



LYDIATE
LEARNING
TRUST

Careers Information, Advice & Guidance Policy (LLT)



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LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

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This policy links to:	<ul style="list-style-type: none"> - The personal, social and health careers education policy - Equal opportunities policy - Work-related learning policy - School Improvement Plan - Provider access policy
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A young person’s career is the progress they make in learning and work. All young people need appropriate guidance to follow the right pathway. The Lydiate Learning Trust aims to help all students fulfil their potential and experience success through an educational environment which responds to individual need and stimulates and challenges each and every student. The processes of informing, advising and guiding students are accorded a high priority within the Trust, and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.

For the purposes of this policy the following definitions have been used;

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites and virtual learning etc.

Advice – This involves helping students to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer students who may need more in depth guidance and support. Advisory work is usually provided on a one to one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support students to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy of behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of students’ circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

CONTEXT

Schools are under a duty to secure access to independent careers guidance for their students in school years 7 to 13. “Careers Guidance” is understood in this document to be the full range of activities delivered under the eight Gatsby Benchmarks. Careers guidance secured under the duty must:

- be presented in an impartial manner;
- include information on the full range of post-16 education or training options, including Apprenticeships; and
- promote the best interests of the students to whom it is given.

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AIMS

It is our intention that the students in our care will:

1. Understand themselves and the influences on them
 - by assessing and having an understanding and awareness of themselves and by developing their personal qualities and skills
 - by clarifying and discussing their values, attitudes and preferences in relation to work
 - by developing key skills
 - by developing career management skills including resilience, self-reliance and self-presentation
2. Investigate opportunities in learning and work:
 - by investigating the knowledge and skills which people need at work
 - by having an awareness and investigating the opportunities available to them in education, training and possible careers through use of occupational and labour market information
 - by considering the changing patterns of work and careers and investigating the social and moral issues at work
 - being capable, after finding out about post-16 choices of education, training and work, of making choices about their own continuing education and training, and about career paths.
3. Make and adjust plans to manage change and transition:
 - by using the results of self-assessment in their career planning
 - by making decisions concerning their own post-16 choices
 - by use of action planning and the recording of achievement to support their career development
 - by being able to use the information and guidance to manage the transition to new roles and situations that they will meet, both in school and in the future at work and at leisure.

Within the Lydiate Learning Trust the need to inform, advise and guide students are met from a series of generic processes which take place within many contexts. This policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral settings within our organisation.

ENTITLEMENT

Students at The Lydiate Learning Trust are entitled to receive:

- Clear unbiased advice and information about all the options available, so that they understand what each of them involve
- support and guidance to help them make choices and complete a career plan for the future
- regular personal support with information on how well they are doing
- help to decide what to do when they leave their course, including further learning, training or employment
- a programme of careers education which helps them to develop skills and knowledge to make choices and the transition to work and learning
- the opportunity to be involved in making decisions about things that effect their learning
- an opportunity to learn about the world of work

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Students and parents are made aware of this entitlement through the Trust and school websites. Students are encouraged to review their entitlement regularly within tutorial settings.

The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of Equality of opportunity
- Transparency
- Accessibility

IAG needs to be available to students at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service.

DELIVERY OF THE ENTITLEMENT

In 2015, the government increased the age to which all young people must continue in education or training; to their 18th birthday. It is therefore important that all students receive good quality IAG. We achieve this in both formal and informal settings;

INFORMATION

All students participate in a Careers Education programme developed by the Careers Leader and the relevant Senior Leaders. In Key Stages 3 and 4, students follow a PSHCE Scheme of Work which will incorporate careers and work related sessions delivered by form tutors/coaches and employers where appropriate. In Key Stage 5 careers form part of student enrichment time.

This will be supplemented by further careers related information and activities contributed during curriculum lessons, available on recommended websites and displayed on noticeboards in the schools' careers areas.

ADVICE

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Staff (teaching and pastoral) offer informal advice during form time, coaching sessions and through their daily 1:1 contacts with students. Staff are well placed to understand the varied needs of their students and will usually have in depth knowledge of the student and their circumstances. A member of staff is often the first point of contact for a student who may have an issue they wish to discuss. In this role staff are expected to clarify the student's options and suggest alternative courses of action.

Advising a student on options will often require signposting an individual to the relevant information resource or source of help. For this reason, staff who have CEIAG responsibilities have a comprehensive knowledge of sources of information and help for a range of students' needs.

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Formal advice to students will take place through the progress review and target setting sessions during which staff will need to help students to understand their options (life, learning or work) and to set and review targets for achieving goals.

Advice is also provided by curriculum teachers by visitors and by other professionals working in school.

Whilst the school expects all staff to offer impartial advice to students, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing students. The provision of an impartial advice service will from time to time result in referral to other staff within the school and to other professionals offering a more in depth and specialist support service.

ASSESSMENT OF NEED

The referral system at The Lydiate Learning Trust School is based on an accurate assessment of need. Staff regularly collate information from the schools' data recording systems and from their knowledge of the students' aspirations and personal circumstances. This information can be used to refer students for appropriate advice and guidance. Referrals are also generated from parents/carers and via student self-referral. The assessment of need is an on-going process and the school is committed to responding to the individual needs of students as these arise.

REFERRAL

The referral system in The Lydiate Learning Trust School facilitates obtaining specialist advice or resources to meet individual's needs where these can't be met by current resources.

Students are always involved in the process of referral. They are informed of the process and their views are sought at all times. The referral process makes provision for students and their parents to self-refer.

IAG Referrals are predominantly managed by the Director of Careers and Employer Engagement, although other staff and professionals may also be involved in the process as and when required.

GUIDANCE

Guidance may take place in a number of settings including:

- 1:1 discussions
- Group activities
- The provision of, and support in, using information and IT applications.
- PSHE Careers Education sessions
- Enrichment time
- Work Placements and work place visits
- The taught curriculum and pastoral support programme also offer a range of guidance opportunities. Some of these are described below.

ONE-TO-ONE GUIDANCE SESSIONS

Students receive guidance through one-to-one interventions both formally and informally by a range of staff. These include form tutors/ coaches, subject staff, the members of the careers team and the Careers Leader.

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CAREERS EDUCATION/ CURRICULUM

Careers education for all students from Year 7 – 13 is an essential element of the personal, social and health education and citizenship programme. The Careers Education programme at the Lydiate Learning Trust is informed by the Careers Development Institutes Framework for Careers Guidance activities and organised under the eight Gatsby Benchmarks to shape career learning outcomes within the careers programme.

All students have access to careers related sessions incorporated into the schools' PSHE curriculum and/or enrichment time.

The sessions are practical in application and are often supported by employers, visiting speakers and local FE and HE establishments. Participation in the sessions enables students to develop the skills and knowledge they require to make informed decisions about their future.

Students careers guidance activities are recorded for all students on school internal systems and Compass+. Students review their activities during individual guidance meetings and can request access throughout their time at school.

WORK-RELATED LEARNING

The curriculum includes planned learning, which is undertaken through work, for work and about work. Work related learning is delivered through a dynamic and progressive programme which offers students the opportunity which includes visits to workplaces, work simulation events and work experience. Students are encouraged and supported by the Careers Team to arrange work experience in Key Stage 4.

Placements for students in years 12 and 13 are offered as part of the school's enrichment programme. These offer support to students for curriculum studies and/or personal progression aspirations. The careers education curriculum prepares students for the placement and their experiences are detailed and evaluated in a work experience log book which is also signed by parents and employers.

MANAGEMENT AND COORDINATION

IAG is a whole school responsibility but is managed and co-ordinated and delivered in the following ways:

Key personnel

- Executive Headteacher (Trust)
- Headteachers of individual schools
- Key Senior Leaders of individual schools
- Careers Leader
- Members of the Trust Careers Teams
- Representatives of external agencies/ employers
- Governor with responsibility for Careers Guidance

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ROLES AND RESPONSIBILITIES

Headteacher/Head of School

Each Headteacher ensures that adequate resources are made for the provision of CEIAG and that their school complies with national standards for CEIAG. Each Headteacher will ensure that the school complies with legislative requirements by providing adequate resources and supporting processes which facilitate continuous improvement.

Senior Leaders

The relevant Senior Leaders in combination with relevant pastoral leads oversee the development and delivery of the schools CEIAG provision. This involves ensuring that all staff involved in the development and delivery of CEIAG have their training needs identified and met.

The Director of Careers and Employer Engagement / Careers Leader

The Director of Careers and Employer Engagement / Careers Leader is responsible for:

- Responding to student needs and requirements as identified and referred from the relevant senior leaders and pastoral leads.
- Ensuring that responsibility for initiatives are directed to the appropriate pastoral and/or curricular leads as appropriate.
- The production and updating of the careers education and guidance policy
- Liaising with the relevant PSHE co-ordinators to plan and review the programme (content and structure)
- Responding to referrals identifying the career guidance needs of students and arranging appropriate provision.

The Careers Team

The Careers Team is responsible for managing the day-to-day delivery of all CEIAG activity across all Key Stages. This includes delivery of Careers Guidance, leading the organisation and delivery of CEIAG provided by external partners, proactively seeking opportunities and engaging with employers, professionals and industry bodies to enrich the careers offer and gathering of destination data.

The Careers Team also supports the work of the Director of Careers and Employer Engagement in providing students with the opportunity to access comprehensive CEIAG.

Pastoral Teams

The relevant Pastoral Leads in combination with relevant Senior Leaders oversee the development and delivery of the schools CEIAG provision. This involves ensuring that all staff involved in the development and delivery of CEIAG have their training needs identified and met.

The pastoral teams are responsible for supporting the Director of Careers and Employer Engagement / Careers Leader in:

- providing students with the opportunity to access comprehensive CEIAG, ☑ facilitating access to appropriate students for careers related activities ☑ the delivery of careers related activities.
- Supporting the gathering of destination data from students and providing this to the careers team.

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Teaching staff

Teaching staff are responsible for supporting the Director of Careers and Employer Engagement in:

- Incorporating careers related information into lessons where possible.
- the delivery of careers related activities which have been prepared for them. For example, during PSHCE lessons.
- Supporting the gathering of destination data from students and providing this to the careers team.

Governor with responsibility for Careers Guidance

The governing body is responsible to ensure:

- that careers guidance is provided to all pupils throughout their secondary education (11-18 year olds)
- that information are presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- CEIAG includes information on a range of education and training options, including apprenticeships and technical education routes
- Careers guidance considers and promotes the best interest of the students to whom it is given

RESOURCES

Our commitment to quality IAG services is reinforced by the provision of sufficient resources which are both financial and practical.

- The Director of Careers and Employer Engagement / Careers Leader has an identified budget which is reviewed annually in line with the school improvement plan.
- Each school has access to rooms which can be used for confidential guidance and counselling interviews.
- Staff have their training needs identified and met through a process of annual appraisal and review.

MONITORING, REVIEW AND EVALUATION

We evaluate the quality of our careers provision and its impact on our students in a variety of ways including observation of careers education and guidance, the use of exit questionnaires and student interviews as well as review of student records of careers guidance activities using school internal systems and Compass +. Our evaluations focus on a variety of matters including:

- what benefits students gain from particular CEIAG activities
- full accessibility for all students to the programme
- whether we are making the best use of time and other resources.

Further independent review and evaluation is secured via the services of an external IAG Specialist to analyse and quality assure policies, procedures and processes.

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The CIAG Policy is reviewed annually by the Trust Headteacher Group and the relevant Governing Body. Monitoring meetings are held to facilitate interim review with the relevant Senior Leaders and Link Governors.

The Trust monitors and evaluates the destinations of students to help to inform our future decisions and support our curriculum development.

Year 11 progression (destination) information is prepared in partnership with the relevant Local Authority and is used to monitor the number of students who progress into various post-16 opportunities. The relevant Local Authority also provides follow-up information, which serves to monitor drop-out rates from destinations. These factors are taken into consideration when reviewing CEIAG services annually.

Parents are welcome to give feedback on any aspect of the IAG programme. Feedback is also sought from students, staff and employers and is used as an integral part of the Trust's annual review of CEIAG provision.

There is a programme of review for all policies relating to the schools CEIAG services. The reviews involve all key stakeholders.

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