



## **Careers Education & Guidance and Work-Related Learning Policy**

## **1. Rationale for Careers Education & Guidance and Work-Related Learning**

Careers Education and Guidance & Work-Related 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;

- A planned, progressive programme of career and employability education from age 11 onwards that is firmly embedded in the curriculum;
- Opportunities to have information about, and where possible experience of, a wide range of available pathways at key transition points during their school life;
- Access to a wide range of careers and labour market information;
- The opportunity to take part in work-related learning activities within school and in the world of work;
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- Personalised interventions which support 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;
- Access to a specialist career guidance professional for personal guidance.

This is planned in line with the Gatsby Benchmarks and the DfE document Careers Guidance and Access for Education and Training Providers (2023).

## **2. Aim**

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

- Understand and make informed decisions on all options;
- Develop their understanding of themselves in relation to future learning and employment opportunities;
- Learn and experience careers and the world of work;
- Have frequent encounters with employers or providers of training;
- Be empowered to plan and manage their own futures;
- Develop their career management and employability skills.

## **3. Commitment**

Careers education, information advice and guidance (CEIAG) and work-related learning (WRL) have a high priority in preparing students for the opportunities and challenges of adult and working life. CEIAG and WRL are 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.

### Organisation, management and staffing

We show a commitment to careers education for all of our young people. Careers education forms a key part of the curriculum and is delivered alongside PSHE to give a holistic perspective on planning and preparing for their immediate and long term future.

There is a named member of the senior leadership who has direct responsibility for, and oversight of, all careers provision and who plans provision and activities, co-ordinates careers activities with teaching staff to work within the curriculum and supervises the WRL programme. Careers education and WRL are promoted in all the subjects of the curriculum.

The SLT lead for Careers and WRL is Cath Bank. The Governor responsible for CEIAG is Miffy Warrack.

#### Staff development and CPD

All relevant staff have access to a range of professional and locally run courses. The careers advisor holds IAG qualifications specific to this role. The school are represented at County level through the Western Area IAG group. The school is part of the Employer Adviser Network and fully engages with the support provided by the Employer Engagement Advisor.

#### Resources

An annual budget is set for careers education and IAG provision and this is based on an informed spending plan put together by the senior member of staff responsible. This budget is supported by other funding streams including Pupil Premium.

A separate budget is made available for Work Experience which takes place for 2 weeks in the Summer Term of Year 10.

#### **4. Curriculum Opportunities**

The curriculum includes planned learning, which is undertaken through:

- A Careers education programme for Years 7-11 linked to a careers scheme of work
- Work related learning activities for Years 7-11

The careers education and WRL curriculum has been mapped to the Gatsby Benchmarks to meet the following and to show that Careers Education is embedded in the curriculum:

The eight Gatsby benchmarks

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

Curriculum provision is reviewed annually using Compass+, The Careers Benchmark Tool.

#### **5. Personalised Opportunities**

Access to individual information, advice, guidance and careers guidance for Years 7 -11 are available through internal staff, external visitors, and through email, telephone, webchat and forums via websites such as [www.thesource.me.uk](http://www.thesource.me.uk) and the National Careers Service.

#### Employer Engagement

We work closely with employers through a range of activities including; employer visits, Post-16/Training Provider visits, attending careers fairs, mock interviews, assemblies, work experience placements and STEM week activities.

#### Monitoring, review and evaluation

Careers provision is monitored, reviewed and evaluated in the following ways;

- Through staff feedback during meetings

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Next review date: **November 2024**

- Through students' feedback at Work Experience review day
- Employer feedback forms
- Mock interview feedback forms
- Destination data

## 6. Partnerships

We are a member of the Western Area IAG group that is dedicated to collaborative working to raise standards for IAG for young people in the area.

We work in partnership with a number of organisations to ensure learners receive specialised and impartial advice on a timely basis. These include;

- Suffolk County Council Young People's Services
- Employer Engagement Network
- Sixth Form Providers – Colchester, Bury St Edmunds, Haverhill, Hedingham, Ipswich
- West Suffolk College
- Otley College
- Colchester Institute
- Cambridge University
- University of East Anglia
- University of Suffolk

## 7. Engaging with Parents and Carers

The school involves parents and carers with Careers Education & Guidance and Work Related Learning provision through Parents' Evenings, Parents' Information Events, discussions with tutors and Year Leaders, invitations to careers fairs and information online. Information about a range of relevant education and training opportunities is emailed to parents on a timely basis, to inform them about education providers and apprenticeships.

## 8. Monitoring and review

The Governing Body will be responsible for reviewing and monitoring the effectiveness of this policy annually. Any changes will be made in line with legislation.

Ratified by Governing Body	SVCS LGB
Date	28 November 2023

## **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 wellbeing.

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.

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.

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

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.