential.

Through a robust annual commissioning process managed by the WMS Careers Leader, Guidance providers will understand their roles and responsibilities. The commissioned document for careers guidance is available to staff on request.

All staff should, when approached by pupils, respond with appropriate direction to the service chosen to support the programme. All guidance aims to be impartial, confidential, responsive to pupils' needs and based on the principle of equality.

5) Frameworks and Guidance

Frameworks and guidance this Guidance refers to are as follows:

- PSHE education: Economic Wellbeing and financial capability programmes of study for Key Stages 3 and 4 (QCA 2008).
- Education Act 2011 (relating to Careers Guidance).
- Gatsby Benchmarks (2014).
- CDI Framework (March 2018).

Implementation Overview:

- All pupils have access to the Pastoral Coordinator or Tutors to signpost to impartial sources of IAG and support the prevention of NEET (Not in Education, Education or Training).
- Key stage 4 pupils will have access to a qualified career professional to support them to create a personalised action plan for post 16: This support will be delivered via a group workshop 1-2-1 careers guidance session and appropriate follow up support.
- Pupils have access to the Connexions 360 website.
- There is information regarding CEIAG on each site including notice boards and areas with Further Education (FE) College Prospectuses.
- Targeted support is in place for pupils at high risk of NEET. Key stage 4 PFL pupils access Core + provision which includes a curriculum suitable for pupils who would like to immediately enter the workplace through full time work or Apprenticeships (e.g. BTEC in Work Skills/ Laser LEAP units relevant to preparing for the work place).
- GCSE/BTEC pupils have access to careers lessons within PSHE Key Stage 4 core CEIAG skills.
- Understanding how the world of work is changing and the skills that promote employability.
- Identifying and using a variety of sources, including websites and Talking Jobs resource, to analyse and evaluate careers information.
- Awareness of options available after leaving school through 1-2-1 Careers Guidance.

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- Organising and presenting information in an appropriate format, e.g. CV practice, interview practice, reviewing application forms.
- Industry-Driven education and expectations within the Workplace.

A supplementary aim of CEIAG at WMS is to support the prevention of NEET. Pupils will have regular CEIAG input to ensure they have a relevant destination, and support.

Preparation for Key Stage 4 Pupils

Careers guidance has been commissioned for all Key Stage 4 Pupils who will receive the following:

- A workshop on Careers Guidance from a Careers Guidance Professional delivered as part of the PSHE curriculum.
- At least one 1-2-1 interview with a Careers Guidance Professional (more if required).
- An agreed action plan following the Careers Guidance interview and appropriate follow up support/information.
- Communication with parents/carers to comment on/agree the action plan.
- Support from mentors and other key members of staff to follow through and update the action plan.

Intended Destinations data collection – Term 2-3 of Year 11

Purpose: Data is captured during terms 2 and 3 regarding Year 11 pupils intended destinations, e.g. college, sixth form, apprenticeship etc: The Pastoral Manager will collate information on intended destinations to date and send this the Head of Education and Headteacher.

Progression Support Review 1- Term 3 of Year 11

Purpose: SLT and other relevant staff identify young people with weak/no intended destinations for targeted support by the school and/or other agencies. Weak destinations are identified as:

- Job without training

Due to the short-term nature of PRU provision for Year 9 pupils in Key Stage 3, Careers Guidance is provided by Home Schools.

- Apprenticeship with no definite place
- Undecided
- Other
- Inappropriate destinations

Action plans to address weak intended destinations agreed and implemented via Key Workers, HLTA's and Vulnerable Girls workers.

A meeting takes place between relevant providers (e.g. FE Colleges) to share information on pupils at risk of becoming NEET and devise personalised action plans (e.g. tours of College/taster days/building rapport with a key member of FE staff).

September Guarantee – Terms 4 and 5 of Year 11

Purpose: To identify Post-16 offers for all Year 11's in light of actions following first Progression Support Review with relevant staff from different sites (HLTA's, Key Workers, Pastoral Workers).

Signposting to Summer Transition Provision

Purpose: To support vulnerable learners through the summer to prepare them for their post-16 options: Young people offered summer transition support as appropriate via current programmes for those at risk of NEET (e.g Opt Into/ NCS).

6) Management

A member of the SLT such as the Head of Education manages the CEIAG programme and is the 'Careers Leader' for WMS: They will oversee delivery and liaise with programme contributors. CEIAG will be a regular agenda item for SLT meetings.

7) Staffing

All staff contribute to CEIAG through their roles as mentors, tutors and subject teachers: Specialist sessions are delivered by WMS as part of PSHE. Teachers Pay and Conditions (2010) states that teachers may be required to 'work with others on curriculum and/or pupil development to secure coordinated outcomes', 'collaborate and work with colleagues and other relevant professionals within and beyond the school' and 'promote the safety and well-being of pupils' (includes their social and economic well-being).

Much of the Careers provision at WMS is commissioned through a robust process and delivered in collaboration: Careers guidance assemblies and 1-2-1 support are delivered by suitably qualified staff: Qualifications and experience and checked as part of the commissioning process. Advice and guidance services are systematically evaluated by providers and SLT. Appropriate action is taken through contract management for any underperforming service and results are used to inform the content of future commissioning specifications.

8) Curriculum

The CEIAG curriculum at WMS is highly personalised due to the nature of the provision: It also uses the expertise of staff within the school and employers in various industrial sectors.

The CEIAG programme includes PSHE modules on careers, careers guidance activities (e.g. group work and individual pre-placement interviews prior to work experience), information and research activities (using web-based resources such as Connexions 360) and a qualification in Enterprise.

9) Partnerships

CEIAG at WMS is underpinned by strong partnership working:

- Employers and FE settings have helped the SLT in identifying meaningful qualifications and expectations.
- All Pupils will undertake Enterprise activities that involve other groups/schools/families.
- Strong links developed to ensure that year 11's at risk of NEET are supported and tracked post 16.

WMS pupils have access to links to websites, careers resources, quizzes and impartial and independent information on careers.

10) Staff development

- Staff training needs are identified through the Performance Management cycle: Training needs are identified through the annual needs assessment and appropriate arrangements made. All staff will have an industry driven target designed to support them in effectively supporting pupils.
- The Careers Leader provides updates on CEIAG during inset days, via email and through briefings.
- Personal development opportunities (e.g. training sessions at local FE Colleges) are shared with relevant staff to contribute to their CPD.

11) Monitoring, review and evaluation

The CEIAG programme is reviewed annually by SLT to identify areas for improvement. An evaluation of different aspects of CEIAG is undertaken annually and is used to inform future policies.

All programme activities are monitored, reviewed and evaluated with active involvement of pupils. The findings are presented as part of annual WMS self-assessment.

Responsibilities

Key responsibilities have been laid out within the document. All staff have a responsibility to support and guide the delivery of CEIAG, as part of the Industry driven founding principle

Review

This is the first iteration of this policy, and was completed in September 2020. It will next be reviewed in October 2021.