



Careers Education, Information, Advice and Guidance Policy

Q3 Academies Trust

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CONTENTS

Introduction	1
Careers Education, Information, Advice and Guidance in Q3 Academies.....	1
Objectives	4
The Role of the Connexions Service and Vulnerable Students	4
Raising the Participation Age and Duties on Schools.....	5
Organisation of the Careers Education, Information, Advice and Guidance Programme:	5
Careers Education in Q3 Academies	5
Implementation of Careers Education in Q3 Academies.....	5
Key Stage 3.....	6
Key Stage 4.....	6
Key Stage 5.....	7
Elements of Careers Education Information, Advice and Guidance	7
Work Experience	8
The aims and benefits of work experience	9
Work Experience Procedures.....	8
Year 10 Students:	9
Year 12 - 14 Students:	9
Residential component	10
Careers and the Academies' Development Plan	10
Access to Information.....	11
SIPS.....	11
Review and Evaluation.....	11
Management:	11
Overview	11

Introduction

This policy and procedure will be implemented in accordance with our policies on equality and diversity, disability and race equality, and careers education and guidance provided will not be influenced by the students' background or situation. Advisers will promote career choices based on interests and potential, and challenge stereotyping or discrimination where encountered.

This policy has been developed in the background of the following agendas:

- Every Child Matters.
- 14-19 Strategy.
- The Academies' Development Plan.
- The Health and Safety Guidelines.
- The CEG in England. National Framework 11-19.
- DfE Study Programmes for 16-19 year olds, July 2018.
- The Equal Opportunities Policy.
- Raising the Participation Age (RPA).
- The Citizenship Policy.
- The Work-Related Learning Policy.
- The Work Experience Policy.
- Government's Response to Recommendations from Ofsted's Thematic Review and National Careers Council Report, Sept 2013.
- Gatsby Benchmarks.

Careers Education, Information, Advice and Guidance in Q3 Academies

Careers programmes in the Academies contribute to strategies for raising achievement, especially by:

- Increasing motivation.
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Encouraging participation in continued learning, including higher education and assisting with the duty of the Academies towards RPA.
- Developing enterprise and employability skills.
- Reducing drop out from, and course switching in, education and training.
- Contributing to the economic prosperity of individuals and communities.
- Contributing towards reducing the numbers of students who are Not in Education, Employment or Training (NEET).
- Supporting participation in learning and successful progression through key transitions 11–14, 14–16, 16–19.

It includes an entitlement to students for accessible and informed guidance and support to address their needs in terms of personal development, career development and course progress.

CEIAG in the Academies is underpinned through the following strands:

- Self-development - Understand themselves and the influences on them.
- Career exploration - Investigate opportunities in learning and work.
- Career management - Make and adjust plans to manage change and transition.

It is the aim of the Academies to provide high quality careers education, information, advice and guidance to all students and potential external students which:

- Is integral to students' learning experience while at the Academies.

- Contributes to the raising of student participation, achievement and progression.
- Operates as a partnership between Q3 Academies and the Connexions Service, as defined in an annually determined Partnership Agreement in relation to vulnerable students.
- Is available at times and locations which maximise take-up and supports widening participation.
- Takes place in an appropriate setting.
- Meets the statement of entitlement.

Objectives

- To develop in students, and in parents/carers, an awareness of the requirements, both academic and experiential, of certain careers. This can lead to students setting targets and developing a purpose to their study.
- To provide the opportunity for all Year 10 students to participate in a Work Experience Placement for one week and, where appropriate, take part in the Enrichment programme including Work Experience Post-16.
- To develop in students a realisation of their own potential and realistic prospects.
- To develop in students a broad skills base needed for future career success and flexibility, including:
 - Good reasoning skills to make formal decisions and opinions;
 - Effective literacy skills necessary to complete application forms and letters;
 - Good communication skills to facilitate effective interview techniques;
 - Experience of, and in, the workplace.
- To develop both the quality and quantity of links between the Academies, local business and industry, colleges and universities, work-based training providers and other agencies of support.
- To contribute to the broader citizenship programme by developing resources concerned with: Skills and qualifications, applications and interviews, career choices and pathways, teamwork and leadership, rights and responsibilities, agencies of help, Industrial relations.
- To offer advice and facilitate links between school, work-based learning and training providers, further and higher education and local employers with respect to vocational courses.
- To offer specific guidance opportunities in Higher Education.
- To provide: Careers guidance and counselling through both scheduled and drop-in arrangements, Curriculum support and development, Information for parents/carers, Specialist advice and support for those students with special needs.

The Role of the Connexions Service and Vulnerable Students

The Connexions Advisor make a contribution to CEIAG and they are given every opportunity to be involved in the planning process. A Partnership Agreement is produced annually indicating the partnership process and the particular contribution of each partner together with collective targets.

The Connexions Advisor and Personal Learning Directors establish a list of their vulnerable students according to set criteria and these students are interviewed and details are forwarded to the Careers Lead Professional for recording and referencing.

The Connexions Advisor will also:

- Assist the design, planning, implementation and review of the CEIAG programme.
- Provide careers information, including that relating to the labour market, training and the analysis of student destination figures.

- Contribute to curriculum planning and development.
- Advise on college and community links, including work experience.
- Undertake guidance interviews and small group work.
- Consult with staff and assist with the planning, delivery and review of in-service training.
- Regularly inform the Academies of the destinations of former learners of the vulnerable students' cohort through their tracking programme.
- Undertake the responsibility of tracking students who are designated as NEET prior to the completion of the Autumn Term.

Raising the Participation Age and Duties on Schools

The two duties of schools in relation to RPA are:

- To promote good attendance of 16 and 17 year olds.
- To inform local authority support services if a young person (aged 16 or 17) has dropped out of learning.

To appropriately track former learners has placed a duty on the Academies to fulfil this requirement and as a result procedures are in place in conjunction with the Connexions Service, who specifically monitors vulnerable students.

The CEIAG Policy of Q3 Academies Trust follows the Connexions "Good Practice Guide" in its commitment to a comprehensive provision of CEIAG for all students.

Organisation of the Careers Education, Information, Advice and Guidance Programme

CEIAG in the Academies is delivered through a comprehensive and structured programme in Key Stages 3, 4 and 5.

This is a progressive programme designed to provide the necessary skills, knowledge and understanding to make informed decisions regarding: Option choices, career pathways, employment, higher and further education and in obtaining training and qualifications.

Provision is guided by stated aims and objectives and by the learning outcomes of the National Framework 11–19, Careers Education and Guidance in England, DfE March 2015.

Careers Education in Q3 Academies

Students are involved in activities that will give them:

- The knowledge to manage their career including how to find and use sources of help and support.
- The skills to manage their career over a lifetime involving:
 - Self-development – review strengths, interests, areas to develop, understand influences on plans.
 - Career exploration – investigate learning and work opportunities.
 - Career management – make and adjust plans, present themselves, prepare for change.

Implementation of Careers Education in Q3 Academies

The Academies will:

- Deliver a careers education framework via the Aspire curriculum.

- Ensure the Careers Advisor and Lead for Inspire is central to the delivery of careers education.
- Work with the Connexions Service to support students in a variety of ways in order to meet individual needs.
- Undertake an annual Compass online self-evaluation of careers.

It is the role of the Careers Advisor in conjunction with the Lead for Aspire to develop the careers education framework and learning outcomes as part of the Aspire programme, developing and advising on resources to support careers education.

Careers education is part of a structured programme of activities, which is a compulsory element of Aspire for students in Years 7–11. Lesson content is designed, planned and delivered by Aspire staff and is overseen by the Lead for Aspire. Students are also engaged in a Careers Qualification which is currently under review.

The Careers programme involves individual and group participation and is built on three aims.

These are that young people should be able to:

- Understand themselves and the influences on them – self-development.
- Investigate opportunities in learning and work – career exploration.
- Make and adjust plans to manage change and transition – career management.

Students are encouraged to investigate and research other appropriate resources and through the use of ICT access the National Careers Service website, where there is a range of digital resources that can help students self-assess their skills and research career options.

This information can also form the basis of career-related interviews with students and with parents/carers on consultation evenings and option evenings as students' progress through the Academies.

Key Stage 3

Careers education will focus on:

- Developing self-esteem.
- Self-presentation.
- Making informed choices and decision making.
- Strategies for avoiding negative stereotypes.
- Developing positive relationships with different groups of people.
- Examining employability skills.
- Career exploration exercises.

Key Stage 4

Careers education will focus on:

- The world of work.
- Preparing for work experience.
- Career exploration and planning.
- Self-development.
- Preparing for interviews.
- Preparing a CV.
- Professional guidance.

Students following the Alternative Curriculum Provision in Key Stage 4 will have CEG opportunities built into their individual learning plans. This will include work placements, college and work-based training courses of a vocational nature and access to Career Guidance through existing provision and additional provision via a dedicated Personal Advisor from Connexions.

Key Stage 5

Careers education will focus on individual interviews relating to:

- Career planning.
- Self-development.
- Target setting.
- Exploring the opportunities in higher education.
- Preparing application forms, UCAS forms and CVs.
- Personal Statements.

This helps students to:

- Understand themselves, including recognising personal skills and qualities and the influences on them.
- Understand what qualities, skills and knowledge various employers and training providers require from applicants.
- Investigate opportunities in learning and work.
- Make and adjust plans to manage change and transition.
- Make and implement career decisions.
- Develop career management skills.

Students have opportunities to attend presentations by invited outside agencies. There is also library and Sixth Form study room based career resources available to students.

Students will be made aware of presentations/careers events outside of the Academies.

Elements of Careers Education Information, Advice and Guidance

Effective careers guidance in the Academies:

- Builds on previous discussions about the students' progress in learning and assists in their personal and career development.
- Enables students to make informed decisions and support them through this process in an appropriate way.
- Records agreed action points for use in further guidance sessions.
- Is impartial and free from institutional bias.

The Careers Advisor conducts formal interviews with students.

The Careers Advisor co-ordinates the activities of, and works with, the Connexions Service and ensures that careers education and guidance is available at times and in locations which maximise take-up and support widening participation. The Director of Sixth Form is responsible for overseeing UCAS applications and will also conduct Sixth Form interviews.

Connexions Service provision is flexible and support can be offered at a level and location which suits the needs of the students. The Personal Advisor works closely with the Careers Advisor and support is provided to vulnerable listed students aged 13–19.

Priorities for Connexions Service support are set out in a Partnership Agreement, negotiated annually.

Students will benefit from structured and scheduled careers guidance interviews from appropriate staff and the Personal Advisor and with, where appropriate, the support of nominated learning support assistants, or can receive group advice from the Personal Advisor.

External agencies are invited to deliver the presentation of information and material to selected groups of interested students at various times during the year and students are made aware of and encouraged to attend Careers Fairs and open evenings of local colleges and institutions.

Advice will also be available through discussion within lessons, scheduled interviews or by individual request. The Careers Advisor attends external examination results days for Year 11 and Post 16 students and collates the destination details of students in conjunction with the Connexions service. This information is recorded in spread sheet format for referencing by appropriate staff and presented to the Governing Body by the Head of School in his report.

Work Experience

Students in Years 10, 12 and 13 have an opportunity of experiencing the world of work as part of their entitlement. The Year 10 cohort engages in a one week work experience programme, at the end of the summer term. Year 12 and 13 students are encouraged to complete relevant work experience during the two year study period.

The aims and benefits of work experience

Work Related Learning is an essential part of a young person's education that uses the context of work to develop the knowledge, skills and understanding useful in the work environment. It includes learning about the world of work, working practises and developing the skills needed for work through the experience of work placements.

Work experience placements allow students to develop work skills consisting of the following:

- Knowledge of vocational sectors and employment in either the private, public or voluntary sectors.
- Enterprise, personal and social skills and record their achievements.
- Positive attitudes to work and promotion of self-confidence.
- Opportunities to undertake research for Academies' assignments in a real work situation.
- Evidence for CVs and Personal Statements.

During and after work experience students complete a log book.

Work Experience Procedures

The Work Related Learning Programme involves Years 10, 12, 13 and 14 students.

Year 10 Students:

Students attend a work experience placement for one week in the summer term. Students participate in a work experience assembly outlining the programme and also receive information in careers lessons.

Parents/carers and students receive appropriate information, a guidance leaflet and a return form. Students investigate aspects of work and make contact with an employer. An introductory letter is available to students to assist in this process.

The Careers Advisor also assists students in selecting an appropriate placement via the SIPS database. The placement is agreed by Employer, Parent/Carer, Student and the Academies. Relevant permission letters and details are exchanged.

Placement details and appropriate student information is submitted to the SIPS database for relevant checks to be made. Students attend a Preliminary Visit prior to Work Experience week.

The Careers Advisor and Staff Monitoring Team select placements to be visited or contacted during Work Experience week. Staff Monitoring Log Books are explained and distributed and are completed after each visit.

Students attend placements and complete a Log Book. Employers monitor performance and complete their report in the Log Book. Evidence from work experience provides invaluable evidence for the students' CVs, application forms for employment and is referred to in careers lessons.

Year 12-14 Students:

Students are required, in the first instance, to organise their own placement, exploring working opportunities in areas of particular interest. Parents and carers receive appropriate information and a consent form.

Students receive an introductory employer 's letter and Work Experience details form. If necessary, the Careers Advisor assists students in selecting an appropriate placement via the SIPS database.

Placements are agreed by Employer, Parent or Carer, Student and the Academies. Relevant permission letters and details are exchanged. Placement details and appropriate student information is submitted to the SIPS database for relevant checks to be made. Q3 Academies commission the services of SIPS, who conduct Health, Safety and Safeguarding checks. SIPS staff holds NEBOSH qualifications and are approved by the Authority's Health and Safety Unit. When contacting companies SIPS will consider if a DBS check is needed for the placement.

Date of commencement of placement and day of attendance are agreed by all relevant parties. Placements are monitored by appropriate staff.

Students complete a Log Book and performance is monitored by placement provider. The Academies provide constructive follow-up work during the year.

Evidence from work experience provides invaluable evidence for the students' Personal Statement on their UCAS form and CVs or application forms for employment.

Residential component

SIPS has issued guidance on work experience with a residential component and Q3 Academies will adhere to this guidance.

For students engaged in off-site activities with training providers or colleges, SIPS has a directory of approved provision. All providers listed have undertaken a Health, Safety and Safeguarding audit which includes examination by SIPS of their Single Central Record.

If any incidents or concerns occur during work experience it is the Careers Advisor's responsibility to inform SIPS who will then carry out appropriate investigations in partnership with the Academies.

Work experience involves many partners, parents, students, employers and staff who monitor placements. Information and guidance for all of these partners is documented in the following leaflets which are provided by SIPS and issued by the Careers Advisor:

- Guide for Employers – this gives guidance on hours of work, induction and safeguarding.
- Guide for Students – parents/carers, the child and teachers make judgements on the suitability of placements. SIPS is informed of students' special needs or medical requirements and a risk assessment on that placement is made.
- Guide for Staff – the team who visit students during their placement are given guidance on how to respond to any concerns they may have immediately and in the most appropriate manner. A record of the monitoring visits conducted by staff is held by the Careers Advisor.
- Guide for parents/carers – support from parents/carers is key to a successful work experience placement. This leaflet outlines what work experience offers their child, what they should do before, during and after the event and what to do if there are any problems.

With regards to DBS checks for our students, SIPS gives advice on the latest guidance.

Careers and the Academies' Development Plan

Careers will contribute to the Academies' enterprise culture by:

- Highlighting entrepreneurial skills.
- Offering opportunities to experience activities outside the Academies' boundaries.
- Establishing relationships with a variety of employers.
- Supporting students through the educational process at a pace that is suitable for their individual learning.
- Provide quality information to parents/carers and students about the pathways available.

Access to Information

Information about the world of work, educational, vocational and training opportunities will include:

- Printed information.
- Audio-visual materials.
- Computer software and the internet.
- Work-based projects.

SIPS

The Academies work with SIPS to ensure that all enterprise activities available to the students are maximised. SIPS, through its database, supports the Academies in acquiring work experience placements for students and their risk evaluation procedures.

Review and Evaluation

The review and evaluation of CEIAG is an integral part of the Academies' self-evaluation process and includes:

- An annual review co-ordinated by a designated member of the Senior Leadership Team.
- Reports to, and attendance at, meetings of the Governing Body.
- Ensuring that the Governing Body has an employers' representative.
- Regular calendared team meetings to review preparation, delivery, content and development of work.
- Scheduled in-service training courses.
- Attendance at courses outside the Academies.
- Lesson observation.
- Student/Parent/Carer feedback.
- Responses from outside agencies and adults other than teachers.

When reviewing this policy document every effort is made to include the views of parents/carers, students, employers, work-based learning and training providers, teachers, governors and external agencies.

Management:

The line management in relation to CEIAG is as follows:

Board of Trustees – Governing Body – Executive – Head of School – Assistant Vice Principal – Careers Advisor.

Overview

Access to information and guidance about the career options available to young people is an important factor in ensuring they are able to make the most of the opportunities that are available Post-16. Academies and colleges have a vital role to play in supporting their students to make well informed and realistic decisions by providing access to impartial and independent guidance about the range of education and training options that are most likely

to help young people achieve their ambitions. Local authorities have a responsibility to encourage, enable and assist young people's participation in education or training.

The Statutory Guidance for Schools: Careers Guidance (January 2018) identifies the key responsibilities for schools in relation to careers guidance in schools. The guidance will become increasingly important as young people will be required to participate in education or training until the end of the academic year in which they turn 17 years of age from June 2013 (RPA).

It is important for schools to consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools should work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. Local authorities will be required to assist the most vulnerable young people and those at risk of disengaging with education or work.

With the high levels of young people who are NEET, record competition for university places and the many diverse routes available to students in schools and colleges, it is more important than ever to ensure students receive valuable information and advice about their options.

This Policy has been scrutinised by all interested stakeholders and has been endorsed by the Board of Trustees.

The Head of School will review this policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the Academies.