

Tauheedul Education Trust

This policy is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

CAREERS INFORMATION, ADVICE AND GUIDANCE POLICY IN A SECONDARY SETTING



Tauheedul
Education Trust

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1 Introduction

- 1.1 Every child should leave school prepared for modern Britain. Careers information, advice and guidance (CIAG) is crucial in helping pupils emerge from school more fully rounded and ready for the world of work.
- 1.2 The School aims to deliver impartial careers guidance through a range of processes designed to develop high aspirations in pupils, encourage pupils to consider a broad and ambitious range of careers and enable individuals to make informed choices and transitions related to their personal, educational and careers development.
- 1.3 This range of processes will include informing, advising, counselling, enabling, advocating and careers education.
- 1.4 The School is required to provide pupils with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).
- 1.5 The School will ensure all guidance:
 - 1.5.1 is presented in an impartial manner;
 - 1.5.2 includes information on the range of education or training options, including apprenticeships and other vocational pathways;
 - 1.5.3 is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

2 Aims

- 2.1 To facilitate the effective transition of pupils at the end of Key Stages 3, 4 and 5 to courses of study which will lead on to higher education or training or employment which match the aspirations of pupils and their parents.
- 2.2 To provide relevant and accessible information to all pupils on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
- 2.3 To provide a curriculum and experiences from the start of secondary education and onward which will enable all pupils to develop the skills of planning, self-appraisal, decision-making, self-presentation and transition management.
- 2.4 To enable all pupils to make reasoned, informed and appropriate career choices.
- 2.5 To encourage an attitude of self-worth and the development of personal autonomy so that pupils may reach their highest expectations.
- 2.6 To promote social inclusion.
- 2.7 To provide an accurate and up-to-date careers resources and careers information service for pupils and staff in line with best practice.
- 2.8 To enhance pupils' self-awareness and awareness of educational and careers opportunities through individual impartial guidance and careers education.
- 2.9 To liaise with and support staff throughout the School, helping them to devise and deliver appropriate careers education within course programmes and the tutorial system.
- 2.10 To devise and deliver staff development in careers education, information, advice and guidance.
- 2.11 To work towards providing equality of opportunity and access to all pupils.

- 2.12 To negotiate partnerships with external providers of careers and guidance which will add value to school based provision. Through this, to provide a well-integrated support service for pupils and staff.
- 2.13 To keep up-to-date, through personal development programmes, college provision, HEI courses and employment trends in order to ensure that advice is informed and realistic.
- 2.14 To devise and maintain a suitable process for the monitoring and evaluation of the services offered and to work towards internal quality standards.
- 2.15 To support the mission, vision and values of the Trust and its establishments.

3 Who is Responsible for this Policy?

- 3.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal of each Trust secondary school.
- 3.2 The Local Governing Body and Senior Leadership Team at each Trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

4 Responsibilities of the School

- 4.1 The School will provide a planned CIAG programme with measurable aims/targets which is age appropriate. This programme will be delivered as part of the PSHE Programme and via designated enrichment/Leadership days or events.
- 4.2 The School will work in partnership with local employers and other education and training providers such as colleges, universities and apprenticeship providers to develop and deliver its careers programme. This will ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options.
- 4.3 The School will ensure pupils understand that a wide range of career choices require good knowledge of maths and the sciences and take steps to ensure that pupils are exposed to a diverse selection of professionals from varying occupations which require STEM subjects.
- 4.4 Opportunities to develop leadership and entrepreneurial skills for self-employment will be provided as part of the CIAG programme. These opportunities will help pupils to develop the key personal skills and aptitudes required by employers and prestigious universities including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving, resilience, grit and enhanced emotional intelligence. The programme will also enable pupils to develop the confidence, resilience and self-belief needed to help them 'break out' of more traditional career pathways in their community and into universities and more prestigious jobs.
- 4.5 All pupils will be supported to make an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education.

- 4.6 The School will ensure that all pupils are aware of out of school opportunities that could help them with their career aspirations, such as the National Citizen Service and other voluntary and community activities.
- 4.7 The School will consciously work to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that all pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
- 4.8 The School will make clear to pupils what information has been collected about them and how this will be used.
- 4.9 The School will make clear to pupils that if they do not achieve a grade C or better in GCSE Maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice.
- 4.10 Parents will be informed of the CIAG Programme and invited to interviews with their child.

5 Inspiring Young People

- 5.1 The School has high expectations of all pupils. It will provide sustained and varied contact with employer networks, Further Education colleges, Higher Education Institutions, mentors, coaches, alumni or other high achieving individuals in order to motivate pupils to think beyond their immediate experiences and encourage them to consider a broader and more ambitious range of future education and career options.
- 5.2 The School will create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills.
- 5.3 The School will facilitate access to a range of inspirational role models and employers in order to instil resilience, goal setting and social confidence and challenge pre-conceived ideas about jobs.
- 5.4 The School will use its Leadership Specialism to promote a wide range of careers and successful role models from the worlds of politics, business and the public sector who embody the very best of leadership characteristics, including moral, performance and civic leadership.

6 Building Strong Connections with Employers

- 6.1 The School will provide a clear ‘picture’ of the current labour market and how opportunities may change in the future to ensure pupils’ career choices map to demand.
- 6.2 The School will engage fully with the local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. In practice this will include:
 - 6.2.1 mentoring and coaching;
 - 6.2.2 leadership speakers from the world of work in schools;
 - 6.2.3 an insight from Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers;
 - 6.2.4 workplace visits and work experience placements;

- 6.2.5 work ‘taster’ events such as games and competitions;
 - 6.2.6 careers fairs and career networking events;
 - 6.2.7 access to open days at Further and Higher Education Institutions;
 - 6.2.8 access to creative online resources and labour market intelligence;
 - 6.2.9 help with basic career management skills like CV writing, CV building, job searches and job interviews.
- 6.3 Where appropriate, the School will also draw upon organisations working to support relationships between educators and employers such as the Business in the Community’s Business Class programme, Mosaic, Career Academies UK, Inspiring the Future etc.
- 6.4 CAIG provision will have a clear focus on the enterprise skills, experience and qualifications that employers want and support preparation for work.

7 The Careers and Enterprise Company

- 7.1 Where appropriate, the School will draw on the Careers and Enterprise Company; an umbrella body with an overview on the activity of careers, inspiration, enterprise and employability at work (<http://www.careersandenterprise.co.uk/>).

8 The National Careers Service

- 8.1 Where appropriate, the School will draw on The National Careers Service; a service which offers information and professional advice about education, training and work to people of all ages (<https://nationalcareersservice.direct.gov.uk>).

9 Helping Pupils to Access Information on the Full Range of Education and Training Options and Engage with other Local Learning Providers

- 9.1 The School will secure independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This will encompass good, appropriate local further education, apprenticeships, and vocational education opportunities. In good time before key progression and decision points, the School will ensure that pupils are informed about the options available, including:
- 9.1.1 Post-14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 year old enrolment at local colleges;
 - 9.1.2 Post-16: A levels; advanced general qualifications; apprenticeships; employment combined with training; supported internships; tech levels; and traineeships;
 - 9.1.3 Post-18: further education courses; higher apprenticeships; undergraduate degrees.
- 9.2 Visits to further education and sixth form colleges, university technical colleges, studio schools, universities and workplaces will help pupils to make informed decisions, helping them to progress successfully at key transition points. Access to course information, open days and careers fairs will also inform the decision-making process. The School will also, where appropriate, allow such external providers access to school premises to directly inform pupils of their offer.

- 9.3 The School will recommend quality local and national websites ('portals') which provide information about post-16 opportunities.

10 Face-to-face Advice and Guidance

- 10.1 The School will secure access to individual face-to-face advice and guidance where it is the most suitable support for young people to make successful transitions. This might include access to role models, mentors, alumni, coaches or careers advisors.
- 10.2 While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities.

11 Duty to Participate in Education or Training After 16

- 11.1 All young people in England are required to continue in education or training beyond the age of 16 until at least their 18th birthday.
- 11.2 The School will make clear to pupils that they are not required to stay in school; that they can choose how to participate which might be through:
- 11.2.1 full time study in a school, college or training provider;
 - 11.2.2 an apprenticeship, traineeship or supported internship;
 - 11.2.3 full time work or volunteering (20 hours or more) combined with part time accredited study.

12 Information Sharing

- 12.1 The School will provide relevant information about all pupils to the Local Authority support services.
- 12.2 The School will also provide other information that the Local Authority needs in order to support the young person to participate in education or training unless a pupil aged 16 or over, or the parent of a pupil aged under 16, has instructed the School not to share information of this kind with the Local Authority (as set out in the School's Privacy Notice).
- 12.3 The School will also work in partnership with the Local Authority to ensure they know what services are available, and how young people can be referred for support.
- 12.4 Whenever a 16 or 17 year old leaves an education or training programme before completion, the School will inform the Local Authority or the service provider of the Local Authority.

13 Targeted Support for Vulnerable and Disadvantaged Young People

- 13.1 The School will identify young people who are in need of targeted support or who are at risk of not participating post-16 so that these young people can be provided with intensive support drawn from a range of education and training support services available locally.
- 13.2 The School will ensure that young people understand that they may be eligible for the 16-19 Bursary Fund which has been set up to support those in financial hardship.

14 Ensuring Adequate Support for Pupils with Special Educational Needs or Disabilities

- 14.1 The School has high aspirations for all pupils with Special Educational Needs and disabilities (SEND), and supports them in preparing for the next phase of education or training and beyond into adult life.
- 14.2 The School will co-operate with the Local Authority in providing support to pupils with SEND.
- 14.3 Pupils with SEND will receive independent and impartial advice about all of the education, training and employment opportunities on offer, regardless of their individual circumstances. They will also be given information on the full range of specialist provision that is available and the support available to help them access the provision.
- 14.4 Where a pupil has an Education, Health and Care (EHC) Plan, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

15 Working with Jobcentre Plus

- 15.1 Where appropriate, the School will work with Jobcentre Plus to help support an effective transition from school to work for young people. This may mean in practice:
 - 15.1.1 Jobcentre Plus sharing its knowledge and experiences of the needs of employers;
 - 15.1.2 the School and Jobcentre Plus pooling their knowledge on setting up successful work experience placements;
 - 15.1.3 forging greater links between Jobcentre Disability Employment Advisers to support the transition for those with special educational needs or disabilities into work.

16 Quality Assurance

- 16.1 The School will monitor and evaluate CIAG activity taking place whether that involves school staff, volunteers or external providers.
- 16.2 The School will monitor its success in supporting pupils to take up education or training which offers good long term prospects. One way of doing this is through use of [Destination Measures data](#).
- 16.3 Formal monitoring will be carried out through:
 - 16.3.1 careers guidance interview records;
 - 16.3.2 informal feedback from pupils and teachers through random sampling;
 - 16.3.3 pupil questionnaires for individual guidance interviews and group work;
 - 16.3.4 lesson observations;
 - 16.3.5 regular review meetings with external partners and evaluation of the impact of Partnership Agreements.

17 Monitoring, Evaluation and Review

- 17.1 The policy will be promoted and implemented throughout all Trust secondary schools.

- 17.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust secondary school.
- 17.3 The Trust will review this policy every two years in consultation with each Trust secondary school.