



Careers Education, Information & Guidance Policy

June 2022

This Policy was approved by:

Pastoral Committee: 6th June 2022

Signed:
Chair of Governors

Date for Review: June 2024

INTRODUCTION

Fred Longworth High School is committed to supporting each of its students to fulfil their potential and to make a successful transition to adult and working life. The school aims to ensure that, by working together, we enable everyone to experience success and fulfil their potential within a caring and effective learning environment.

FLHS is committed to providing an impartial, planned programme of careers education, information, advice and guidance for all students to enable them and their families to make an informed choice at key transitional points.

Our vision is to ensure that every learner has access to personalised, impartial, up-to-date careers information, advice and guidance in order to make informed choices about further/higher education, vocational training, employment and apprenticeship opportunities.

SECTION 1: AIMS & OBJECTIVES

Our careers programme aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Ensure students' readiness to take the next step in their learning or career. Fred Longworth High School follows the principles of the Gatsby Benchmarks (see references).
- Help students to develop an understanding of themselves and their ambitions
- Help students to understand the changing world of work
- Facilitate meaningful encounters with employers for all students
- Support positive transitions post-16 and preparing the foundations for post-18 transition
- Enable students to develop the research skills to find out about opportunities
- Help students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourage participation in continued learning, including further and higher education and apprenticeships or other technical educational options
- Support inclusion, challenging stereotyping and promoting equality of opportunity
- Contribute to strategies for raising achievement, particularly by increasing motivation.

Fred Longworth High School is committed to:

- Providing a relevant and flexible Careers Programme for all of its students in order that they can reach their full potential
- Adhering to the Guidelines set out in Statutory Guidance and providing our students with access to an independent and impartial Careers Adviser for face-to-face guidance in Years 8 - 11
- Enabling local providers and employers to have access to our students in order to inform them of relevant opportunities

- Achieving excellence in the Careers Programme offered to students and have this recognised through the Inspiring IAG Award (accreditation September 2022)

SECTION 2: STUDENT ENTITLEMENT

All students are entitled to be fully involved in an effective Careers Education, Information, Advice & Guidance (CEIAG) programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development, learning about careers and the world of work and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices to prepare for their future, particularly in Years 9 and 11
- Access to up-to-date and unbiased information on future learning and training, careers and labour market information – use Xello to explore, map and record careers planning
- Support to develop the self-awareness and career management skills needed for their future
- Careers lessons either during form time or formal lessons from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- Meaningful encounters with representatives from the world of work; this could be through Mock Interviews, Careers Fairs, assemblies, careers talks (in or outside lessons), projects and external visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the school can also be requested.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

SECTION 3: DELIVERY OF THE CAREERS PROGRAMME

Careers Education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework January 2020.

Years 7, 8 & 9

Key activities: Year 9 options choices

Sessions include topics such as what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the options process which takes place in Year 9.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to careers resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including through assemblies parents' events, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities: Year 11 PSHE Day which will include input relevant to making successful choices and Mock Interviews and a Careers Event where local Colleges, Training Providers and other relevant providers will be available. Lessons include; preparing CVs, applications and interview technique in preparation for mock interviews; understanding post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills.
- Be interviewed by someone from the world of work and obtain feedback on their performance.
- Experience a taster day in a sixth form or college setting.
- Learn about the different Post-16 pathways.
- Be introduced to the relevant online resource to support applications to College. They will be supported to complete their profile and being to research options which are relevant to them.
- Attend a week long work experience placement.

Year 11

Key activities: Post-16 applications. Students will learn how to write a personal statement for post-16 applications; get support to apply through the relevant online platform; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting with a careers adviser, whether our school-based adviser or an adviser from Wigan Council.
- Prepare a CV
- Be interviewed by someone from the world of work and obtain feedback on their performance.

Careers Guidance Meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Years 10 and Year 11 are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

SECTION 4: MANAGEMENT OF PROVISION

Responsibility for Policy

The Headteacher has ultimate responsibility for ensuring that every student has access to good quality IAG, but this is supported by the Governors (Link Governor – Mr Ian Williams), SLT lead for Personal Development, Head of Careers and Careers Adviser.

The Headteacher, SLT lead for Personal Development and Governing Body have responsibility for:

- The strategic development of impartial Information Advice and Guidance
- Ensuring adequate policies for IAG are in place
- Ensuring that all statutory requirements are met

The Head of Careers is the designated Careers Leader within the school and has responsibility for:

- Line Management of the Careers Adviser
- Managing relationships with partner schools
- Ensuring adequate provision for IAG for all students
- Implementing and monitoring a clear programme of careers education during curriculum & pastoral time
- Brokering relationships with external providers
- Ensuring statutory information is presented appropriately on the school website
- Quality control of the overall provision

The Careers Adviser will have responsibility for:

- Working with the Head of Careers to ensure that the careers curriculum is fit for purpose and reflects current employment trends

- Liaising with colleges and training providers to ensure students have access to college visits, trips and open events
- Ensuring a comprehensive programme of 1:1 IAG interviews are available for all students
- Supporting students through the provision of 1:1 IAG interviews.

SECTION 5: RESOURCES AND FUNDING

Our commitment to high quality and impartial IAG services is reinforced by the provision of sufficient resources that are both practical and represent good value for money.

Careers Education & Guidance currently comes under the remit of the SLT lead for Personal Development who line manages the Head of Careers. FLHS are committed to staff development in order to ensure that students have access to impartial Careers Information and Guidance. Staff have their training needs identified and met through a process of annual appraisal and review.

The school has identified a room which is used for confidential guidance. The Careers Adviser is responsible for ensuring that up-to-date and relevant information is available to students through the careers section in the library.

In order to ensure that ALL information advice and guidance remains impartial and free from influence from the school, the budget allocated is managed by the Head of Careers, and students are also presented with information from Wigan Careers Service. We actively promote a wide range of Colleges and training providers, and this information is freely available to students and parents on our careers website.

SECTION 6: PARTNERSHIPS AND JOINT WORKING

In order to provide the best access to advice and information we work closely with a number of partners, particularly Wigan Council's Aspire Futures Careers Service. A Service Level Agreement is negotiated annually to ensure the needs of our students are being met.

As a School we are committed to developing links with local providers and employers in order to develop opportunities for our students and to keep them up-to-date about developments in the labour market. We are positive about local providers making contact with the School in order to be more closely involved with us and to ensure that our students are well-informed. A statement will be posted on the School website about how best to make contact with us.

SECTION 7: MONITORING, REVIEW AND EVALUATION

A range of data is used to monitor and evaluate the provision. This includes questionnaires and interviews with students and Year 11 destination information; this information has historically been offered by Connexions and Wigan Careers Services will continue to support this during this academic year. There is also an in-house system to monitor the progress of

students in order to prevent students becoming classified as NEET's and to inform the development of CEIAG in the school.

Parents are welcome to give feedback on any aspect of the IAG programme to the Careers Adviser who will attend Parents' Evenings for Years 8 – 11.

References:

Gatsby Benchmarks: <http://www.gatsby.org.uk/>

CDI Careers Framework: the CDI.net/write/CDI-framework-Jan2020