



# Careers Education Information and Guidance Policy

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0.1	SLT	16-10-16	Pre-Edited Document
1.0	GMM	22-11-16	Minor Changes
<b>2.0</b>	<b>GMM</b>	<b>14-11-19</b>	<b>Minor changes</b>
<b>3.0</b>	<b>GMM</b>	<b>18-03-20</b>	<b>Minor changes</b>
<b>4.0</b>	<b>ABI</b>	<b>18-01-21</b>	<b>Added careers provider access arrangements in red text</b>

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## **Careers Education and Guidance**

Our vision: 'To ensure all of our students prosper in careers of their choice and maintain financial awareness throughout each stage of their life'.

Aldridge School is committed to providing its students with a varied programme of Careers Guidance activities to equip and enable them to make informed decisions and choices at key transition points both during school, post 16 and post 18. We recognise our duty to provide all students with impartial careers guidance through an independent careers advisor, to ensure all students have been provided with comprehensive information on all options and pathways available to them. We have adopted a multi-faceted approach of careers education which includes careers advice, careers events on drop down days, work experience, and guided learning during PSHCE sessions which aims to not only raise the student's aspirations and achievement but also empower them to plan and manage their own futures.

### **Context**

From September 2012 the Education Act 2011 placed schools under a duty to secure access to independent and impartial Careers guidance for their students in years 9 to 11. The *Careers Guidance in Schools Regulations 2013* extended the age range to include students in year 8 and in years 12 and 13.

These changes supported information and advice from an earlier age, enabling better informed decisions at ages 13 and 14 and assisted with the raising of the participation age, requiring young people to participate in education or training up until the end of the academic year in which they turn 18.

Careers Education is assessed within the new *Common Inspection Framework* that OFSTED are implementing from September 2015 with key descriptors focussing on the provision in school of high quality impartial Careers guidance. This guidance should: enable learners to develop clear ambitious and realistic plans for the future; support preparation for their next stage, whether it will be education, training, self-employment, or employment; help students be informed about local and national skills.

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Aldridge School are continuing to develop and improve the careers provision on offer using the Gatsby Benchmarks for guidance.

### **Implementation of Careers Guidance**

In addition to one to one careers guidance delivered by our independent careers advisor, careers guidance will be delivered throughout the academic year during designated work related learning days when the timetable is collapsed across a year group and during weekly PSHCE programmes delivered by form teachers. The timing of these have been carefully considered to coincide with post-16 applications and year 9 options in order to guide them through the process and provide timely intervention. Furthermore, topical and relevant assemblies will take place across the year groups.

Careers guidance will also take place during parents' consultation evenings and on days when there are careers events, workshops or when there are employers visiting school.

The Careers Education programme will be organised by the Careers Team which consists of:-

Nominated SLT person as Line Manager  
Independent Careers Advisor  
Careers Lead  
Head of VI Form

The programme of activities will be delivered by employers, Further and Higher Education representatives, training providers, training organisations, form teachers, teaching staff and the careers team.

The guidance will be delivered to all students supported by the careers team with some targeted guidance support for students in years 10,11, 12 and 13.

### **Entitlement to Careers Guidance**

All students are entitled to and will receive impartial and independent careers guidance support during their education at Aldridge School. The key features of this include:-

#### **Guidance:**

- Access to impartial and independent individual advice and guidance from the school careers advisor, open to years 7 to 13
- All year 11 students will receive a 1:1 careers interview and a summary of the meeting will be recorded by students and the

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careers advisor which focusses on post 16 progression options. Parents and guardians are invited to attend these interviews upon request. Students in years 9 and 10 are also invited for 1:1 careers interviews with the careers advisor as appropriate. Meetings are conducted by the careers advisor in a private room and information is kept securely. Students are free to request an interview at any time and one will be allocated as soon as possible.

- Targeted support for identified students in years 10 and 11.
- Consideration for bespoke Work Experience placements in Year 10 to support considerations for next steps.
- Students will have access to mock interviews with business supporters.
- 1:1 guidance is available to support year 13 students applying to university and/or apprenticeships. Practice interviews are held with Year 12 students and year 13 taking part on request.
- The careers advisor undertakes tracking of all Year 11 and follows up each case. He also contributes to tracking and destination data for the year 11 and 13 cohort.

### **Careers Education:**

- There is a programme of Careers Education covering: Employability Skills and preparation for work; Options at Year 9, Enterprise and Work Related Learning activities, links between subjects and Careers, preparation for work experience, introducing Higher Education, progression options post 16 which includes Sixth Form, Apprenticeships, Further Education, Options at 18, including employment, apprenticeships, GAP year, CV Preparation and completing applications forms, preparation and mini workshops for popular degree subjects and bespoke packages of support for a variety of careers.
- Years 7-11 have access to the START website which allows them to explore careers they may be interested in independently.
- Organising visits by Employers to the school, organising visits to workshops, Careers related shows (Skills Show) Careers and Higher Education fairs and conferences, University visits for

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students to raise aspirations and their Careers knowledge and awareness.

- All year 12 students undertake a week's work experience and there are bespoke Work Experience opportunities for year 10 students. The UNIFROG programme contains a wealth of help, suggestions and information, not just on University applications but on apprenticeships etc.
- All of Years 11 and 13 have the opportunity of a practice interview with an employer.
- Access to careers information, resources, prospectuses and useful websites on the school website, in the careers area/library, careers hub and sixth form area.
- Use of the designated careers area on the school website and social media to access careers news, job/apprenticeship/course information or ask the careers advisor a careers related question or enquiry.

The careers advisor will arrange to attend visits to employers, Further and higher Education institutions, training providers and related Careers Conferences and workshops to support LMI knowledge and keep up-to-date with Careers Information.

### Careers provider access

At Aldridge School we welcome a wide range of providers into our school to help support the CEIAG provision for all of our students. We have a range of established events throughout the school year to support students in different year groups and cohorts. We welcome new opportunities to work with existing and new external providers to develop innovative and exciting learning experiences for our children.

A provider wishing to request access should contact:

- Telephone: 01922743988 ext 2256
- Email: [hughes.v@ald.merciantrust.org](mailto:hughes.v@ald.merciantrust.org)

We will always try to provide access wherever possible. Access to students may be granted / refused based on the following criteria:

- The needs of the students
- The needs of the curriculum
- Timing of request (e.g. not during busing exam / assessment periods)
- Timing of the day
- Nature of request from the provider
- Number of requests received from providers

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- Number of requests received for a particular cohort of students
- Quality of previous interactions with our students

This list is not exhaustive and each access request will be considered on a case by case basis. The decision to grant or deny access to students will be made by the Headteacher.

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Please ensure that this policy is read before requesting access. This policy can be found on the website.

The School will organise space for discussions as appropriate to the activity. We will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Lead who will distribute the relevant information to students.

### **Quality**

The school commissions Education Business Services Ltd to deliver independent and impartial Careers Guidance from years 7–13. Careers guidance is delivered through the school's PSHCE programme and through Education Business Services Ltd which gained the accredited National Matrix Award for Careers Guidance and Advice in 2012; this has been renewed in March 2020 for a further 3 years. The careers team regularly carry out a review of our careers guidance provision against the Gatsby Benchmarks which leads us to develop further actions to ensure quality of provision. The delivery of careers in PSHCE sessions is monitored through learning walks and feedback forms, with teaching staff and students' opinions being surveyed at appropriate times, to make further improvements to the planned sessions.

### **Evaluation and Review**

The careers advisor meets regularly with his line-manager to discuss and review the careers work in school. He will seek evaluation from students of 1:1 interviews and group sessions. Feedback is used to make any changes or revise any aspects of the Careers delivery in school.

The Policy will be reviewed annually, and the careers guidance is being continually monitored and improvements made accordingly by the careers team. The Compass Tracker and Compass Benchmark Tool are used termly to identify areas we can improve upon, to ensure students are given opportunities covering all Gatsby Benchmarks.

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The last Benchmark evaluation took place on 18<sup>th</sup> March 2020, the results are below. **Please note this is a snapshot in time and does not include the activities that are planned in for this academic year, it is based purely on what was already in place/had already happened. We have put several sustainable measures in place to ensure we reach the Benchmarks over the forthcoming academic year and will continue to do so.**

Benchmarks	Gatsby Score as at 18/3/20
<p>1 Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p>	100%
<p>2 By the age of 14, all students should have accessed and used information about career paths* and the labour market* to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	100%
<p>3 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</p>	100%
<p>4 All teachers link curriculum learning with careers.</p> <ul style="list-style-type: none"> <li>• Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</li> <li>• By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</li> <li>• All subject teachers emphasise the importance of succeeding in English and maths.</li> </ul>	100%
<p>5 Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <ul style="list-style-type: none"> <li>• Students should participate in at least one meaningful encounter* with an employer every year between years 7-13.</li> <li>• Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.</li> </ul>	100%
<p>6 By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>	87%

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7	<p>By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>	100%
8	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	100%

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