

Careers Education Information and Guidance Policy Boroughbridge High School

Policy ratified by Governors	January 2022
Next Policy review due	January 2023
Due for review by Governors	January 2023
Staff Lead	Associate Assistant Headteacher Wider Curriculum, Student Development and Progress at KS5

Significant Revisions since last review:

No Significant revisions since last review

Vision and purpose

Promoting aspirations and a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of our students, but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

All students have access to and support with using careers information that is easy to find and available at convenient times and in convenient locations, including on the internet which is unbiased and up to date. Are able to obtain careers guidance that is:

- Impartial
- Confidential
- Provided by a qualified careers adviser
- Focussed on the individual student
- Supportive of equal opportunities

Entitlement Statement

- All students take part in a careers programme which is part of the PSHE curriculum in years 7-13 that helps them to: Understand their future education, training and employment routes including Higher Education, Further Education, Apprenticeships and employment.
- Develop the skills they need to plan and manage their own personal development and career progression
- Understand how and where to access the information required to make informed decisions
- Offer feedback and ideas on how to improve the careers programme.

In addition the school will encourage

- Participation in workshops/talks from external providers
- Visits to local colleges of further education, 6th forms, universities and employers
- Other relevant activities to support student decision making/choice

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Providing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Take an active and full part in the regional Careers Hub of which the school is a member.

Current priorities

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- meeting the Dfe expectations laid out in the Careers Strategy Dec 2018.

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy.
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth Form and Pastoral team) and the Careers Leader.
- develop and maintain an annual careers development plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy in line with the Gatsby Benchmarks and based on the strength and weaknesses identified by our Compass Tracker.
- Provide independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners and engage where possible across the federation in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Aims

1. To help students, make well-informed choices about their future working lives and to translate these effectively into appropriate decisions and actions, including managing transitions.
2. To maintain and develop links with the range of organisations providing appropriate opportunities for the students, including further study (further and higher education), apprenticeships, work and voluntary opportunities.
3. To remain wholly independent, offering objective and impartial advice and information so that students are aware of all the education, training and career pathways.

Objectives

1. To source and provide up-to-date information about occupations, apprenticeships, further education courses, higher education opportunities and local labour market information.
2. To help students understand and develop the necessary skills to equip them for whatever career path they choose.
3. To provide opportunities for students to understand their competencies, aspirations and options through a variety of means, including personal discussion with the careers adviser and other professionals.
4. To support and inform parents through the IAG (Information and Guidance) process.
5. To provide CEIAG, adhering to national codes of good practice and professional standards.

The school will secure and (when necessary) pay for independent and impartial careers guidance advice and information. This primarily consists of access for all students to face-to-face interviews with the School's Careers Coordinator/Careers Advisor, which is supplemented with regular email updates, external advice in the form of outside speakers, careers fairs, university visits, and transition meetings for SEND pupils. In addition pupils are encouraged to access additional information via the School Careers page which lists useful websites and keeps pupils and their parents/carers updated via email.

In order to provide for the individual needs of all our pupils, support including face-to-face interviews with external advisers may be provided for those pupils who require it, including those with SEND and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School's own Careers Advisor.

The School will provide relevant information on pupils to help the external advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence. The School will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs. The School will provide a range of supplementary careers activities and works with local colleges, further education and higher education providers, work-based training and apprenticeship providers in order to ensure that pupils have access to knowledge about the range of options at each stage of their education.

Evaluation

1. The Careers/PSHE programme is evaluated on an annual basis to ensure appropriateness and currency of materials. The PSHE Lead and the Careers Leader regularly review its effectiveness.
2. Views of students are gathered via feedback and student voice activities.
3. Views of parents are sought through contact at parents' events, careers interviews, meetings and other informal contact.

Review

This policy will be reviewed by the governing body annually.

Related documents

Careers Education scheme of work (see PSHE programme of study), Compass Evaluation Tool, Compass Tracker, CIAG development plan and audit. CIAG evidence folder.