

Careers Education and Guidance and Vocational Learning Policy

Rationale for Careers Guidance and Vocational Learning

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Rationale for Careers Education and Guidance and Vocational Learning

Careers Education and Guidance & Vocational Learning make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

Gatsby Benchmarks

The programme should also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims: Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Statutory duties

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We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least -Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. Boards are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- Personal, social and health education policy
- SEN/ Learning support policy
- School Development Improvement pPlan
- Curriculum policy

Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school/academy

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Organisation, management and staffing

Emma Oxnam (Assistant Head Teacher) overlooks the careers and vocational learning with Suzie Keable (Teacher) as Careers Lead. Class teachers take an active role in the delivery and implementation of all Careers guidance and vocational training opportunities. Emma Oxnam (Staff Governor) reports back to the governing body with up to date careers data.(Could include line management diagram, roles and responsibilities of staff, staff allocation, how governors are involved.

●

Staff development and CPD

Both Emma Oxnam and Suzie Keable are developing their knowledge of the careers programme and the Gatesby Benchmarks. Suzie Keable is taking part in the Level 6 Careers Lead Training. Working in conjunction with Darian Vomund, Enterprise Coordinator, from the New Anglian Enterprise Advisor Network to form networking opportunities with other schools and to develop relationships with local businesses. Further specialist training can and will be undertaken as part of the school's performance management process when a need is identified. Should a need or opportunity be identified with regards to staff training or development then the SLT will be approached to discuss suitable arrangements for the training to take place.

(Indicate here how staff at different levels of responsibility are given access to training, CPD and networking opportunities)

Resources

Budget has been set aside for training purposes(Indicate here how the budget is set and allocated.)

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Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -13.**
- **Employer Engagement and Work-Related Learning for Years 7 -13**
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self-improvementSelf-improvement as a learner
 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments
 - **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding

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- Handling applications and interviews
- Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities

- Access to a qualified specialist source of impartial careers guidance. The guidance adviser should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- Access to individual information and advice for Years 8 -13 at key transition points through internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, National Careers Service ,icanbea and Amazing Apprenticeships

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Employer Engagement

The Albany are working closely with the New Anglia Enterprise Advisory Network to develop a strong working relationship with employers. The Albany works with the Western Area Network group that is dedicated to collaborative working to raise standards for IAG for young people in the area. We will work closely with the Youth Support Service to offer impartial information: advice and guidance sessions for each individual student- to reduce the numbers of NEET. *Include here information about how the school/academy works with a range of employers so that young people can gain direct access to employers*
Does the school/academy have an Enterprise Adviser or Governor link?

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Outcomes: monitoring, review and evaluation

Careers education, information advice and guidance (CEIAG) and vocational learning have a high priority in preparing students for the opportunities and challenges of adult and working life. CEIAG and VL is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.

The Albany's vocational programme is key to personal development and participation in society as well as being vital in terms of securing employment and competitiveness. Our aim is that all students will receive a comprehensive and high-quality vocational education. We promote flexible and diverse educational pathways, individual vocational development and offer the students wider family access to lifelong learning. We fully promote and engage with external agencies and organisations to offer targeted and impartial Careers Information, Advice and Guidance in conjunction with utilising online programmes for students to explore career options. We value all our students. In partnership with parents/carers and all vocational provisions, we give students the highest levels of support in reaching their personal best in all areas.

Careers information will be monitored half termly and outcomes judged against the Gatsby 8 Benchmarks. Parental and pupil views will be collated as part of the termly progress questionnaires and data collated to provide governors with continued targets as part of our Quality Assurance.

Include here details of how careers provision is monitored, reviewed and evaluated, how the outcomes are assessed and recorded – e.g: surveys, feedback, focus groups of young people/teachers/parents/ employers, analysing destination figures, class observation, career/employability qualifications, motivation, attendance for interviews.

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Is there an intention to work towards a Quality Award?

Partnerships & Stakeholders

We will work closely in partnership with organisations such as West Suffolk College; Suffolk New College, Suffolk One, The Green Light Trust, Thorpe Woodlands Adventure Centre, Blue Wave Martial Arts, The Forestry Commission, NCS, Push Forward and Piper's Vale Gymnastics Centre. Include here details of organisations that the school/academy works in partnership with to deliver Careers Guidance

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Engaging with Parents / Carers

The Albany works closely with parents/ carers e.g. Parents evenings at key transition points, regular phone-based discussions with tutor, invitations to career fairs, parent questionnaires and feedback on careers lessons. Information is sent out to parents via email and can also be obtained from our website.

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Include here details of how the school involves parents/carers with Careers Guidance provision. e.g: Parents evenings at key transition points, discussion with tutor as part of ILP, invitations to career fairs, parent Q&A sessions, parents work/business case studies, involvement in KUDOS sessions, feedback on careers lessons.

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Communication

Careers information will be communicated through email, text, website or during lessons. Include here details of how the school will communicate information about their careers provision to students, parents, employers and other partners including any education providers wishing to inform students about all pathways available to them (i.e. Access Statement/ Baker Clause)

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This policy is reviewed annually / bi-annually by: Emma Oxnam / Suzie Keable

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APPENDIX 1 | Definitions of terms used in this policy

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There is debate and confusion about the terminology in this area.

Government Definition

“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(Department of Education. Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

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 or particular provider.

APPENDIX 2 | Learners' Entitlement

A statement for students about what they can expect as part of the offer.

This could be added to planners, displayed on websites etc.

e.g.:-~~(delete/add as appropriate)~~

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

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APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

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| | | |
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| 1 | A STABLE CAREERS PROGRAMME | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. |
| 2 | LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |
| 3 | ADDRESSING THE NEEDS OF EACH STUDENT | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout. |
| 4 | LINKING CURRICULUM LEARNING TO CAREERS | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |
| 5 | ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |
| 6 | EXPERIENCES OF WORKPLACES | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. |
| 7 | ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. |
| 8 | PERSONAL GUIDANCE | 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. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. |

APPENDIX 4 | THE CDI Framework for Careers, Employability and Enterprise Learning (2018)

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The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.

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A. Developing yourself through career and work-related learning education

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| Elements of learning | KS2 | KS3 | KS4 | 16-19 |
|--|---|--|---|--|
| A1. Self-awareness | Describe what you are like, what you are good at and what you enjoy doing | Describe yourself, your strengths and your preferences | Recognise how you are changing, what you have to offer and what's important to you | Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work |
| A2. Self-determination | Explain how to get what you want | Be able to focus on the positive aspects of your wellbeing, progress and achievements. | Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way. | Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement |
| A3. Self improvement as a learner | Identify what you like about learning from careers, employability and enterprise activities and experiences | Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences | Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences. | Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences |
| B. Learning about careers and the world of work | | | | |
| B1. Exploring careers and career development | Give examples of what it means to have a career | Describe different explanations of what careers are and how they can be developed. | Discuss the skills involved in managing your own career | Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development |
| B2. Investigating work and working life | Give examples of what people like and dislike about the work they do | Give examples of different kinds of work and why people's satisfaction with their working lives can change. | Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction | Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction |
| B3. Understanding business and | Describe a local business, how it is run and the products or services it provides | Give examples of different business organisational structures | Explain different types of business organisational structures, how they operate and how they measure | Explain the main reasons why business organisations change their structures |

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| <u>Elements of learning</u> | <u>KS2</u> | <u>KS3</u> | <u>KS4</u> | <u>16-19</u> |
|---|---|--|--|--|
| <u>industry</u> | | | <u>success</u> | |
| <u>B4. Investigating jobs and labour market information</u> | <u>Describe the main types of employment in your area: past, present and emerging.</u> | <u>Be aware of what labour market information (LMI) is and how it can be useful to you</u> | <u>Be able to find relevant labour market information (LMI) and know how to use it in your career planning.</u> | <u>Be able to draw conclusions* from researching and evaluating relevant labour market information (LMI) to support your future plans</u> |
| <u>B5. Valuing equality, diversity and inclusion</u> | <u>Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.</u> | <u>Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</u> | <u>Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</u> | <u>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others</u> |
| <u>B6. Learning about safe working practices and environments</u> | <u>Be aware of how to keep yourself safe and well when you are learning and playing</u> | <u>Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</u> | <u>Be are of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</u> | <u>Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices</u> |
| <u>C. Developing your career management and employability skills</u> | | | | |
| <u>C1. Making the most of careers, information, advice and guidance</u> | <u>Be aware of where to get impartial information and support when you need it and how to make good use of it</u> | <u>Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service</u> | <u>Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</u> | <u>Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information advice and guidance services</u> |
| <u>C2. Preparing for employability</u> | <u>Identify key qualities and skills that employers are looking for</u> | <u>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</u> | <u>Show how you are developing the qualities and skills which will help you to improve your employability</u> | <u>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers</u> |
| <u>C3. Showing</u> | <u>Show that you can use your initiative and be enterprising</u> | <u>Recognise when you are using qualities and skills that</u> | <u>Show that you can be enterprising in the way you learn, work and</u> | <u>Develop and apply enterprise qualities and skills in your</u> |

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| <u>Elements of learning</u> | <u>KS2</u> | <u>KS3</u> | <u>KS4</u> | <u>16-19</u> |
|---|---|---|---|--|
| <u>initiative and enterprise</u> | | entrepreneurs demonstrate | manage your career | approach to learning, work and career planning |
| <u>C4. Developing personal financial capability</u> | Show that you can make considered decisions about saving, spending and giving | Show that you can manage a personal budget and contribute to household and school budgets | Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you | Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work |
| <u>C5. Identifying choices and opportunities</u> | Be able to compare information about the secondary school choices open to you. | Know how to identify and systematically explore the options open to you at a decision point | Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal | Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you |
| <u>C6. Planning and deciding</u> | Know how to make plans and decisions carefully | Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need | Know how to make plans and decision carefully including how to solve problems and deal appropriately with influences on you | Know how to make career enhancing plans and decisions including developing the resilience required to sustain them |
| <u>C7. Handling applications and selection</u> | Know how to make a good impression on other people | Know how to prepare and present yourself well when going through a selection process | Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success | Know how to prepare for, perform well and learn from your participating in selection processes |
| <u>C8. Managing changes and transitions</u> | Identify ways of making successful transitions such as the move from primary to secondary school. | Show that you can be positive, flexible and well-prepared at transition points in your life | Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment | Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions. |

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A planned, tailored and progressive programme of activities and interventions supports learners in choosing pathways that suit their interests and abilities, help young people to follow a career path and manage the transitions of their working lives.

Aims: Our aim is to help learners, through careers and vocational activities and interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills
- Develop skills for working life
- Develop practical skills in a safe environment.
- Develop an awareness of and a need for Health and Safety.
- Develop problem solving and thinking skills.
- Develop communication skills.
- Develop social skills (independent and co-operative).
- Develop skills to complement other curriculum areas (Numeracy, Literacy, etc).
- Develop self worth/ esteem.
- To have fun whilst learning these skills
- To enhance citizenship.

(See Appendix 1 for definitions)

Links with other policies

The Careers Education and Guidance and Vocational learning policy are linked to the following policies:

- ☐ Personal, social and health education policy
- ☐ Safeguarding Policy
- ☐ CPD policy
- ☐ School Development plan
- ☐ Curriculum policies (e Maths, English)
- ☐ Teaching & Learning Policy?

Commitment

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~~Careers education, information advice and guidance (CEIAG) and vocational learning have a high priority in preparing students for the opportunities and challenges of adult and working life. CEIAG and VL is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.~~

~~The Albany Centre vocational programme is key to personal development and participation in society as well as being vital in terms of securing employment and competitiveness. Our aim is that all students will receive a comprehensive and high quality vocational education. We promote flexible and diverse educational pathways, individual vocational development and offer the students wider family access to lifelong learning. We fully promote and engage with external agencies and organisations to offer targeted and impartial Careers Information, Advice and Guidance in conjunction with utilising online programmes for students to explore career options. We value all our students. In partnership with parents/carers and all vocational provisions, we give students the highest levels of support in reaching their personal best in all areas.~~

~~The Albany Centre works in partnership with Backing Young Suffolk 14-19 in delivering The Employability 4 Life Charter in which students build a Record of Achievements to display essential standards that employers recognise in the world of employment, education or training. The five standards are Attendance and Punctuality; Communication; Appearance; Motivation and Professional Conduct. Students can attain Bronze; Silver and Gold award. The Employability 4 Life Charter is recognised by further education establishments, business and commerce and in our community.~~

~~We also support our students as they access the enormous range of opportunities offered by local and regional further education providers. This allows our students to access and experience a college environment alongside a school based core curriculum timetable. As well as accessing the huge variety of vocational courses our students are fully enrolled as college students and use all college facilities including the student refectory, integrated learning centres, library, Student Union and lunch time sports clubs. These bespoke programmes with targeted support from our team will engage and meet the individual needs of specific learners.~~

~~Students also access vocational placements as an introduction to the world of work. We also provide vocational options that are delivered at The Albany Centre by our staff. Our outdoor education programme?? forms an integral component of the vocational curriculum. Our specialised and dedicated team work in partnership with established organisations to enable students to reach certification and awards with recognised bodies and associations.~~

~~The Albany Centre works closely with The Education Business Partnership [EBP] utilising VERYAN to provide a full Work Experience programme which is tailored specifically to match student destinations and support application for individual student pathways into further Education; Employment or Training.~~

~~All students have their own flexible individual programmes which are worked out between parents, students and tutors. These are tailored to each student's individual needs and their preferred learning styles. As well as working with students in Yr 10/11 on vocational & college courses we offer ongoing transitional support to students in Yr 12 as they go into Education, Employment or Training. We are committed to delivering an outstanding vocational and careers curriculum.~~

(See Appendix 2 – Learners Entitlement)

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Staff development and CPD

All staff delivering Vocational Studies with our learners are trained in their specialist fields. They must also be qualified assessors. The organisations that staff represent (eg College or work place) must have internal verification procedures in order to provide quality assurance in subject areas. Further specialist training can and will be undertaken as part of the school's performance management process when a need is identified. Should a need or opportunity be identified with regards to staff training or development then the SLT will be approached to discuss suitable arrangements for the training to take place.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

A Careers education programme for Years 14-16 linked to a careers scheme of work

Vocational learning activities for Years 14-16

The careers education and vocational learning curriculum should meet the following learning outcomes:

Developing themselves through career and vocational learning education

- Self awareness
 - Self determination
 - Self improvement as a learner
- Making the most of career and work related learning activities and experiences
Showing initiative and enterprise

Learning about careers and the world of work

- Understanding careers and career growth
 - Understanding work and working life
- Understanding business and industry
Investigating career and labour market information
Respecting equality of opportunity and diversity
Maintaining health and safety

Developing career management and employability skills

- Making the most of guidance and support
- Preparing for continuing learning and employability
- Developing personal financial capability

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- Investigating choices and opportunities
- Planning and deciding
- Handling applications and selection
- Managing changes and transitions

(Taken from the ACEG career and work related learning framework 2012 Full details in Appendix 3)

Personalised Opportunities

~~Access to individual information, advice and guidance and careers guidance for Years 14-16 through;~~ internal staff, external visitors, mentors, email, telephone, Kudos Online / Cascaid and Careerscape web tools, web chat forums via websites such as www.thesource.mt.uk and the National Careers Service.

~~Access to an external specialist source of impartial careers guidance as directed by the Government Statutory Guidance~~ (see attached Appendix 4)

Partnerships

~~We will work with the Western Area IAG group that is dedicated to collaborative working to raise standards for IAG for young people in the area. We will work closely with the Youth Support Service to offer impartial information; advice and guidance sessions for each individual student.~~

~~We will work closely in partnership with organisations such as West Suffolk College; Otley College, Suffolk New College, Cambridge Regional College, Suffolk One, The Green Light Trust, The Prince's Trust, Zone for Learning, Thorpe Woodlands Adventure Centre, Forestry Commission, Suffolk Ski Centre, Abbeycroft Leisure Centre and Piper's Vale Gymnastics Centre~~

Engaging with Parents / Carers

~~The Albany Centre works closely with parents/ e.g.: Parents evenings at key transition points, regular phone based discussions with tutor, invitations to career fairs, parent Q&A sessions, involvement in KUDOS sessions, feedback on careers lessons.~~

~~(See Appendix 5 – Quality Assurance Framework and Protocols for jointly delivered provision)~~

Monitoring, review and evaluation

~~Careers Education and Guidance, Work Related Learning and IAG is monitored, reviewed and evaluated — eg; surveys, feedback, focus groups of young people/teachers/parents/ employers, class observation, teacher assessment, career/ employability qualifications, destination figures, motivation, attendance for interviews.~~

~~(See Appendix 5 – Quality Assurance Framework and Protocols for jointly delivered provision)~~

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Appendix 1 — Definition of terms used in this policy

Careers Education — planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well-being.

Vocational Learning — a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Careers Guidance — a personalised service, delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

Information — up to date, impartial data on career and learning opportunities conveyed through different media.

Advice — activities or further discussions that help young people understand and interpret information. This can individually or in groups.

Guidance — in-depth, individual support to help young people understand themselves and their needs and overcome barriers to progression, learning or achieving their career ambitions.

It is important to remember that **IAG** is three separate elements, though it often overlaps as one activity or intervention. For the purposes of this document, IAG can be delivered by a number of people in and out of the school/college environment — for example; — careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers.

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Appendix 2—Learners' Entitlement

Your Career & work-related programme will help you to:

Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
Find out about different courses, what qualifications you might need and what opportunities there might be
Develop the skills you may need for working life
Make realistic, but ambitious, choices about courses and jobs
Develop a plan of action for the future
Understand the different routes after Year 11 including training, further and higher education and jobs
Be able to make effective applications for jobs, training and further and higher education
Develop your interview skills
Improve your confidence

You will receive:

Careers and / work-related lessons, activities or opportunities
Guided tutor time
Access to the career & work-related resources via a range of media
Guidance interviews — from a trained specialist if your needs can't be met by staff in school.
A range of experiences of work inside and outside of the classroom
Other subject lessons linked to careers and work-related learning

You can expect to be:

Treated equally with others
Given careers information and advice that is up to date and impartial
Treated with respect by visitors to the school who are part of the career & work-related programme
Given extra help if you have additional / special needs

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Appendix 4

THE EDUCATION ACT 2011 THE DUTY TO SECURE INDEPENDENT AND IMPARTIAL CAREERS GUIDANCE FOR YOUNG PEOPLE IN SCHOOLS

STATUTORY GUIDANCE FOR HEAD TEACHERS, SCHOOL STAFF, GOVERNING BODIES AND LOCAL AUTHORITIES

ABOUT THIS GUIDANCE

1. This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to the provision of careers guidance for young people. This guidance replaces 'The Education Bill – changes to the delivery of careers guidance', a document made available to schools in April 2011.

2. The purpose of this guidance is to identify the key responsibilities of schools in relation to careers guidance for young people. Schools have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions. This information will become increasingly important as young people will be required to participate in education or training until the end of the academic year in which they turn 17 from 2013, and to their 18th birthday from 2015.

3. Apart from the elements identified in this statutory guidance, it is for schools to decide the careers guidance provision to be made available based on the needs of pupils and the opportunities available. Schools should meet the costs of provision from their overall budgets, including the pupil premium.

REVIEW DATE

4. This guidance will be reviewed by 03/2013 following a consultation on extending the age range to which the new legislation relating to young people's careers guidance will apply.

WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

5. This guidance is being issued under section 45A of Part VII of the Education Act 1997 and schools must have regard to it.

WHO IS THIS GUIDANCE FOR?

6. This guidance is for:

- ~~Head teachers, school staff and governing bodies in all community, foundation or voluntary schools and community or foundation special schools (other than one established in a special school) that provide secondary education~~
- ~~Local authorities that maintain pupil referral units~~

~~7. Academies and Free Schools will be subject to the same requirements through their Funding Agreements.~~

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BACKGROUND

~~8. The Education Act 2011 places schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external and expert providers.~~

~~9. Once the duty on schools has been commenced, there will be no expectation that local authorities will provide a universal careers service. The statutory responsibility under section 68 of the Education and Skills Act 2008 requiring local authorities to encourage, enable and assist the participation of young people in education or training, remains unchanged.~~

~~10. The National Careers Service will be fully operational from April 2012. It will comprise a single website (www.nationalcareersservice.direct.gov.uk from April) and telephone helpline number (0800 100 900) to which schools may wish to direct pupils.~~

STATUTORY DUTY

~~11. The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent¹ careers guidance² for pupils in years 9-11. Careers guidance must be presented in an impartial³ manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.~~

RESPONSIBILITIES OF SCHOOLS

~~12. The Government's general approach is to give schools greater freedom and flexibility to decide how to fulfil their statutory duties in accordance with the needs of their pupils. However, there is an expectation that schools will have regard to the following statutory guidance when deciding on the most appropriate forms of independent careers guidance.~~

Securing access to independent face-to-face careers guidance

~~13. In fulfilling their new duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.~~

¹Independent is defined as external to the school.

²Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face to face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

³Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Assuring the quality of external providers of careers guidance

14. Schools may work individually or in consortia/partnerships to secure careers guidance services. Schools can commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they see fit. Where schools deem face-to-face careers guidance to be appropriate for their pupils, it can be provided by qualified careers professionals. The Skills Funding Agency will require providers of the National Careers Service to be accredited to the revised version of the matrix Standard by April 2013. The existence of this national quality standard will assist schools in making well-informed decisions about which providers to work with. The organisation responsible for administering the matrix Standard on behalf of government, EMGC Ltd, will provide schools with access to information about which organisations hold the Standard and are suitably accredited to provide independent careers guidance services.

Providing other careers activities for young people

15. Schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools are free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

Ensuring adequate support for pupils with special educational needs (SEN) or disabilities

16. Pupils should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available. Schools should work closely with local authorities who have an important role to play, in particular through the provision of SEN support services and section 139A assessments.

Working with local authorities

17. Local authorities will retain their duty to encourage, enable or assist young people's participation in education or training. They will be required to assist the most vulnerable young people and those at risk of disengaging with education or work. Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post-16 education or training, and that they are assisted to take up a place. This will become increasingly important as the participation age is raised.

18. To enable local authorities to fulfil these duties, they will continue to track all young people's participation through the local Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post-16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

~~19. Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services. Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. From 2013 schools will be under a duty to notify local authorities whenever a 16 or 17 year old leaves education.~~

Working with education and training providers

~~20. Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their education in a further education college or a university technical college, for example. This may include A levels, apprenticeships and vocational options. This will require schools to establish and maintain links with local post-16 education and training providers, including further education colleges and work-based education and training providers, to ensure that young people are aware of the full range of academic and vocational options.~~

~~21. Schools are also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.~~

***Participation Division
Department for Education
March 2012***