

Statutory duty

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).¹

The governing body must ensure that the **(a) independent (b) careers guidance** provided:

- Is presented in an **impartial (c) manner**
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways²
- Is the guidance that the person giving it considers will promote the best interests of the pupils to whom it is given. **(a) 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. **(b) 'careers 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. **(c) Impartial** is defined as showing no bias or favouritism towards a particular education or work option.

1.0 Introduction.

At the heart of the College ethos is the notion of creating a positive learning environment where pupils have a sense of belonging to the school and wider community, and they develop a healthy respect for themselves and that community. We will enable our pupils to access a wide range of opportunities that allow them to develop the confidence to make the most of their abilities. As a school we have a responsibility to prepare pupils for the time they enter the wider community either through employment or in further training or in continued education. A key element of this preparation must come through the delivery of a coherent Careers Education Information, Advice and Guidance Programme.

The delivery of this programme must support not only the central aims of the College, but should reflect the growing awareness amongst parents, pupils, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work and life-long learning.

CEIAG provision will be targeted to the specific needs of all learners, group sessions will either be led by internal knowledgeable staff members or qualified specialists external to the school, in all cases the information, advice and guidance will be impartial and will meet the needs of the young people. The statutory guidance makes it clear that face-to-face careers guidance can help pupils, particularly those from disadvantaged backgrounds to make informed choices and successful transitions.

¹ For the purposes of this statutory guidance, 'careers 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.

² Leaders of local authority-maintained schools and academies will now have to ensure there is an opportunity for a "range of education and training providers" to access pupils between 13 and 18 to promote "technical education qualifications or apprenticeships".

2.0 Broad Aims

In the light of initiatives supported by **The Gatsby Benchmarks**³ and most importantly the National Quality Standards for IAG there is a need to make the school position clear.

- 2.1. Self-Development – to understand themselves and the influences on them
- 2.2. Career Exploration – to investigate opportunities in learning and work
- 2.3. Career Management – to make and adjust plans to manage change and transition

3.0 Guiding Principles

- 3.1 CEIAG is not just about finding a job but is concerned with preparation for life.
- 3.2 CEIAG should be long term and continuous.
- 3.3 CEIAG should be educative in nature and have clearly defined aims.
- 3.4 CEIAG should be a developmental and positive process which allows for the individual development of our pupils.
- 3.5 CEIAG should encourage pupils to ask, "Who will I be?" not "What will I be?"
- 3.6 CEIAG should be an essential and integral part of the school's curriculum and be given the time and space for effective delivery
- 3.7 CEIAG should help to motivate pupils by helping to make school and the education process more meaningful.
- 3.8 CEIAG should be impartial and be in the best interests of the pupils and should not seek to promote the interests of the school above those of the pupils.

4.0 Careers Education Information, Advice and Guidance Provision

The provision and support for pupils is focused at all pupils from Years 7 – 13 and will have a particular focus at specific time points relevant to choices and decisions that need to be made. The development and delivery of this support is co-ordinated by the Head of Work Related Learning, Heads of learning and learning coaches and form tutors. The College also commissions external professionals to provide impartial advice and guidance and work experience activities.

As a matter of policy this is a flexible and personalised approach, each year the resources will be monitored and feedback sought from learners and tutors to drive continual improvement. These developments are driven primarily by the Learning Team.

The work of this group is supported by an up-to-date, wide ranging, technologically enhanced, well-resourced and user friendly Careers Library.

Scheduled procedures for the pupils are reviewed and delivered at the relevant points within the Key Stage.

4.1 KS3 Provision

The Statutory Duty starts from year 8, however, it is important to begin Careers Education and Information from year 7.

3 The 8 guiding principles of the Gatsby benchmarks include: 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

Provision at KS3 comprises: Careers education is in part delivered through The National Enterprise Challenge and in part through their PHSCE programme. The NEC is an organisation who has developed a number of bespoke programmes which are delivered to KS3 year groups.

The college has established close links to The National Enterprise Challenge (TNEC) who support the development and delivery of enterprise opportunities that help pupils understand the skills needed for the world of work.

These programmes develop the pupil's employability skills, including team building, communication, innovation and design, marketing and presentation skills. This has been further enhanced in recent years where the one day programme is linked to a "National Challenge" sponsored by actual employers where pupils have to come up with a product that would be profitable and sustainable in today's market place. A "Dragons Den" scenario highlights the competitive nature of Enterprise challenges and rewards those with the keenest enterprise skills.

Every year group has a full-time 'Learning Coach' to support the work of the Head of Learning. The Learning Coach meets each student for a formal meeting three times per year. In the meeting the Learning Coach discusses their academic progress (via the College reporting systems). This reporting system is based on "The Attitudes to Learning descriptors" as outlined in the parent handbook (1.Outstanding, 2 – Good, 3. Requires Improvement and 4 – Inadequate) are reported to parents / carers at the end of each Learning Programme by the classroom teacher.

The AtLs and the Attainment Levels / Grades are then discussed with the Learning Coach at the termly Achievement Plan meeting where short term targets are set. This then forms the basis of an Achievement Plan which is sent home shortly after. Learning Coaches are always available for parents to discuss particular issues and work closely with Heads of Learning and Form Tutors. This process quickly highlights those young people at risk of not achieving and allows key information stages to be recorded for use at their guidance sessions. The Learning coaches also discuss career aspirations during the one to one meeting and look at U explore and other suitable websites with the students to increase their understanding of the pathways available to them.

The school curriculum also contributes to skills awareness through STEM activities.

4.2 KS4 Provision

Provision at KS4 comprises: The PHSCE department supports the delivery of key elements of the careers education programme including the use of U-explore, finance and budgeting and the development of SMART targets in year 10 which reflect their career goals and aspirations.

The college gives access to a wide range of resources to support the delivery of the CEIAG programme including the use of the U-explore, the Career Connect portal, National Apprenticeship scheme and the National Careers Service.

Open days and apprenticeship information is promoted through the pastoral team and college noticeboards. The VLE hosts all of the useful websites necessary for successful transition into further or higher academic placements, work related learning and employment. The college library also manages paper based resources to equip their young people with the appropriate documentation to move forward.

The college commissions an external and impartial Career Connect Professional adviser who is contracted to deliver advice and guidance for 1 day per week. The adviser is available at parents'

evenings and options events to support the management of realistic choices. Group sessions and open days are also supported.

The college promotes a wide range of extracurricular activities which allow their young people to develop those additional skills and abilities expected from higher education and employers. The Duke of Edinburgh scheme is offered at all levels, the robotics challenge

As previously stated, there is a strong programme of activities including SJP experience , a range of activities to engage and inspire to develop the skills necessary to achieve success. St John Plessington academy are a partner school with the University of Liverpool which allows the school to access a wide range of activities for all year groups, particularly in the STEM area. They also attend all local STEM and university events.

Form Tutors and learning coaches support the students to develop application form and CV development. Every year group has a full-time 'Learning Coach' to support the work of the Head of Learning. The Learning Coach meets each student for a formal meeting three times per year. In the meeting the Learning Coach discusses their academic progress (via the College reporting systems). The Learning coaches also discuss career aspirations during the one to one meeting and look at U explore and other suitable websites with the students to increase their understanding of the pathways available to them.

The college offers an annual career fair for years 9, 11, 12 and 13. Additional Industry days allow students face to face interviews on different progression routes.

The college website is well developed with a clear menu system. Careers related information includes a list of useful websites aimed at University application, voluntary work and those students not going to University.

4.3 KS5 Provision

Provision at KS5 comprises: The college promotes a wide range of extracurricular activities which allow their young people to develop those additional skills and abilities expected from higher education and employers. The Duke of Edinburgh scheme is offered at all levels, the robotics challenge

There is a strong programme of activities including SJB Max, a range of activities to engage and inspire to develop the skills necessary to achieve success. St John Plessington academy are a partner school with the University of Liverpool which allows the school to access a wide range of activities for all year groups, particularly in the STEM area. They also attend all local STEM and university events.

In line with the college ethos 'Aspire not to have more but to be more', students are offered a wide range of activities throughout their college career whereby they can develop the academic, professional, social and character skills needed to be successful in life.

The PHSCE department supports the delivery of key elements of the careers education programme including the use of U-explore, finance and budgeting.

The Learning coaches also discuss career aspirations during the one to one meeting and look at U explore and other suitable websites with the students to increase their understanding of the pathways available to them.

The college gives access to a wide range of resources to support the delivery of the CEIAG programme including the use of the U-explore, the Career Connect portal, National Apprenticeship scheme and the National Careers Service.

Open days and apprenticeship information is promoted through the pastoral team and college noticeboards. The VLE hosts all of the useful websites necessary for successful transition into further or higher academic placements, work related learning and employment. The college library also manages paper based resources to equip their young people with the appropriate documentation to move forward.

The college commissions an external and impartial Career Connect Professional adviser who is contracted to deliver advice and guidance for 1 day per week. The adviser is available at parents' evenings and options events to support the management of realistic choices. Group sessions and open days are also supported.

The college is also supported by MPloy Solutions who coordinate the development of work experience including the Health and Safety checks.

The main website contains a relevant list of websites organised in main to support post 16 planning. The college offers an annual career fair for years 12 and 13. Additional Industry days allow students face to face interviews on different progression routes. The college offers a career pathway week whereby external providers including employers, local Universities, FE colleges and Apprenticeship providers cover different progression routes for year 13 students. The college has developed an extensive range of employer links through their work experience and Business Mentor programmes

The academy also promote key skills through their " SJP Learning Language" where in lessons they identify what learning skills are being developed to promote independent learning . These skills are related to employability skills. They also complete an audit of skills in year 12 to start to build their personal statements, Curriculum Vitae and Applications.

5.0 Work Experience

The college employs an MPloy professional adviser to coordinate work experience for year 12 students. These are self-placements with some being arranged through the Work Related Learning Coordinator. Resources from the U-explore suite are used to complement the pre and post placement documentation.

6.0 The Careers Library Open days and apprenticeship information is promoted through the pastoral team and college noticeboards in the library. The VLE hosts all of the useful websites necessary for successful transition into further or higher academic placements, work related learning and employment. The college library also manages paper based resources to equip their young people with the appropriate documentation to move forward

7.0 Long Term Planning

CEIAG has changed significantly in recent years in schools.

Initiatives from national and local government have meant that schools have to reconsider the nature, timing and priority of their CEIAG in the curriculum. An audit is required to ascertain what career related learning is taking place across the curriculum.

As schools currently have a statutory duty to promote vocational options, we will ensure there is an opportunity for a “range of education and training providers” to access pupils between 13 and 18 to promote technical education qualifications or apprenticeships.