



# WALTON HIGH SCHOOL

*Proud to be part of Walton Multi Academy Trust*



## CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY

Reviewed by Governors:	September 2022
To be reviewed:	September 2023
Leadership link person:	Mr B Fletcher

*Walton Multi Academy Trust refers to all schools within the Trust.  
When referring to Trust Boards, this includes Local Governor Boards, and the term  
'Governor' includes all Trustees or Local Board Governors.*

# Careers Education Information Advice and Guidance Policy

## Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Walton High School (Multi Academy Trust) seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school is working towards the Quality in Careers Standard, which demonstrates the school's ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby Benchmarks of good career guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

## Student entitlement

- The duty on schools, to secure independent careers guidance for all year 7-13 students, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential.

- Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.
- Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.
- Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their students. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully students make the transition into the next stage of education or training, or into employment.

There is in any event an obvious case for stating the School's position on this important area and Governors reaffirm their long-standing commitment to ensuring high quality careers guidance that promotes students' best interests and meets their real needs.

### **Implementation: Management**

The Careers Leader has the oversight of CEIAG for the whole school and plans, co-ordinates and evaluates the careers programme for years 7-11. The Careers programme and Work experience for Y12 pupils is organised by the Sixth Form team. Tutors are responsible for delivering the general Careers programme (Pathways) as part of the PSHE programme across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers and our independent Careers Adviser is available for one to one career interviews and general careers advice. Careers information is also available, for all staff and students in the Library and UNIFROG.

## **Implementation: The CEIAG Programme**

The careers programme includes careers lessons (within the school's PSHE programme - Pathways), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stage 5) and individual learning planning/portfolio activities which are recorded on a careers software package - Unifrog. Other focused events, including an in-house careers fair for all years, higher education and apprenticeship fairs at Key Stage 5 and visits from speakers for all Key Stages. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser in year 11 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent Careers Adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including providing outside speakers, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

### **Procedure**

A provider wishing to request access should contact our Careers Leader – see school website for contact details.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers

Please speak to our Careers Leader if you have any questions.

## Definitions

**2.1 Advice and Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (*DfE statutory guidance 2014*).

**2.2 Independent** is defined as “external to the school” (*DfE statutory guidance 2014*). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its students.

**2.3 Impartial** “is defined as showing no bias or favouritism towards a particular education or work option” (*DfE statutory guidance 2014*).

**2.4 Promote the best interests of the students to whom it is given** is interpreted in this School to include a requirement that advice must not depress students’ reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

## The Role of the School

**3.1** The School will secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND students and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.

**3.2** In order to provide for the real needs and circumstances of our students, face-to-face interviews with an independent adviser will be provided for all year 11 students and those students to whom the school deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid.

**3.3** The School will provide information and verbal briefings on students to help independent 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.

## Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussion between the provider and students, as appropriate to the activity. The school will make available equipment to support provider presentations. This must be agreed in advance of visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Area in the library, which is managed by the Careers Leader. This area is available to all students throughout the school day.