



PRESTWICH ARTS COLLEGE

Statement of Policy for Careers, Information & Guidance

RATIONALE

Definitions

Careers Education: helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work,

Careers Guidance: enables young people to use the knowledge and skills they develop to make decisions about learning and work that are right for them.

Statutory requirements

From September 2013 the new statutory duty requires school to secure access to independent careers guidance for all students in years 8-11. Under the legislation, the careers guidance secured by school must be presented to students receiving it in an impartial manner and should always promote the best interests of the student. Careers guidance must also include information on all available options to the student. This includes alternative providers, work-based training and apprenticeships. School must comply with the elements identified in statutory guidance*, free to make their own arrangements as they believe fits the needs and circumstances of the students.

The guidance states that school can retain in-house provision but this should be supplemented with external support. This may be through introduction to external providers, websites or helpline access. The main focus is that the provision all together should cover the full range of options available to all young people.

The Raising of the Participation Age (RPA) to 18 by 2015, means that young people will be required to remain in education and/or learning for longer.

This policy supports the school's curriculum and the personal, social and academic aims of the school. At Prestwich Arts College CEIAG and Guidance is viewed as an integral part of school life.

*The DfE has prepared statutory guidance for schools.

*Ofsted in September 2013 published a report containing evidence and examples of good practice in CEIAG.

Vision for Careers Information & Guidance for our pupils

At Prestwich Arts College we wish to be at the forefront of good practice and are currently re-shaping our careers structure and delivery model. It is likely, therefore that this policy will undergo considerable amendment as we bring about further improvements in its first year of redevelopment. Below are the key aspirations to achieving that recognition.

1. Individual students should be signposted to different careers activities at the relevant stages of their development and decision-making. In other words a pupils' needs-led service led by a senior member of staff

2. That such career's guidance has a well understood structure, is well-coordinated and reviewed, so that its quality and impact can be determined. This includes that effective use of data is made to match pupil destination.
3. That Prestwich Arts College develops amongst its staff the key skills and expertise to deliver a comprehensive service along with its relevant partners. These should include not only organisations such as Connexions but also with employers, further educational establishments and universities. Such links will broaden students' ideas about possible future employment. Engagement with parents in this process is vital
4. Students need to be exposed to and supported in a range of employment pathways including apprenticeships and vocational training as well as traditional A' level routes
5. We wish to ensure that specific sub-groups and our more vulnerable students are identified, supported and monitored and that aspirations for further education are actively and universally promoted.
6. We want to develop a careers strategic plan (See Strategic Plan attached to this policy) to ensure the roll-out of an access and entitlement model that encompasses all year groups in a graduated manner.

AIMS

The school's mission statement is about life-long learning and being part of a learning community. Together with the Every Child Matters agenda, this means that Careers information, advice and guidance must aim to prepare young people in school for the opportunities, responsibilities and experiences of life

The aims for CEIAG focus specifically upon:

- Ensuring statutory requirements are met
- Broadening aspirations and encourage students to reach their full potential
- Supporting inclusion, challenging gender stereotyping and promoting quality of opportunity
- Improving educational standards through the use of relevant lessons and other studies that improve motivation and attainment of all students
- Enabling young people to make life long well informed realistic decisions
- Providing up-to-date, comprehensive information, advice and guidance
- Preparing young people for a successful working life and a role in society whereby they make a positive contribution, and receive economic benefits

Management

A named member of the senior management team is responsible for the management and co-ordination of CEIAG, advice and guidance. The assistant headteacher liaises the Connexions adviser and other agencies and line manages the broader careers team in association with the Head of Personal Development and the Director of Business and Resource. They determine how the activities are to be monitored and evaluated; they ensure that there are opportunities for staff to undertake relevant and appropriate training and they ensure students and parents receive appropriate information, advice and guidance about careers.

Staffing (See appendix: strategic development)

All staff contribute to CEIAG Guidance through their roles as form tutors, subject teachers and in most cases as assertive mentors for upper school. Tutors remain with their vertical tutor groups from year 7 through to year 11. A strong student/tutor relationship develops which helps early identification of individual students needing in depth guidance support from the careers adviser. One to one help is also available for all students from: form tutors, subject teachers, House teams, learning coaches, SENCO and the senior leadership team. Students are reminded of this at key decision making points in Years 9 and 11. Any member of staff can refer a student for a career interview and students can self-refer. All staff are encouraged to seek help, assistance and advice when needed. They are kept up to date with careers related information through the school bulletin and staff briefings. Funding for staff development is accessed through school funds. The school will endeavour to meet staff training need requests within a reasonable period of time.

Each House (under the management of a House Manager/Director of House and member of SLT) has an associate member of staff assigned to it with responsibility for careers support with those House pupils. The school is also committed to achieving Level 6 training in Careers , Information and guidance initially for a careers team leader in the first year of our re-structuring

Access to Careers Guidance

There is a Careers section situated in the Gateway which contains a range of materials and is accessible at lunchtime and after school. A new CEIAG base is being created in which will facilitate pupil 'drop-in' for advice and literature as well as the open access to use on-line information. A range of software products are available for students to use. There is a dedicated page for careers on the school website for access by students, parents and carers and staff in school. These include: JED and Think Future. In addition the government has launched the free, all-age National Careers Service. This web-based careers guidance portal provides information on careers, CV-writing and qualification options. ICT facilities are available in the Gateway and in ICT suites. This enable students to access the available software and interactive websites. These facilities provide opportunities for research into education, training and employment as well as provide opportunities for self-appraisal. The information is disseminated to staff through the tutorial programme

Careers Team: used for individual interviews with all year 11's and other targeted students throughout the year. Available at Parents' Evenings/Careers Events;

Extra Support where appropriate: students in Years 8, 9, 10 & 11 are targeted for extra help by SENCO, House staff and Careers team.

Parents' Evenings/Careers Events: Post-16 providers attend parents' evenings to compliment other Open events run by local colleges; careers events include: Enterprise days; a skills event in year 8; summer school events include: a post -16 taster day for year 10 and a post-16 opportunities event in Year 11

Context

The school employs a career adviser from connexions Bury*. In accordance with the amended Education Act 2011, the adviser provides some face to face advice and guidance with the aim that students get the careers information they need which is in their best interests, showing no bias or favouritism towards a particular institution, or post 16 education or learning provider. The adviser is a part of the Bury Connexions team, and in accordance with local authority statutory requirements, provides information, advice and guidance for vulnerable groups and effective student tracking to monitor young people who do not participate in order to meet their statutory requirements.

N.B. It is the government's intention that from 2013 the Careers Development Institute (CDI) will represent all those working in CEIAG and guidance.

*As part of the bespoke package for CEIAG to run at Prestwich Arts College from April 2014.

Face to face interviews with students will be recorded by the designated House member of the CEIAG team using our in-house recording system. The information is shared and recorded with the student, in order to obtain an accurate and a true picture of the student's aspirations and expectations. On the notes the student's full name is given, their UCI number, which is necessary for college application forms, the date, the name of the adviser, career ideas, preferred pathway, an action plan and any information given, i.e. job profile information. The action plan is updated as required at each appointment.

It is proposed that an electronic copy is archived as well as being sent to the pupil's school email account the end of the interview. Such information should also be available to staff conducting regular assertive mentoring interviews as well as other key staff such as the SENCO who may be preparing a transitional annual review for a student in Year 11 and/or the personal adviser with responsibility for interviewing vulnerable students as part of the local authority's duty with regards to careers guidance.

The career guidance support information enables 'qualitative' data to be collected in a format that can be easily shared with appropriate colleagues and professionals as necessary. Qualitative data, whilst it includes factual information, also gives the adviser a snapshot of the young person, for example their likes

and dislikes and any other concerns they may be experiencing. By collecting data for intended destinations, using both qualitative and quantitative methods provides the school with an accurate account of the students' careers aspirations. It can also be used by the school to highlight any trends; for example, a large number of students choosing a particular pathway or subject choice and any concerns with students, in order to alert a priority appointment.

Parents and carers

Parents and carers are encouraged to participate and facilitate their children's use of information, advice and guidance (IAG) by attending Options/Information evenings at all stages. Online resources will be made available through the Careers section on the School website to enable parents and carers to become more involved. Parents and carers are kept up to date with careers related information through the School website, newsletters and at information evenings. Students are actively encouraged to discuss IAG with parents and carers. Parents and carers may also make appointments to meet the careers adviser alongside students if they wish to do so.

Parents can access the latest DfE Guidance regarding this CEIAG policy on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417142/Careers_Guidance_Schools_Guidance_March_2015.pdf

Discrimination

According to the local authority Transition Policy students with Statements, School Action or School Action Plus and have a Learning Difficulty Assessment (or equivalents) are prepared to assess post-16 needs. Statements are reviewed for Learning Disability Assessment and individual Transition Plans are made for them.

The school has an equal opportunities policy; a race relations policy and a disability and discrimination policy. Students are prepared for a multi-ethnic society through the school ethos and curriculum. To ensure the school does not inadvertently discriminate the school regularly reviews and monitors practice to promote good race relations and deal with racist incidents effectively.

The careers adviser has a responsibility to comply with the school's policies. They have to ensure information, advice and guidance reflects the multi-cultural nature of society through personal example, avoiding any form of discrimination and reporting incidents through agreed procedures. Written information about transition is differentiated and user friendly and using language that does not offend. The careers guidance software package has the facility to differentiate both language and content.

Learning Outcomes

At the end of KS3 students will have some understanding of the world of work. Teachers will consciously promote a work ethic and skills for work literacy. Participation in enterprise activities will be a requirement for all students.

At the end of KS4 students will understand how they can continue to learn and access training post 16 and where they can go for support. Students will be able to review their action plans and decide on any new steps they may wish/need to take.

Monitoring and Evaluation

Careers guidance in school is monitored and evaluated annually through discussion with key staff and students and appropriate observations and through feedback from students. The careers adviser is monitored and evaluated periodically through observation by an external and independent Careers provider

The partnership agreement with the Local Authorities' commissioned provider for targeted students is reviewed annually.

Changes and improvements to the programme are made in accordance with statutory requirements and the School Improvement Plan (SIP) to ensure that the careers programme is fully supporting whole school aims.

Careers provision as a whole is subject to the school's own self-evaluation procedures, such as a 'Deep Learning Walk'.

Entitlement

Students are entitled to Information, Advice and Guidance (IAG) that is impartial. This is supported by our relationship with the Connexions adviser and our own CEIAG team. Guidance at Prestwich helps students to find out about different courses, what qualifications they may need and what opportunities there might be; develop skills they may need for working life; understand themselves, their interests, likes and dislikes; make realistic choices about courses; develop a plan of action for the future; understand the different routes post 16; be able to make effective applications for training and further education and improve confidence; attend such events as are appropriate and practical. Students receive access to the careers base; interviews with the careers adviser and subject lessons linked to careers. Students can expect to be treated equally by others; given careers information that is up to date and impartial; treated by respect by visitors in school who are part of the careers programme and given extra help if they have special needs.

Related Policies

Access & Inclusion Policy

Single Equality Policy

Pupil Premium Policy

Pastoral care & Behaviour

The Gatsby Benchmarks (Key in asking questions about school practice)

Prepared by: Mr N Waters Assistant Headteacher

Date Reviewed: March 2014

Date of Next Review : March 2017

Signed:



Mr C C Hornby, Head Teacher

Signed:



Mr R Austin, Chair of Governors