

NEWHOUSE ACADEMY

Careers Information and Guidance Policy

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VERSION INFORMATION

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Contents

1. Introduction
2. Purpose
3. Aims
4. Principles
5. Entitlement
6. Working in Partnership
7. Teaching & Learning Methodology
8. Equal opportunities & Equal Access
9. Recording & Action Planning
10. Management & Co-ordination
11. Professional Development
12. Evaluation & Review
13. Delivery of Programme

CAREERS INFORMATION AND GUIDANCE POLICY

1. INTRODUCTION

- 1.1. The Hollingworth Learning Trust (HLT) will provide a programme of Careers Information and Guidance (CIAG) for all students. Effective CIAG is crucial in preparing young people for adult and working life.

2. PURPOSE

- 2.1. The purpose of the programme is to help individual students to gain the knowledge, skills, and attitudes that they need to manage their own lifelong learning and career development. CIAG helps the student to achieve this by raising aspirations and levels of motivation and by supporting students with up-to-date and impartial guidance to help them make effective careers and educational decisions.

3. AIMS

- 3.1. HLT seeks to adhere to the core dimensions of good careers and enterprise provision by following the 8 Gatsby Benchmarks:
 - To provide a stable careers programme in each of its establishments
 - To support learning from career and labour market information
 - To address the needs of each student
 - To link curriculum learning to careers where possible
 - To provide encounters with employers and employees
 - To provide opportunities for and guidance on workplace experiences
 - To provide encounters with further and higher education
 - To offer personalised, impartial guidance

4. PRINCIPLES

- 4.1. The underlying theme will be the promotion of personal development in an environment which is challenging, supportive and encouraging.
- 4.2. The CIAG programme will be related to the individual needs and aspirations of the students.
- 4.3. The programme will be delivered in partnership with other organisations to ensure a broad range of experiences and opportunities for students. Guidance provided will be high quality, objective and impartial.
- 4.4. Each Trust establishment will offer a full range of careers information and access to online guidance packages covering all options open to pupils at key transition points and throughout their time in their respective establishment. This information will be located in a specified area, be open at

all reasonable times, and be regularly maintained by a suitably qualified careers professional.

- 4.5. Each Trust establishment will have a designated Careers Leader who will have influence across their Trust establishment and support from the Governors and SLT. They will be responsible and accountable for the delivery of each Trust establishments programme of career advice and guidance and for the quality assurance of the careers' programme. This is to ensure the programme continuously improves and delivers the kinds of impacts that are needed for young people.
- 4.6. Each Trust establishment will provide dedicated CIAG information on their websites, providing information on areas, but not limited to, such as:
 - The CIAG strategy
 - Key staff contacts
 - Previous cohort destinations
 - Information for parents/carers, as well as students
- 4.7. Each Trust establishment will publish a provider access policy on their website explaining how employers, training providers, colleges and apprenticeship providers can contact the Trust establishment to make arrangements to come into school in compliance with the Baker Clause (January 2018).

5. ENTITLEMENT

- 5.1. Students are entitled to a CIAG programme which has clear, stated objectives; which is progressive; and which monitors and tracks the student's experiences and engagement in careers related activities. Each Trust establishment will have a strategy for the CIAG programme which meets the needs of all students.

6. WORKING IN PARTNERSHIP

6.1. With students

The Trust establishment will support each student's knowledge of career progression and ensure all students are clear what their own role and responsibilities should be.

6.2. With parents/carers

The Trust establishment will communicate regularly with parents/carers, enabling them to participate in events such as parents' evenings, careers fairs, guidance interviews, and it will inform them of what the student's entitlement will be and their role in supporting the process.

6.3. With Positive Steps and Local Authority Partnership

Each Trust establishment will draw up a Partnership Agreement with Positive Steps and review it regularly. This will include details on access to students, sharing information, delivery of CIAG activities and the provision of labour market information and careers information. Each Trust establishment will liaise with the Trust's Positive Steps coordinator as well as the individual business link which the PS and Local Authority will assign to each Trust establishment.

6.4. With employers

Each Trust establishment will work with employers to offer a range of work-related activities, including visiting speakers, careers enrichment events, careers fairs and open evenings.

6.5. With providers

Each Trust establishment will provide a range of opportunities for providers to offer information to students about local opportunities in employment, training and education via presentations, materials, or group sessions. Students may attend conferences, careers conventions, taster courses or other activities when appropriate.

The Baker Clause means that all establishments will give direct access to FE, apprenticeship and alternative 14-16 providers, so that they can have access to speak with students from years 8-13 about their offer at 14-16, post-16 and post-18.

6.6. With governors

Each Trust establishment will have a link governor who will be kept up to date on all matters linked to careers by the Careers Leader and Careers Adviser.

7. TEACHING/LEARNING METHODOLOGY

7.1. Research suggests that students learn best when they are actively involved in their learning. The CIAG programme will use a range of activities which encourage such involvement:

- In one-to-one discussions with Careers Coordinator's or Careers Advisers
- In meetings with senior members of staff at key progression points
- In whole class discussion or group work in the classroom with tutors or visiting specialists during pastoral time and within the pastoral time in school
- In group sessions with Careers Advisers, employers, or other adults with expertise
- In individual research and the use of computer based/online information

8. EQUAL OPPORTUNITIES AND EQUAL ACCESS

- 8.1. The Trust establishment will ensure that all students can benefit from CIAG by enabling them to participate in all of the activities which make up the programme. Students who may have special needs will be identified by the SEND or additional needs will be identified by the Co-ordinator and the Careers Coordinator/Adviser so that plans are made to ensure they can benefit from the provision. This can be done by:
- Reviewing physical access and the range of activities
 - Ensuring that technical career opportunities are equally covered
 - Reviewing the material and providing differentiated materials
 - Providing any additional equipment required
 - Having one-to-one meetings with Careers Advisers and Teaching Support staff in attendance

9. RECORDING AND ACTION PLANNING

- 9.1. An integral part of the career development process for young people is their ability to develop the skills of recording and reviewing their achievements, setting targets and action planning.
- 9.2. Students will use relevant documentation, e.g. careers software programmes, Looking Ahead booklets, Next Steps sheets, Passports to Post-16 for the recording of skills and achievements as well as action planning.
- 9.3. Throughout the process students will be encouraged to:
- Discuss their progress with pastoral staff
 - Set goals and targets
 - Record skills and awards
 - Write personal statements and CVs for particular purposes
 - Discuss progress with parent/carers
 - Organise their career planning with the support of the careers adviser
- 9.4. This information will be gathered in at regular intervals by pastoral and careers professionals and collated in a central record so that student's experiences and aspirations can be tracked and monitored over time. The careers adviser will then ensure that personalised, targeted support is given as and when required.
- 9.5. The careers adviser will maintain the tracking document and use it to report out to the local authority and to governors on intended and actual

destinations for all leavers as and when required (part of the Gatsby Benchmarks).

10. MANAGEMENT AND CO-ORDINATION

- 10.1. Each Trust establishment will have a Careers professional who will be a senior member of staff and who will take overall responsibility for ensuring the delivery of the policy and programme. They will work closely with the careers adviser who will co-ordinate the careers programme. Careers professionals in each Trust establishment will work closely with pastoral teams and they in turn will support the delivery of the careers programme when required.
- 10.2. The Careers Leader will ensure that the Compass tool is used at the beginning of each year to evaluate each Trust establishments careers provision and to make any necessary amendments.

11. PROFESSIONAL DEVELOPMENT

- 11.1. Each Trust establishment will assess the training needs of those delivering CIAG on a regular basis, and will offer opportunities to those staff to attend relevant training programmes as and when appropriate. Opportunities to share good practice across the Trust will be made available and each Trust establishment will engage in partnership work where relevant.
- 11.2. The termly Trust CIAG partnership meetings will be used a way of sharing best practice.
- 11.3. Each Careers Adviser will complete 25 hours of individual CPD per year as part of their commitment to this sector and keeping up to date with the latest thinking.

12. EVALUATION AND REVIEW

- 12.1. The CIAG programme will be reviewed on an annual basis by the careers leader and adapted where necessary. This will take in to account any feedback from staff, students or external providers linked to the previous year's activities.
- 12.2. The careers team will provide a report on a regular basis which will be presented to the senior leaders and subsequently to the Governing Body.

13. DELIVERY OF PROGRAMME

- 13.1. Careers activities may be delivered as part of off-timetable, breakdown days for all year groups as well as being a regular part of form time, the Our People lesson and assemblies. Some events will be off site, enrichment events, for example, taster days and women in construction. Some events may be run collaboratively with other establishments.

The following links are all useful sources of information for what is required to be done by law in careers education:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
<https://www.careersandenterprise.co.uk/schools-colleges/careers-leaders>
https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf
<http://nationalcareersweek.com/ncw-briefing-new-statutory-careers-guidance/>