



AllSaints
CATHOLIC SCHOOL

Information, Advice and Guidance policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Approved by
Chair of
Governor:

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N. Thompson



INFORMATION, ADVICE AND GUIDANCE POLICY

“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
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Rationale

This policy has been developed to ensure the inclusion of all students and staff with due regard to SEN, most able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.

Information, Advice and Guidance (IAG) programmes, make a major contribution to preparing students for the opportunities, responsibilities and experiences of life. Careers programmes have two parts – Education and Guidance. Careers Education is the knowledge and skills students will be taught in school in order for you to make successful choices and manage any changes in your life. Careers Guidance is when students are given impartial advice and guidance to make the right decisions regarding their choices using the knowledge and skills learned from careers education.

The local context is intergenerational worklessness. 40% of local residents have no qualifications. High teenage pregnancy rate and high NEET (16-18) at 11%, Career Education and Guidance (CEG) is at the heart for providing choice, raising aspirations and increasing post 16 retention rates.

All students need a planned programme of activities to help them make 14 - 19 choices that are right for them and to be able to manage their careers throughout their lives thus keeping in mind the five steps of Every Child Matters (Children’s Act 2004), plus helping to reduce the NEET. All Saints has a statutory duty to provide careers education in Years 7 – 11 (1997 Education act, 2003 Education Regulations, 2015 Careers guidance and access for education and training providers) and to give students access to careers information and guidance.

CEG in England a National Framework 11 – 19 provides a significant tool for schools and colleges when improving and developing the career learning opportunities they provide for young people. The framework builds on previous work in the area of CEG and presents the aims of CEG in terms of what young people should be able to do –

- 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

The effects of good CEG can reach far beyond the boundaries of the programme itself. Some of the benefits noted include –

- Higher aspirations
- Improved self esteem
- Greater awareness of the relevance of learning in school/college to the world outside



- Raised standards
- Better motivated students
- More successful school

IAG links with Careers Education and Guidance, PSHEE, Citizenship and Work Related Learning (WRL), including Enterprise.

Work Experience is an educational exercise in which students extend their knowledge of occupations and organisations by taking on the role of a worker or shadowing a worker. It relies on employing organisations to provide opportunities for students to experience work through a structured programme and the experience scheme should be of a high quality to maximise the learning for students.

From September 2004 there was a statutory requirement that all young people should experience some work related learning at Key Stage 4. Work related learning can be defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning **through** the experience of work, learning **about** work and working practices, and leaning the skills **for** work.

This will prepare young people for adult life in which they will contribute to the country's economic well being. Work related learning at All Saints Catholic School will strive to bring about effective transition from school to adult working life.

All Saints is committed to providing a planned programme of careers education, work experience and work related learning for all students in Years 7 -13 and the three main aims, information, advice and guidance (IAG) in partnership with the Local Authority Careers Service.

All Saints will endeavour to follow the Statutory Guidance for Impartial Careers Education (March 2015 and following update DfE including the Gatsby Benchmarks) and other relevant guidance from the DfE, QCA and Ofsted.

Purposes

- To help young people to develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work.
- To enable young people to use the knowledge and skills they develop to make decisions about learning and work that are right for them.
- To raise the awareness of all students in terms of their individual strengths, ability, skills, personal qualities, potential needs, attitudes and values.
- To develop knowledge and understanding of local, national and international opportunities in the education, employment and training fields.
- To establish careers as an important element when curriculum planning.
- To develop a cross curricular approach to careers education within the school as part of the economic wellbeing strand of Every Child Matters.
- To help students to make considered and informed choices and to manage transition effectively at key times during school and from school to further and higher education, work or training.
- To enable all students regardless of gender, race or special educational needs to realise their full potential.
- To provide impartial guidance to all students as indicated by the Student Entitlement to Guidance statement.
- Work Experience is an educational exercise, which prepares young people for adult life. It introduces the young person to the world of work, usually in the role of a participant and in anticipation of eventually entering the workplace as a positive contributor.



- It helps in the development of personal and social skills such as establishing working relationships and in taking on responsibilities.
- The experience helps develop an appreciation of the industrial and commercial work including an understanding of how organisations function and an insight into the structure of the organisation.
- It can enhance the understanding of the relationship of courses being followed by the student and their application to work.
- The development of the student in vocational areas helps the growth of maturity and confidence.

Guidelines

- The careers programme based on the national framework is incorporated into the curriculum as part of the Personal, Social, Health and Economic Education Course and the Tutorial Programme for all key stages 3, 4 & 5. It is monitored and evaluated through regular meetings of the pastoral teams, monitoring of lessons by Careers co-ordinator, staff/student evaluation forms and student learning outcomes are reviewed after every lesson. Regular meetings with Connexions and Careers Management Futures and Trident. Inset for staff is provided by the Careers Department and Local Authority.
- Deputy Headteacher / Assistant Headteacher is responsible for overseeing the role of the careers co-ordinator.
- The Careers co-ordinator for the school and is responsible for teaching/learning materials for Careers Education and training of CEG teachers and liaising with IAG partners.
- The PSHEE co-ordinator is responsible for planning curriculum time.
- Aspects of the programme lend themselves to a whole school approach, which is identified and implemented not only in the personal development curriculum but also in Learning Support, WRL and Work Experience.
- All Year 10 pupils have the opportunity to participate in a one week Work Experience placement arranged in conjunction with Trident. Year 12 students also have a one week placement, often with a subject focus. Vocational Courses have placements of two or three weeks as part of their study programme.
- All Year 10 students will have the opportunity to receive a mock interview to ensure that they are confident about application procedures for employment, further and higher education.
- Students are encouraged to participate in initiatives such as Young Enterprise, University open days, Higher Education Fairs.
- A Careers Library of occupational information is available to students throughout the school day as a discrete section of the Learning Resources Centre. There are networked computer facilities and Careers Software.
- The careers co-ordinator and Head of Sixth work closely with the Boroughs Careers Service, local FE colleges, parents and other partners to explore opportunities for all students.
- The careers co-ordinator will arrange personal interviews for students with the Schools Career Advisor using screening procedures to identify their personal needs at key transition times.
- The students will have the opportunity to experience career guidance activities through drama productions.
- Sixth Form careers work is incorporated into the Core Programme and students have access to a specialist Careers Advisor. Seminars for A Level students both locally and in London are attended regularly. Representatives of Compact Universities assist in preparation for Degree Entry.



- Links will be forged with external agencies such as Colleges of Further Education, places of Higher Education and UCAS as well as with employers and Training Boards.
- Parents to be informed, given advice and guidance at key transition points of all options available through information evenings. (Primary transition, Options Evening for Year 8, Year 11 into sixth Form evening and Higher Education evenings)
- More information on the National framework for CEG can be found on the website at www.cegnet.org.uk
- The school provides Work Experience for all senior pupils. The School's Work Experience Co-ordinator follows guidelines set by the Local Education Authority, and works with Project Trident, the Borough's Central Co-ordinating Agency.
- Year 10 pupils have a one week placement in the Spring term. Year 12 Students have two weeks Work Experience, often with a subject focus, or follow an alternative scheme such as Insight into Management. Sixth Form students taking vocational courses have placements of two or three weeks in a course related situation.
- The Work Experience is integrated across the curriculum for all students. It forms an important part of their PSHEE Programme where preparation and debriefing takes place in PSHEE.
- The school's Work Experience Co-ordinator co-ordinates all aspects of preparation, placement, follow-up and individual guidance for the student.
- Every student is visited on placement by a member of the school's staff.
- Students are guided on the maintenance of a Work Experience Portfolio.
- All students who successfully complete their Work Experience placement and diary will receive a certificate.
- Evaluation of the Work Experience is carried out by the co-ordinator and staff involved.
- Students will have opportunities to participate in WRL activities through educational visits, eg Universities, Army, careers fairs etc
- Students will participate in WRL activities through industry days/Aimhigher Events
- Links with Barking College / Compass Programme / New Directions Programme will ensure students not suitable for GCSE mainstream Key Stage 4 will enrol on individual programmes to meet their needs.

Audience

Teachers, Staff, Parent/Guardian, and Partners can access IAG Policy from reception and school website.

Conclusion

Information, advice and guidance is the element in the school curriculum especially concerned with living and working in the adult world and it is important that all young people have the opportunity to participate and are provided with accurate information and receive individual guidance where necessary. This policy ensures that all students will have the opportunity to develop the skills necessary to make an effective transition from school to adult and working life.



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Date for review July 2021