



Careers Education, Information, Advice & Guidance

Policy and Procedure

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Signed	
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Policy statement on equality and diversity

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.

The Mosslands School – Career Education, Information and Advice Policy

The Mosslands School aims to help all students fulfil their potential and experience success through an educational environment which responds to individual need and stimulates and challenges each and every student. The processes of informing, advising and guiding pupils are accorded a high priority within the school, and are seen as crucial in preparing pupils to make decisions regarding the opportunities and challenges of adult and working life.

For the purposes of this policy the following definitions have been used;



Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites and virtual learning etc.

Advice – This involves helping students to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer students who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support students to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy of behalf of some students and referral for specialist guidance and support. This involves more in-depth one to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of students' circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

CONTEXT

Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their students in school years 8 to 11. In September 2012, local authority maintained schools became subject to a statutory duty to provide impartial careers guidance to pupils in years 9 to 11. In September 2013, the statutory duty on schools was expanded to cover pupils in school years 8 (12-13 year olds) to 13 (17-18 year olds).

The Department for Education published statutory guidance (most recently updated in March 2015) for maintained schools on their duty to provide careers guidance
(Ref: DfE, Careers guidance and inspiration in schools. Statutory guidance for governing bodies, school leaders and school staff, March 2015).

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

At The Mosslands School the needs to inform, advise and guide pupils are met from a series of generic processes which take place within many contexts. This policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral settings within our organisation.

LINKS WITH OTHER POLICIES

This policy has been written with reference to the following;

Equal opportunities policy

Work-related learning policy

Careers Access Policy

School Improvement Plan



The Mosslands School is also working with the Growth Platform, the Liverpool City Region Growth Company to work on an Enterprise and Employability Strategy.

ENTITLEMENT

Students at The Mosslands School are entitled to receive:

- Clear unbiased advice and information about all the options available, so that they understand what each of them involve
- support and guidance to help them make choices and complete a career plan for the future
- personal support with information on how well they are doing
- help to decide what to do when they leave their course, including further learning, training or employment
- a programme of careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning
- the opportunity to be involved in making decisions about things that effect their learning
- an opportunity to learn about the world of work

Students and parents are made aware of this entitlement through the school website. Students are encouraged to review their entitlement regularly within PSHE/Careers lessons and at key reporting times through their education journey.

The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of Equality of opportunity
- Transparency
- Accessibility

IAG needs to be available to pupils at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service.

DELIVERY OF THE ENTITLEMENT

The government has increased the age to which all young people must continue in education or training; requiring them to continue until their 18th birthday (from 2015). It is therefore important that all pupils receive good quality IAG. We achieve this in both formal and informal settings;

INFORMATION

All pupils (years 7-13) participate in a Careers Education programme developed by the Head of Careers using the Steps Resource. This is delivered in blocks during PSHE lessons and form time (ON-TRACK). Visiting employer and partner delivered sessions and activities are also made available at key points in their education. Great use is made of the links with local HE institutions. Students have a booklet for completion during years 7 and 11 and students take these home for reference so that they are ready for the next transition.

Year 12/13 will access a range of career related activities and support sessions including preparation for and participation in work experience placements.

This will be supplement by further careers related information contributed during curriculum lessons, available on recommended websites and displayed on noticeboards in the schools' careers areas.

ADVICE

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Tutors are encouraged to offer informal advice during tutorial sessions and through their daily 1:1 contacts with pupils. Tutors are well placed to understand the varied needs of their students and will usually have in depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a



student who may have an issue they wish to discuss. In this role staff are expected to contribute where they can or signpost students to relevant websites and the Independent Careers Advisors working within school.

Advising a student on options will often require signposting an individual to the relevant information resource or source of help. For this reason, staff who operate as tutors need to have a comprehensive knowledge of sources of information and help for a range of students' needs.

Formal advice to students will take place through the progress review and target setting sessions during which PSHE tutors will need to help students to understand their options (life, learning or work) and to set and review targets for achieving goals. Advice is also provided by curriculum teachers by visitors and by other professionals working in school. In order to support all staff to deliver impartial and timely advice this policy will be shared with all staff through the school website.

Whilst the school expects all staff to offer impartial advice to pupils, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing pupils. The provision of an impartial advice service will from time to time result in referral to other staff within the school and to other professionals offering a more in depth and specialist support service.

ASSESSMENT OF NEED

The referral system at The Mosslands School is based on an accurate assessment of need. Tutors are required to collate information from the schools data recording system and from their knowledge of the pupil's aspirations and personal circumstances. The assessment of need is an on-going process and the school is committed to responding to the individual needs of students as these arise. (see flow chart)

REFERRAL

The referral system at The Mosslands School facilitates obtaining specialist advice or resources to meet individual's needs where these can't be met by current resources. Students are always involved in the process of referral. They are informed of the process and their views are sought at all times. The referral process makes provision for students and their parents to self-refer.

IAG Referrals are managed by Heads of House and the Director of Sixth Form. Form Tutors and Subject Staff may also be involved and other professionals may contribute to the process as and when required.

GUIDANCE

Guidance may take place in a number of settings including:

- 1:1 discussions
- group activities
- the provision of, and support in, using information and IT applications.
- Careers Education (Years 7-11) Year 12/13 Enrichment Activities/Work Placements
- The taught curriculum and pastoral support programme also offer a range of guidance opportunities. Some of these are described below

1:1 GUIDANCE SESSIONS

Students receive guidance through 1:1 interventions both formally and informally by a range of staff. These include form tutors, subject staff and the Head of Careers.

In depth guidance on personal, learning and work issues is provided by the schools Independent Careers Adviser. This service provides independent and impartial careers advice to our students on a number of days each week. Every year 11 student has the opportunity to access a one-to-one interview with an independent Careers Adviser which is documented and recorded with appropriate follow up action **plan**. Students in Years 8,9,10, 12 and 13 can access one-to-one provision on application.

CAREERS EDUCATION

Students in years 7-11 receive one lesson per week of PSHE throughout the year. Within in each of the year groups there is a dedicated block delivering a Careers Education Programme. This is delivered within a Scheme of Work, lesson plans and resources developed and provided by the Head of Careers.

An extensive programme of additional activities is provided by the Head of Careers and Careers Adviser. All students are given the opportunity to engage with these although there are some targeted activities.



WORK-RELATED LEARNING

Work related learning is delivered through a programme which offers every student the opportunity to engage with workplace visits, visiting employers and, in Year 12, up to two weeks work experience. Year 11 students are given a mock interview with an employer, matched to their needs.

MANAGEMENT AND CO-ORDINATION

IAG is a whole school responsibility but is managed and co-ordinated and delivered in the following ways:

KEY PERSONNEL: Link Governor (Mrs J Owens), The Head Teacher (Mr A Whiteley), Assistant Head Teacher (Mr I Murray), Careers Leader (Mrs A Rycroft), Heads of Department, Independent Careers adviser.

ROLES AND RESPONSIBILITIES

The Head ensures that the strategic approach to CEIAG is in line with the aims and objectives of the School and the Governing Body and supports the work of all other professionals involved in the delivery of CEIAG.

The Head ensures that adequate resources are made for the provision of CEIAG and that the school complies with national standards for CEIAG. The Head will also ensure that the school complies with legislative requirements by providing adequate resources and supporting processes which facilitate continuous improvement.

The Careers Leader oversees the development and delivery of the schools CEIAG provision. This involves ensuring that all staff involved in the development and delivery of CEIAG have their training needs identified and met.

The Careers Leader is responsible for:

- production and updating of the careers education and guidance policy
- production and updating of the careers education schemes of work, lesson plans and materials
- in-service training for all staff delivering careers education elements of PSHRCE
- liaising with the Independent Careers Adviser.
- Monitoring and Evaluating Careers Activities with pupil, stakeholder and staff questionnaires
- responding to referrals identifying the career guidance needs of pupils and arranging appropriate provision.
- Reporting to Governors on aspects of the Careers Provision – delivery, parental views, student views, review of events and activities. These reports will outline current practice and suggest areas for improvement. Reports will be sent at key points in the year with a calendar agreed by the HoC and HT in September each year.

The 6th Form Administrator (Mrs J Brunton) is responsible for managing all work experience activities, both block and extended placements including pre-placement employer visits, health and safety assessments and in-placement monitoring visits for extended placements. The Independent Careers Advisor (EMC) also supports the work of the Head of Careers in providing student's with the opportunity to access comprehensive CEIAG.

The Independent Careers Advisor is required to establish and maintain a comprehensive, up to date and accessible provision of careers and personal support information in the Careers areas including comprehensive range of local and national labour market information.

The Heads of House, Heads of Sixth Form, Head of PSHE, SENCo, Pupil Services Coordinator and Director of Student Services are responsible for keeping up to date with CEIAG policies and procedures and fulfilling the elements of their role which supports this school wide process.

All Heads of Department are asked to have Careers Education as an agenda item at an identified departmental meeting once per half term. During this meeting they should discuss Careers in their area and how to signpost Careers Education within their curriculum area. All departments are expected to deliver a Careers based lesson during the annual Careers Week. Minutes of the Careers discussion at these meetings should be emailed to the Head Teacher, Head of Careers and Careers Adviser so that actions can be recorded and supported.



RESOURCES

Our commitment to quality CEIAG services is reinforced by the provision of sufficient resources which are both financial and practical.

The Head of Careers has an identified budget which is reviewed annually in line with the school improvement plan

The school has identified a room which is used for confidential guidance and counselling interviews.

The school has a Careers Area on the school network and website which signpost resources and information. Use is also made of the school twitter feed and newsletters. Opportunities are advertised to students using the Careers Google Classroom

Staff have training needs identified and met through a process of annual appraisal and review.

MONITORING, REVIEW AND EVALUATION

Year 11 progression (destination) information is provided by Wirral Local Authority and is used to monitor the number of pupils who progress into various post-16 opportunities. The Local Authority also provides follow-up information, which serves to monitor drop-out rates from destinations. These factors are taken into consideration when reviewing CEIAG services annually.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Independent Careers Adviser who attends parents' evenings for years 8 to 13. Feedback is also sought using work experience logs and Careers online questionnaires.

There is a programme of review for all policies relating to the schools CEIAG services. The reviews involve all key stakeholders.



Quick References for Staff

Dealing with Careers Questions

Simple Query from Student

- Verbal response
- Refer to Website
- Refer to subject specialist
- Refer to Heads of 6th Form if UCAS Related

More Complex Query from Student

- Refer to Website
- Refer to Careers Adviser

Parent or Staff Concern

- Refer to Impartial and Independent Careers Adviser

Websites

All Students are given access to the UNIFROG platform from year 7. This enables them to track their engagement and plan their career path from year 7 to year 13.

Other Useful Websites (see school website for more information)

<https://nationalcareers.service.gov.uk/>

<http://www.icould.com/>

<https://www.russellgroup.ac.uk/for-students/>

<http://www.ucas.com/>

<http://www.apprenticeships.org.uk/>

<https://www.gov.uk/government/collections/traineeships--2#trainees>

ⁱ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

<http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

