



## Careers and IAG Policy

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**Member of staff Reviewing Policy: Michelle Hoole (Assistant Principal)**

**Approved by Governing Body: July 2019**

## **Our Vision**

Lighthouse School is a pioneering, dynamic, and progressive school. We strive for unequivocal excellence in everything we do, and as such, our aim is to be recognised as a sector leader at a national level for students who have a diagnosis of autism. Our vision is to deliver transformative experiences - that are destination led – for all of our students and their families.

## **Our Mission**

We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing, and stimulating learning environment. This is achieved through exceptional teaching, unwavering support, outstanding work experience, and positive interactions and role models. We repeatedly instil good behaviours in order to encourage resilience, independence, confidence, and wellbeing in all of our students.

## **Rationale**

The world of work and employment is changing rapidly. Young people face a bewildering range of career opportunities and an equally confusing amount of careers information. Given this environment, it is vital that our students have access to accurate, impartial and objective advice and guidance to inform choices about their future.

The school must be able to help all individual students, irrespective of ability, to make informed decisions at all stages of their experience and development. Lighthouse School takes the view that Information Advice and Guidance (IAG) must:

- Empower young people to plan and manage their future pathways
- Respond to the needs of the learner
- Provide appropriate and practical information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenges of stereotypes
- Help young people progress
- Provide effective Labour Market Information (LMI) to aid decisions

The school is committed to providing all pupils in Years 9-14 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

### The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places

7. Encounters with further and higher education

8. Personal guidance

### **Aims**

Effective IAG will provide opportunities for students to:

- Investigate and implement career/post school prospects.
- Experience the working world and personalised opportunities
- Have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should have the opportunity to plan their future choices and understand how to access IAG to improve their life chances.
- Understand how educational achievements are linked to maximising their potential future choices.
- Make imaginative, creative and innovative use of new technologies to raise the quality of learning within the subject and the wider school curriculum.
- Give students opportunities to understand and explore values, beliefs and their own cultural and social values through curriculum links to Spiritual, Moral, Social and Cultural development (SMSC).
- Develop skills and attitudes necessary for adult and working life

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all students
- Enable students to make connections across different areas of learning
- Help students to think and work creatively and solve career-related problems
- Develop students' capacity to learn and work independently and collaboratively
- Enable students to respond positively to opportunities, challenge and responsibility with the appropriate IAG
- Enable students to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for the working world or their personalised pathway
- Give updated IAG on further educational facilities, work experience opportunities and LMI to parents

### **Links to other policies**

- Teaching, Learning and Assessment
- Educational Visits
- Positive Behaviour
- Special Educational Needs
- Equality and Diversity

### **Roles and Responsibilities of Headteacher, Careers leader, teachers, teaching assistants and Governors**

The Principal will ensure that:

- All statutory elements of the curriculum are met.

- The amount of time for teaching the curriculum is adequate and reviewed annually.
- The governing body is informed on the breadth and balance of the curriculum
- This policy is implemented and monitored, and the governing body is reported back to.
- A positive learning culture in which all children believe that they can succeed is promoted in school.
- There are high standards of teaching and learning.
- Staff have sufficient support and training in order to fulfil their responsibilities.
- The school is compliant with legislation and to enable an annual evaluation of Careers within the school.

The Careers Leader will ensure that:

- Guidance is followed in line with an annual appropriate careers audit using the Gatsby benchmark pilot scheme and update when necessary throughout the year
- Student's summative progress is monitored and evaluated
- Students have access to a dedicated careers week with opportunities to meet a range of providers and take part in careers activities across the curriculum
- Appropriate accredited courses are followed where applicable
- All long- and medium-term plans for the subject are kept up to date on the school website
- Students from year 9 – 14 have the opportunity for individual, impartial careers guidance interviews with experienced staff.
- Subject resources are kept up to date and available for all staff
- Teaching of careers is relevant across all stages in school
- Students from year 7-14 have access to encounters with a variety of employers and businesses
- Relevant FE providers have access to students from year 7 to 14 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.

The teachers and coaches must ensure that:

- Students gain an understanding of the world of work and will understand their entitlement to continued learning.
- Students know and understand how to access sources of career/post school information and decision-making support.
- Student's work is assessed, and their progress tracked.
- Assessment informs students of their next steps in learning.
- They contribute a subject comment to student reports.
- Students have access to a variety of opportunities in investigating other careers, e.g self-employment
- Students have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area.
- Parents and carers receive regular reports regarding the progress of their child for the subject

The key workers will ensure that:

- Students are supported with preparation for, and attendance of, careers meetings
- Pupil passports are update regularly and include information around careers
- Students are supported with any follow up work identified on the careers action plan (e.g. attending open days, researching opportunities, completing application forms)

The tutors will ensure that:

- They assist teachers in the delivery of the lesson and support students in their learning.
- They use specific skills and assist where necessary in vocational learning lessons

The governing body will ensure that:

- It considers advice from the Principal when approving this curriculum policy
- The progress of students is monitored and evaluated
- The breadth, balance and financing of the curriculum is regularly monitored
- Test and assessment data is monitored

### **Arrangements for Monitoring and Evaluation**

Evaluation has a crucial role to play in ensuring that the student's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes. The aims and outcomes are defined by the Gatsby Benchmark plot the school is currently involved with.

Evaluation of the IAG programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning.

Evaluation also includes the views of work experience employers, training providers, governors, students and parents. Their views are elicited via, discussions, surveys, cluster council meetings and questionnaires.

The success of this policy and the school's curriculum provision for its students will be evident in the school self-evaluation process and reporting activities such as:

- Bi-Annual review/evaluation
- Subject audits and policies
- Pupil passports
- Visits from the School Improvement Partner and Ofsted inspection arrangements.
- The governing body will receive an annual report from the head teacher with information on:
  - The curriculum on offer at Lighthouse School
  - Standards achieved by students and their progress over time
  - Standards reached by different cohorts of students
  - National test and examination results
  - Changes to statutory requirements