

# Leek High School

## Careers Education Information Advice and Guidance Policy



### Introduction

The **Education Act 2011** places a statutory duty on maintained schools to secure access for students to *independent and impartial careers guidance* that promotes the best interests of the students to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE re-issued statutory guidance in April 2014 on how this should be implemented to which schools must have regard in carrying out the new duty.

### Student entitlement

- The duty on schools, to secure independent careers guidance for all year 9-13 students, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential.
- Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.
- Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.
- Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their students. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others. Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully students make the transition into the next stage of education or training, or into employment.

As an Academy, the School is not directly covered by the new statutory duty, but the government has signposted an intention to extend this statutory duty to academies through possible changes to Funding Agreements.

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

### Procedure

A provider wishing to request access should contact our Careers Lead, Mrs Janet Wheat [Director of Business, Careers and Enterprise] [jwheat@tflt.org.uk](mailto:jwheat@tflt.org.uk) (01538 225050)

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

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

## **Definitions**

- 2.1 **Advice and Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (*DfE statutory guidance 2014*).
- 2.2 **Independent** is defined as "external to the school" (*DfE statutory guidance 2014*). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its students.
- 2.3 **Impartial** "is defined as showing no bias or favouritism towards a particular education or work option" (*DfE statutory guidance 2014*).
- 2.4 **Promote the best interests of the students to whom it is given** is interpreted in this School (in accordance with our Vision Statement) to include a requirement that advice must not depress students' reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

## **The Role of the School**

- 3.1 The School will secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE and general studies programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND students and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- 3.2 In order to provide for the real needs and circumstances of our students, face-to-face interviews with independent advisers will be provided for those students to whom the school deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School's own careers staff, where information will also be given in an impartial way.
- 3.3 The School will provide information and verbal briefings on students to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.

## **Premises and facilities**

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Area which is managed by Alex Kenneth [ENTRUST Independent Careers Advisor to the school]. This area is available to all students throughout the school day.

\* The school's electronic behaviour and attendance monitoring system.

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_