



EDUCATION

Careers Education, Information, Advice and Guidance Policy

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Date	Version No	Brief detail of change
03/06/15	1.0	Reviewed & Reformatted existing for Staff Portal
07/10/15	2.0	Updated to reflect the new academic year

1. CONTEXT

- 1.1. The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Careers guidance must include information on all options available in respect of 16- 18 education or training, including apprenticeships and other work-based education and training options.
- 1.2. Careers Education helps young people to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans that enable them to progress into further learning and work. Careers education and work-related learning are delivered within bespoke programmes and through the wider curriculum in all key stages.
- 1.3. Effective personalised information, advice and guidance enhances and complements careers education and is currently available from Years 7 to Year 13. Careers Education combined with effective independent information, advice and guidance is critical to:-
 - avoid disengagement
 - help students choose KS4 and KS5 options
 - help students choose appropriate post-16 and post-18 destinations
 - prevent (NEETs young person who is not in employment, education or training)
 - give a wider and relevant context for learning closing the gap

2. AIMS

- 2.1 This policy sets out the nature and aims of careers education across Leigh Academies Trust secondary settings and, where appropriate, also primary settings. The aims of outstanding, impartial careers education may be summarised as follows:
 - To empower students to plan and manage their own futures
 - To respond to the needs of each student
 - To support the progress of students
 - To provide comprehensive information and advice
 - To raise aspirations
 - To actively promote equality of opportunity
 - To challenge stereotypes

3. INTENDED OUTCOMES

- 3.1. Leigh Academies Trust is committed to raising aspirations and maximising the benefits for every student in the development of a whole Trust approach to CEIAG by providing a planned programme of activities both in and outside of the curriculum, which includes work related learning opportunities.

3.2. Leigh Academies Trust is committed to providing:-

- A comprehensive Careers Education programme with clear learning outcomes
- Access to independent and impartial guidance for all students
- A partnership approach to CEIAG provision
- Assistance for all students to make a successful transition into further/higher education, employment, or training
- A high quality CEIAG programme validated by the Investors in Careers quality award

4. DELIVERY

4.1. Leigh Academies Trust Inclusive Services Development Plan identifies the need for the delivery of independent, impartial careers information, advice and guidance for all students in accordance with statutory guidance.

4.2. Careers education and Work Related Learning form a significant part of Personal, Social and Health Education programmes as well as an integral part of the whole academy curriculum. Leigh Academies Trust is committed to the delivery of comprehensive careers programme that meets the needs of all students, which is included within formalised schemes of work mapped to the National Careers Framework 7-19 (2010).

4.3. In addition, vertical tutorial programmes will support the development of self-awareness, opportunity awareness, the ability to access and interpret information, decision-making skills and transition. Through this, younger students will benefit from engaging with older students to learn from their experience and aspirations. The careers programme includes formalised lessons, tutorial support, workshops, one-to-one and group work, access to external speakers, updates on apprenticeships and other training opportunities and information about external organisations. It may include trips and visits, i.e. to higher education establishments and other opportunities as they arise. Aspects of the programme will be delivered or made available through online resources.

4.4. Leigh Academies Trust Careers Advisor will deliver impartial, independent advice and guidance to students of all ages in the Trust academies. The full role of the Careers Adviser can be seen in the attached job description (Appendix). The Careers Adviser, in conjunction with the nominated lead at each academy, (Trust Inclusive Services Team) is responsible for :-

- i. the delivery of careers education and work related learning programmes;
- ii. the coordination of appropriate independent and impartial information advice and guidance in all key stages;
- iii. liaison with students, tutors, parents, leadership teams and governors in relation to CEIAG;
- iv. the collation, monitoring and reporting of destinations data to Academic Standards Committee;
- v. the promotion of links, in conjunction with the Trust Education Business Partnership Manager, with local and national employers and their organisations.
- vi. the development and maintenance of careers websites across the Trust;

- vii. the co-ordination and evaluation of events and the contributions of outside agencies to ensure the career education aims are met;
- viii. in consultation with academies, the organisation of visits to local colleges, work-based education and training providers;
- ix. the sourcing and maintenance of effective collections of published material, including training provider prospectuses, and computer based resources, to assist students in making informed career choices;
- x. liaison with Directors of Learning for Post 16 in relation to supporting students in making Higher and Further Education related decisions, UCAS applications and for those considering employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events;
- xi. keeping up-to-date with developments in relation to CEIAG;
- xii. the development of a tracking and referral system; and
- xiii. supporting academies to gain accreditation through the Investors in Careers award.

4.4 Careers information, advice and guidance is a whole academy activity - every member of staff, when approached, should respond with appropriate guidance and support.

4.5 The academies will, as far as possible, hold a careers event every year to which local employers and further education providers will be invited. Links with local and national employers and their organisations will be pursued in order to enhance the careers information, advice and guidance, which is available to students.

5. LINKS WITH THE LOCAL AUTHORITY

5.1. The local authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 places two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:-

- to promote the effective participation in education and training of young
- people covered by the duty to participate
- to have in place arrangements to identify those who are not participating.

5.2 The Trust academies will work with the Local Authority, including sharing information, in order to support the above. In particular, in accordance with Section 13 of the above Act, the academies will notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion.

6. EVALUATION

6.1 The quality of careers education is monitored and evaluated by:-

- the analysis of the destinations of students at the end of years 11, 12 and 13 and, where available, information about their progress in further or higher education, training and employment.
- Reports to Academic Standards/governors.
- Stakeholder surveys.

- Independent assessment of provision at each academy via the Investors in Careers quality mark.
- Internal monitoring processes of each academy.



Leigh Academies Trust - Careers Education Information Advice and Guidance Student Entitlement Statement

During your time at the Leigh Academies Trust you are entitled to:

- A careers education programme: lessons, workshops, external speakers, work-related learning or taster days
- Regular feedback on your academic progress and how to improve so that you can achieve your goals
- Support to develop better self-awareness so that you can recognise your own strengths, areas for development, skills, motivations, and abilities
- Assistance when accessing and understanding information on open days, jobs, colleges, universities, apprenticeships
- Independent information, advice and guidance on your future career when you leave Leigh Academies Trust.
- An understanding of the opportunities that are available and how to access them, so you can make positive decisions for your future
- Access to Independent and Impartial Guidance so that you can make choices and plans that are best for you
- A Careers Action Plan, so you can plan for your future with our help
- Access to comprehensive, user-friendly web-based information to help you when making decisions
- Support with letters of application, filling in forms etc
- Help with choices in years 9, 11 and 13
- Who can help?
 - Form Tutors
 - Student Services Managers.
 - Teachers and other staff.
 - Special Educational Needs Co-ordinator.
 - Careers Adviser.

Appendix

JOB TITLE: Careers Adviser

LOCATION: Trust schools

RESPONSIBLE TO: Principal

Purpose of Post: To provide independent information, advice and guidance to help young people in the Trust make realistic choices about education, training and work.

1. Duties and Responsibilities

a)

- interviewing students one to one or in small groups
- identifying their needs using a referral and assessment tool
- providing information, advice and guidance about a range of issues, such as careers, education, employment and training; either directly or in partnership with specialist agencies
- assisting young people to draw up action plans for employment, education and training and supporting them to achieve these goals
- assisting young people to write curriculum vitae
- researching careers, options and support organisations to meet young people's needs
- running small group sessions or larger presentations on all aspects of careers work and topics related to personal development
- liaising and negotiating with other organisations on behalf of young people
- working with families and carers to access and facilitate the young person's wider support network
- using IT for administrative tasks, such as recording interactions with and tracking clients
- using computer-aided guidance packages, skills assessment tools, psychometric tests and personal inventories
- planning and organising careers fairs and conventions
- keeping up to date with labour market information, legislation, and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies
- managing a caseload of students.
- working in a variety of locations
- developing an effective Information, Advice and Guidance website for students and parents
- supporting UCAS applications
- planning and implementing Enterprise and Focus Days
- developing further the links with HE
- co-ordinating and building on links with local businesses
- ensuring adequate support and guidance for SEND students within the Trust

- providing guidance for students who may transfer to other providers before the end of KS4

b) Child Protection

- Liaise with the Trust school's Designated Child Protection Officer
- Involvement in regulating child employment
- Liaise and meet with Student Services Managers and other members of Trust staff regarding families/children as necessary.

c) Other

- Continue own professional training and development as targeted through appraisal process.
- Any other duties and responsibilities within the range of the salary grade
- Complete training in the Common Assessment Framework (CAF).

2. General

- To adhere to and promote Trust policies on equal opportunities and race equality.
- To comply with Trust policies and procedures with regard to conduct and dress.
- To promote the safeguarding and wellbeing of students by following the Safeguarding Policy and Procedures.
- Job performance will be evaluated through the Trust Performance Management/Staff Appraisal Scheme.

3. Review of Job Description

- This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post holder may be required to undertake additional duties, as required, by the Principal (s). Appropriate training will be offered, as identified and agreed, to assist post holders to carry the role out effectively
- This job description will be reviewed at least once each year in the autumn module.
- Person Responsible: Principal

4. Trust Ethos

- To play a full part in the life of the Trust community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- Promote actively the Trust's corporate policies
- Comply with the Trust's health and safety policy and undertake risk assessments as appropriate

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

5. Signatures

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.