



**THE ARNEWOOD SCHOOL**

**11 – 19 Academy**

**ARN/0013**

**CAREERS EDUCATION  
AND  
GUIDANCE POLICY**

## POLICIES AND PROCEDURES PROFORMA

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<b>Author:</b>	Mrs Melanie Bennett
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### Amendments Summary:

<b>Amend. No.</b>	<b>Issued</b>	<b>Page</b>	<b>Subject</b>
Autumn 2012	Revised	Full Document	Including Statutory Developments
Summer 2014	Informal Annual Review	Inclusion in Appendix	Evaluation and Responsibility - Visual Graph
Autumn 2015	Formal Review	Full Document Updated	Including Revised Statutory Guidelines
May 2016	Informal Review	Appendix 6.2	Inclusion of Government Statistic link for Destination KS4 tables

# CAREERS EDUCATION AND GUIDANCE

## POLICY

**1.0** The Arnewood School's Policy on Careers Education and Guidance is informed through the school's general aims:

- To achieve and sustain excellence by providing a diversity of teaching and learning styles in a positive environment
- Celebrating and supporting all those who respect the values of The Arnewood School
- Encouraging a sense of belonging to The Arnewood School and contributing to that identity in the local community

**2.0** Careers Education and Guidance is an integral part of the school's full provision for student guidance, care and supportive provision from Year 7 onwards

**3.0** The Careers Education and Guidance Policy is a working document that aims to implement the following:

- Understanding of the new legal duty for schools to secure access to independent and impartial Careers Guidance including meeting criteria outlined in subsequent revised guidelines for all pupils in Years 8 to 13 as detailed in the following:
  - *Statutory guidance for schools on careers guidance for young people, DfE, September 2012 and Securing independent careers guidance: a practical guide for schools. DfE, July 2012*
  - *The latest revised statutory guidance - Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff, April 2014 and Careers Non-Statutory Departmental Advice, April 2014.*
- Give specific examples of how The Arnewood School aims to meet the revised statutory responsibility and what provision and activities are in place and how this relates to the school's continuing commitment to the provision of quality Careers Education, Information, Advice and Guidance (CEIAG) by having regard for the updated non-statutory Career Education Framework 7-19, DCSF 2010

**4.0** The policy outlines the current Work Related Learning Programmes.

**5.0** The policy outlines the Monitoring and Evaluation Process

### **6.0 Appendix**

6.1 Online links for the Statutory Guidance for Schools - DfE documents

6.2 Visual diagram of CEIAG activities in relation to the Statutory duty and the main components of the non-statutory Careers Education Framework

6.3 Visual diagram of CEIAG monitoring, evaluation and development process

### **7.0 Implementation**

#### **7.1 Statutory Duty for Schools: Careers Guidance**

##### **7.1.1 Statutory guidance for schools on careers guidance for young people, DfE, September 2012- Selected Extracts**

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, and requiring schools to secure access to independent<sup>1</sup> careers guidance<sup>2</sup> for pupils in years 9 to 11. Careers guidance must be presented in an impartial<sup>3</sup> 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.

1 *Independent is defined as external to the school*

2 *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.*

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

Apart from the elements identified in this statutory guidance, it is up to the schools to decide the careers guidance provision to be made available based on the needs of the pupils and the opportunities available.

### 7.1.2 **Securing independent careers guidance: a practical guide for schools. DfE, July 2012 - Summarised Selected Extracts**

Face-to-face guidance with a qualified careers adviser will enable pupils to review their circumstances, abilities, interests and aspirations as they make decisions about future education, training and work options.

This is particularly crucial for young people from disadvantaged backgrounds, those at risk of becoming NEET or those with disabilities or special educational needs

Schools may employ a careers adviser but, as the statutory guidance makes clear, this will need to be supplemented with external sources of careers guidance to meet the new duty. This could include employer visits, mentoring, website and telephone helpline access, events offered by post -16 providers, employer talks and visits to local universities are all examples of cost-effective activities that can inspire young people and get them thinking about their future.

### 7.1.3 **A key summary of the DfE guidance contained in the “Careers guidance and inspiration in schools (DfE April 2014)**

Schools must secure independent and impartial careers guidance covering the full range of education and training options, for young people in Years 8-13

Schools must work with the Local Authority (LA) to support more vulnerable young people eg SEND, disengaged or disadvantaged young people etc

There is an emphasis on engaging with employers and the full range of other providers of education and training

## 7.2 **Examples of meeting the revised statutory duty and recommended framework**

### 7.2.1 How does The Arnewood School aim to meet the revised statutory responsibility?

To empower and assist students to progress The Arnewood School offers a comprehensive and diverse range of activities and events across the whole school which engages and inspires young people and supports them to make informed careers and life choices. Many of the examples selected below, which can be cross referenced to the recommended learning outcomes of the Careers Education Framework that the school works with to inform its Careers Education and Guidance policy, are embedded into the school’s annual calendar whilst others are responsive to the learner’s needs or opportunities that have arisen.

The following are examples of specific activities detailed against the elements of independent and impartial guidance identified in the revised statutory guidance:

### 7.2.1.(1). Independent Advice and Guidance

- The Arnewood School buys in an external Computer Aided Guidance Package from a leading independent Careers Information and Guidance provider CASCAiD – The Kudos programme can be accessed at school and remotely from home. Students can complete assessment tools and look up jobs and careers. The content is visual with interview clips and videos, giving the student a real insight to selected areas
- Promotion of The National Careers Service which is a Government funded dedicated online provision with access to careers information, assessments tools, comprehensive labour market information and individual advice via a freephone helpline, email, text and webchat services
- Promotion of the Hampshire – Youth Web Page for online information and source of advice for young people on choices and the provision of comprehensive links to local education and training providers
- Expert and inspirational visitors to the school e.g. NewBiz activities (local business and employer networking group), New Milton Town Council Development Services and the annual Careers Fair representatives, as well as the collaborative Ballard School, Priestlands, Highcliffe and The Arnewood School professional Lecture Series
- Via Work Related Learning Programmes and Mentoring
- Students develop IT and independent investigation skills and many are adept at accessing, exploring and managing applications online e.g. the national apprenticeship website or directly accessing local Post 16 providers websites for open evening and applying on-line
- Working in partnership with families and Hampshire County Council including Hampshire Futures - Careers, Employability and Participation Services and Hampshire Special Needs Specialist Advisers. The school invites the designated Specialist Advisers to all Special Educational Needs Annual and Transitional Reviews for those students with a formal Educational and Health Care Plan (EHCP) that are disabled or have specific educational needs.
- Working collaboratively with external agencies such as those that support young people Not in Education Employment and Training (NEET) in the community via drop in centres. Locally this is currently Access All Area and It's Your Choice. Preventative interventions in school are sought and referrals take place together with the general promotion of the service to all students and parents/carers to also allow opportunities for self-referral
- Challenges and Enterprising activities e.g. Charity events and volunteering. Business and industry led competitions and opportunities
- School trips and visits home and abroad

### 7.2.1.(2) Face to Face Guidance

- In collaboration with Priestlands School and Ballard School, The Arnewood School has jointly invested in employing and sharing a qualified and experienced Careers Adviser, formally employed by the Local Authority, in order to secure and maintain a quality service on behalf of its students.
  - The Careers Adviser offers an open access policy to students and encourages staff, agency and parent/carer referrals
  - Careers interviews continue to be strictly confidential and impartial
  - Students with disabilities or Special Educational Needs are seen for one to one careers sessions by the Careers Adviser prior to their Annual Reviews from Year 9 onwards.
  - The Careers Adviser liaises with colleagues internal to the school and external agencies that work closely with those that are considered vulnerable or at risk of becoming NEET in order to arrange face to face meetings
  - The Careers Adviser attends parents evening events e.g. Pathway Options Choices
- Allocated Specialist SEND Advisers and support from the LA – Children’s Services – Hampshire Futures (Careers, Employability and Participation Services) for vulnerable students and those with disabilities or special educational needs
- Opportunities to be involved in activities run in school by local agencies that seek to work with those at risk of becoming NEET and offer practical support for choices and options to all young people via their local centres
- Work Related Learning Programmes and Mentoring by industry expert in their role as extended work experience placement providers
- Expert and Inspirational visitors to the school
- Individual discussions with Staff e.g. pastoral care team, personal tutor, Heads of Year or specialist teaching staff
- Access and referrals to the School Counsellor

### 7.2.1.(3). Pre and Post 16 Options

- School advice and guidance activities in support of the Y8 and 9 Pathway Option choices
- Life Skills and Cross-Curriculum activities including discussions and formal presentations on Post 16 Opportunities
- Annual Careers Fair providing an opportunity to explore all post 16 options and meet local providers and occupational representatives
- Participation in taster days and open evenings are encouraged
- Confidential and Impartial Careers Guidance Interviews
- Students utilise IT and independent investigation skills to explore careers information and opportunities at a local and national level
  - Accessing sixth form and college websites or open evenings, information events and making applications online
  - Promotion of Hampshire's Youth Tube - online information and advice with links to local education and training providers
  - Promotion of the National Apprenticeship website as well as Local Training Providers
  - Promotion of Government and independent employment and recruitment agencies
- Promotion of opportunities and vacancies received directly by the school including awareness of Key Stage 4 programmes and January Guarantee provision eg Foundation Learning and Traineeships
- Challenges and Enterprising activities e.g. charity, volunteering and competitions
- Trips and visits home and abroad
- Careers Library
- Careers Noticeboard
- Designated Careers Office on site
- Vocational teaching staff assist students to access work experience placements and Post 16 options

#### **7.2.1.(4). Best Interests of the Student**

- Strictly Confidential and impartial Careers Guidance Interviews (self and targeted interventions e.g. Pupil Premium, SEND students, potential NEET and Gifted and Talented students)
- Responding to individual needs e.g. parents/carer and or student one to one discussions with staff such as the pastoral care team, personal tutor, Head of Year, specialist teaching and inclusion staff
- Referrals and opportunities to access independent advice and guidance for students and parents/carers such as the Hampshire Futures (Careers, Employability and Participation) SEND Specialist Team and NEET agencies that also offer practical support for young people making option choices via local centres including an introduction to Foundation Learning Opportunities
- Life skills and cross curriculum activities including self-awareness, challenging stereotypes and equal opportunities
- Accompanied visits to Post 16 establishments for SEND students where there is a need to assist them to progress and make a smooth transition (A member of the learning support staff accompanies a student to an interview or taster day often catching public transport to establish familiarisation with the route and mode of transport)
- The Inclusion Officer will accompany a small group or individuals who are considered to be vulnerable or at risk of becoming NEET to attend college or apprenticeship open events, taster days or interviews and or liaise with external agencies, such as designated social workers, for the same purpose where appropriate
- Equal Opportunities and Diversity Manager will meet and or liaises with their counterpart where existing student wish to or are due to progress in order to discuss suitable options and or to aide transition
- Availability of personal laptops and notebooks together with the development of IT and independent investigation skills empowers students to explore and manage careers related information and opportunities
- Promotion of independent sources of information and advice

## 7.2.2 **Careers Education and Guidance**

Careers Education Framework 7- 19, DCSF 2010. This curriculum framework replaces Careers Education and Guidance in England: A National Framework 11-19 (DfES, 2003)

This is a non-statutory framework but the learning outcomes provide a sound basis for curriculum planning and review and are an excellent guide to quality standards and good practice relating to the revised statutory duty.

### **1. The framework covers ages 7 to 19 and is organised around the Six Principles of Impartial Careers Education:**

1. Empowering young people to plan and manage their own futures
2. Responding to the needs of each learner
3. Providing comprehensive information and advice
4. Raising aspirations
5. Actively promoting equality of opportunity and challenging stereotypes
6. Helping young people to progress.

### **2. Three main aims of careers education – that young people should be able to:**

- Understand themselves and the influences on them (self-development)
- Investigate opportunities in learning and work (career exploration)
- Make and adjust plans to manage change and transition (career management)

## **8.0 Work Related Learning Programmes and Rationale**

- 8.1 The provision of Work Related Learning is no longer a statutory duty but it is still considered an important and beneficial experience for young people to undertake.
- 8.2 Work Experience can be seen to motivate and engage students and develop or demonstrate employability and enterprise skills
- 8.3 Work-related learning (WRL) is defined as ‘planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work’. It includes learning through the experience of work, learning about work, working practices and learning employability skills
- 8.4 Students often supplement this with part time jobs, seasonal work and volunteering

8.5 The Arnewood School Work Related Learning Programmes consist of the following:

Year 7 and Year 8 - Work Shadowing Day

The work places of parents/carers, family members or friends of the family are often utilised for this purpose and students are encouraged to make use of their immediate contacts as a means of gaining an initial insight to the World of Work

Year 10 – One Week Work Experience

A planned and coordinated approach is required to support students find and secure placements including support resources such as launch materials and the Work Experience Log Book. From September to July Tutor time is periodically required for on-going support, preparation and debrief and evaluation activities. Regard to Health and Safety and liaison with parents and placement providers is an on-going process

Extended Work Experience Programmes

A select number of students have an opportunity to include work experience placements as a regular feature of their school curriculum. This is especially valuable for helping the more disaffected young person to refocus, offering a practical and positive mentoring experience gained from the placement provider

Vocational Course Placements

Students that undertaking vocational courses may have a compulsory element where students need to gain opportunities and insights to the business and or industry on a regular or short term basis. Known and regular placements providers often maintain contact with the school faculty and departments for this purpose

Sixth Form Work Experience

All Sixth Form students are expected to participate in work experience as above and employer/placements are invited into school for a debrief session. Key employers will also run workshops on the Careers Fair day.

**9.0 Monitoring and Evaluation Process**

The Careers Education Information Advice and Guidance (CEIAG) programme is a whole school model rather than a separate or add on approach and is subject to the school's quality monitoring systems to ensure the provision of meeting students' needs and to measure the extent to which learning outcomes are attained and the aims of the programme are met.

9.1 The means by which CEIAG monitoring, evaluation and development takes place includes the following:

9.1.1 Feedback and observations are obtained from all stakeholders which in turn influences the priorities for the provision provided. The impact of the provision can be subsequently gauged by what is revealed from the intended destinations obtained from Year 11 students through one to one reviews and the LA Year 11 survey questionnaire. Actual destinations also assists to measure the effectiveness of the provision and further analysis and evaluation can take place when considering attainment and learning targets as well as destination data included in the LA Activity Survey which compares the schools outcomes relating to a reduction in NEET Figures, meeting the Raising the Age of Participation and the September Guarantee, as well additional indicators such as sustained transitions through retention rates. Improvement can be identified via subject leaders through planning, reporting and professional development. Further improvement is made through the Senior Management Team and the Governing Body by challenging development and ensuring compliance. (See appendix 6.3 CEIAG Monitoring, Evaluation and Development Diagram)

- 9.1.2 The appointed Careers Adviser must deliver impartial careers guidance and maintain a consistent level of Continuous Professional Development (CPD). The Careers Development Institute (CDI) is the main professional body representing Careers Guidance and Careers Professions which maintains a national register of qualified freelance practitioners. The CPD reflects the professional standards expected from professional practitioners.

**Careers Advisers that join the Register will:**

- Make a public commitment to uphold the Code of Ethics of the CDI and understand how to apply ethical considerations to their work
- Be able to evidence their competence as a career development professional at QCF Level 6
- Make a commitment to their own continuous professional development and advancement of their professional knowledge and understanding, including meeting specific CPD requirements for maintaining registration.
- Be currently practising as a career development professional

- 9.2.1 The current Careers Advisers manages an open access, confidential and impartial service and operates the same model of delivery as experience via the Local Authority. CPD priorities are detailed and discussed via the Annual Appraisal Process (Bluesky Education). Cost and time implications are considered and shared collaboratively between the partnership schools.

**Appendices:**

**6.0 Statutory guidance for schools:**

- 6.1.1 Statutory guidance for schools on careers guidance for young people, DfE September 2012  
[www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/g002055755/statutory-guidance-for-school-careers-guidance-for-young-people](http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/g002055755/statutory-guidance-for-school-careers-guidance-for-young-people)
- 6.1.2 Securing independent careers guidance: a practical guide for schools, DfE, July 2012  
[www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/b00211910/independent-careers-guidance](http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/b00211910/independent-careers-guidance)
- 6.1.3 Statutory guidance for governing bodies, school leaders and school staff: Careers guidance and inspiration in schools DfE, April 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302422/Careers\\_Statutory\\_Guidance\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_9_April_2014.pdf)

**6.2 Careers Education & Guidance diagram / Framework (Page 12):**

**6.3 Careers Education Information Advice and Guidance (CEIAG) Monitoring, Evaluation and Development Process diagram (Page 13):**

**Six Principles of impartial careers education:**

1. Empowering young people to plan and manage their own futures
2. Responding to the needs of the learner
3. Providing comprehensive information and advice
4. Raising aspirations
5. Actively promoting equality of opportunity and challenging stereotypes
6. Helping young people to progress

Three main aims of careers education – that young people should be able to:

- Understand themselves and the influences on them (self-development)
- Investigate opportunities in learning and work (career exploration)
- Make and adjust plans to manage change and transition (career management)

**Work Related Learning**

- Work Shadowing
- Work Experience
- Vocational Placements
- Extended Work Experience & Mentoring

**Subjects e.g. ICT**

- Self-Presentation
- Project Management
- Employability Skills

**Life Skills**

- Team building
- Community
- Stereotyping
- Equal Opportunities
- Post 16 Options
- Finance
- Rights & Responsibilities
- International Day

**A comprehensive and diverse range of activities and events that inspires and empowers young people and helps students to progress and make informed careers and life choices**

**Independent Advice and Guidance**

- Information/links via school website & firefly
- Procurement of CASCAiD – Kudos Independent Careers programme
- The National Careers Service online (information, one to one helpline, email & webcam)
- Expert and inspirational visitors eg Careers Fair
- Work Related Learning Programmes
- IT and independent investigation skills
- LCP/LA – Children’s Services, Hampshire Futures, Youth Support Analysis Team
- External Agencies – e.g. Access All Area and It’s Your Choice
- Careers Library
- Challenges & Enterprise (charity & competition)
- School trips and visits

**Face to Face Guidance**

- Careers Adviser shared resources with three schools
- Careers interviews - open access & referrals, confidential and impartial
- One to one careers sessions with SEND pupils
- Face to face meetings for vulnerable PP and risk of NEET students
- Parents Evenings /Events
- LA Children’s Services Reviews
- External Agencies (NEET & Local Drop in Centre for advice)
- Work Related Learning (WRL)
- Experts, Visitors & Careers Fair
- Discussions/Target Setting
- School counsellor

**Careers Education & Guidance**

**Pre and Post 16 Options Via**

- Pathway Options
- Life Skills and Cross Curriculum
- Annual Careers Fair
- Taster days & open evenings
- Careers Guidance Interviews
- IT skills and Independent exploration
  - College & sixth form websites
  - Apprenticeship and employment agencies
  - Hampshire’s Youth Tube
- Opportunities received by the school
- Careers Library
- Careers Noticeboard
- Designated Careers Office
- Destination Data Analysis

**Best Interests of the Student**

- Individual staff discussions & target setting
- Careers Guidance Interviews
- SEND independent advice and guidance
- PP, NEET intervention/support plus external provision - Local drop in Centre
- Life skills and cross curriculum activities
- SEND accompanied visits
- Inclusion Officer’s arranged visits
- Transition Support for pupils and families/carers
- CEIAG Monitoring and Evaluation
- Y7 Introduction to CEIAG

