

# **Careers Education & Information, Advice & Guidance Policy**

## **Morecambe Road School**



2020-2023

### **Policy Statement**

It is the expectation of Morecambe Road School that all pupils should be able to move on to either Further/Higher Education, training or other career opportunities and that they should be able to access information, advice and guidance relating to personal and social issues that could impact upon this goal. In turn, this should help them to be informed of their own continuing education and training needs, possible career paths and be more self-aware of where to access support.

### **Purpose**

Provide effective and impartial information, advice and guidance is an essential part of the preparation for the opportunities, responsibilities and experiences of adult life. Help pupils to be more self-aware, informed of their own continuing education and training, and about possible career paths. Enable pupils with support to manage transition to new roles and situations throughout their lives and help them to achieve their aspirations.

### **Guidelines**

An information, advice and guidance service is available to all pupils, staff and parents. The school takes a stepped approach to impartial, quality careers education which begins with self assessment, considering their own strengths and weaknesses, their interests and initial ambitions through to post-16 choices at other post-16 providers, college or in industry as an apprentice. Our careers plan has also been designed to encompass business related experience, both from external visitors to the year 11 work related learning programme.

The school signed a Young People's Service partnership agreement in September 2011 which sets out the provision the school currently offers. Careers advice and guidance for the next stage (i.e. GCSE or vocational) are carefully planned for years 9, 10 and 11. Year 9 options interviews take place to ensure qualification decisions are appropriate.

Guidance and support for year 11 leavers is targeted to ensure every pupil is able to confidently move to the next stage at another post-16 learning provider or in the workplace on a training programme. Accordingly, the school is able to maintain very low numbers of pupils leaving school as a NEET statistic (Not in Education, Employment or Training).

CEIAG is delivered directly to Year 11 and also forms an integral part of the PHSE Programme for pupils at Morecambe Road School from Year 7 to Year 11. In order to deliver an appropriate, effective provision of CEIAG across the Curriculum, the school aims to follow the National Framework 11 – 19 for Careers Education & Guidance in

England (published in May 2003) and the new Quality Standards for Young People's Information, Advice and Guidance (IAG).

These documents combined, offer guidance on how we can continue to develop improved programmes of CEIAG, which better prepare young people for the opportunities, responsibilities, and experiences of adult life. The programmes developed comprise:

- CEIAG within the Curriculum
- Planning and recording of achievement (On-line Progress File) and Work Related Learning activities
- Work Experience
- Access to individual guidance and support from Young People's Service Personal Advisers
- Access to the Young People's Service / Careers Information.

## **Rationale**

CEIAG has developed to become a programme of guidance, counselling, information, action planning, work experience, and individual and group activities which endeavour to embrace all years within secondary education, and are part of a wider coherent, skill-based course of personal and social development and the Work Related Curriculum.

## **Definitions**

'**Information advice and guidance**' denotes a range of impartial guidance activities and processes that can support choices made by pupils, the key elements of which are defined as follows:

- **Information:** information is data and basic factual information conveyed through different media (either printed or via ICT) on course opportunities, occupation or support service;
- **Advice:** advice involves helping a pupil to understand and interpret how information provided might relate to his/ her personal situation. Advice helps pupils to understand their abilities and targets and may involve suggestions or options on how to go about a given course of action.
- **Guidance:** guidance aims to support pupils to better understand their needs, to confront barriers and to make informed and appropriate choices
- **Referral:** guidance may involve advocacy on behalf of some pupils and referral for specialist guidance and support. Referral happens in person-to-person advice or guidance when another member of staff, agency or provider offers services that more closely match the pupils' needs;

## **Implementation – (Staffing and Resources)**

The Deputy Head is responsible for co-ordinating the careers programme. All teaching staff (years 7 – 11) contribute to the delivery of the CEIAG programme through PHSE lessons, according to the schemes of work for KS3, KS4 in consultation with the Deputy Head. This programme is also delivered through PSHE and Citizenship. Resources used include the careers library and ICT equipment, for example, use of digital camera and video, computers for presentation or by using specialist software; for example 'Job Explorer'.

Funding is allocated in the school's annual budget planning. Curriculum Planning and Teaching Work Careers Education will be delivered through a range of class based and community based work using a range of media. These will vary depending on the Key Stage and needs of the individual pupil. Although CEIAG is statutory from year 7, all pupils will start to develop an awareness of careers related issues through cross curricular activities from years 7 and 8

To develop self awareness through community based activities, PSHE, citizenship, job based tasks and Progress File work. Years 9, 10 and 11 – To start to make realistic choices through community based activities, PSHE, citizenship, job based tasks, Progress File, work experience (supported internal or external to school site).

Subjects that particularly support CEIAG include STEP's Careers and Vocational Education work, Duke of Edinburgh's Volunteer Community Placements, work experience taster sessions and extended placements with optional support. Placements are arranged with external agencies such as Education Business Partnership. Post school planning and guidance will involve the pupil, parents/carers, teacher, specialist advisory staff and other external agencies as appropriate for the individual pupil.

### **Learning Opportunities**

- Provide opportunities for learning about different people and places in the world of work.
- Provide opportunities for pupils to investigate learning and career based opportunities.
- Provide opportunities to communicate their awareness and understanding of the world of work and local community in a variety of ways.
- Enable pupils to make choices about their future and interests and make informed judgements about how these choices will help them achieve their aspirations.
- Enable pupils to best understand transition at different key stages.
- Increase understanding of the wider community and business and commerce.
- Develop understanding and skills in self evaluation.
- Enable pupils to take on increasing roles of responsibility.
- Develop pupil's organisational skills.
- Develop pupil's communication skills in different settings.

Recording and Assessment of careers based learning and pupil's achievement takes place through continual teacher assessment, the Progress File, transition and annual review reports and associated targets.

Working with parents and families - all parents/carers are invited to annual and transitional reviews. All parents and families are invited to year 9 options evenings and are wholly involved in the options process

Health and Safety - Activities will be carried out with staff support, and health and safety taken into account by individual or group risk assessment as appropriate. Work based learning and work experience at Key Stage 4 may require additional risk assessment depending on the place or work and student or pupils involved. These risk assessments are completed by teaching staff, endorsed by Senior Management or alternatively completed by Education Business Partnership.

Equal Opportunities- Morecambe Road School in all relevant policies and procedures, seeks to eradicate unfair and discriminatory practices, especially those that are to the detriment of pupils on the basis of their membership of any group, including gender, sexual

orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs, or any other irrelevant distinction.

Monitoring and Review - The implementation of this policy will be annually reviewed.

**Date of Policy:** .....11/11/2020.....

**Date Review Due:** ...Spring 2023.....

**Signed:**  .....  
Chair of Governors

**Signed:**  .....  
Headteacher

## Morecambe Road School provider access policy statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

### What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

### CEIAG Statutory requirement

The information sheet states that “*The **Certificate** option is for those people whose professional role is level 6 and who have both a relevant vocational qualification, and a careers guidance qualification. Individuals need to be accepted on to this option*”.

In order to complete the level 6 certificate advisors would need to have a vocational qualification, for example Level 4 Information, Advice and Guidance and a careers qualification such as DICE. The rationale is to meet the current proposals for qualification for the new national register for career professionals.

This requirement is applicable to those who currently offer Post 16 provision within their own establishments. At Morecambe Road we currently do not offer this provision and utilise the CEIAG from external agencies and Post 16 providers however we do evaluate ourselves against the Compass Careers Benchmark Tool and Gatsby's eight benchmarks framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice and guidance. This framework is part of the government's careers strategy, launched December 2017.

### Who handles our access requests?

Any provider wishing to request access should contact our careers leader, Michelle Jennings, on 01524 414384 or via email on: [m.jennings@morecamberoad,lancs,sch.uk](mailto:m.jennings@morecamberoad,lancs,sch.uk).

Name	Agency	Qualification
Steve Thomas & Fiona Hiscock	Transition Service	
Phillipa Howarth	Lancaster & Morecambe College	SENCO
Bev Martindale	Lancaster & Morecambe College	CLA co-ordinator
Carol Threlfall	Lancaster & Morecambe College	Uplink co-ordinator
Head of FE	Bleasdale FE Unit	Head of Unit
Head of FE	Loyne FE Unit	Head of Unit
Head of FE	Sandgate FE Unit	Head of Unit

### What opportunities are provided to allow access to pupils?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our annual schedule of events is as follows:

<b>Year Group</b>	<b>Agency</b>	<b>Advice</b>
Year 9	Transition Service	1:1 meeting
	Morecambe Road School	Life Skills (Careers input)
	Morecambe Road School	1:1 meeting with DHT to discuss KS4 – options
	Morecambe Road School	KS4 course options evening
	Lancaster & Morecambe College	Attendance of Parents Evening
Year 10	Lancaster & Morecambe College	Attendance of link courses (AIM Higher)
	Morecambe Road School	Careers meetings (30 mins each half term) with DHT
	Lancaster & Morecambe College	Attendance of Parents Evening Continuous provision throughout the year on a weekly basis
Year 11	Transition Service	1:1 meeting
	Various Locations DBS clearance through EBP	Work Experience 1 week
	Lancaster & Morecambe College	Attendance of specific link courses Continuous provision throughout the year on a weekly basis
	Myerscough College	Visit and review of provider
	Loyne FE unit	2 x taster sessions
	Other FE units	Transition Taster sessions
Year 9-11	Multi Agency	District transitions event at L&M College during Summer Term
Year 10 & 11	Heysham High School	Mainstream integration for Hair & Beauty course

### **Who should providers contact to discuss events and options?**

Providers can speak to our careers leader, Michelle Jennings to discuss possible attendance at relevant events.

Our Child Protection and Safeguarding Policy and CEAIG Policy set out the school's approach to allowing providers into school to speak to our pupils.

### **What are the rules for granting and refusing access requests?**

We will grant access requests that meet the following criteria:

- Requests from Ofsted registered 11-19 providers
- That are reasonable and do not impact on existing educational provision for our students

Should a provider contact the school, a discussion will take place to identify the suitability in relation to the needs of our pupils and overall aims. If it is felt that the aims and objectives may not be met, access may be refused. In such instances, this will be clearly communicated to the provider.

### **What can providers expect once a request has been accepted?**

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our careers leader and a nominated member of the provider's team.

**Can providers leave prospectuses for pupils to read?**

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the **Deputy Head, Michelle Jennings** at the **reception**.

