



# Abbot Beyne School

<b>Policy:</b>	IAG and CEG Policy (Information, Advice & Guidance) (Careers Education & Guidance)
<b>Person Responsible:</b>	Louisa Wright
<b>Governors' Committee:</b>	Performance and Standards Committee
<b>Date Adopted:</b>	2010 as part of Learning for Life Policy
<b>Revised Date:</b>	Autumn 2023
<b>Next Review Date:</b>	Autumn 2025
<b>Signature:</b>	

## Policy for IAG, Careers Education and Guidance

All students have an entitlement to a structured programme of Information, Advice and Guidance (IAG) throughout their schooling as well as a clear programme of study for careers education so that they are inspired and motivated to fulfil their potential. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. The named Careers Leader for Abbot Beyne is **Louisa Wright**.

In addition, Abbot Beyne School is committed to securing independent careers guidance for all Y8-13 students and to helping every student develop high aspirations and consider a broad and ambitious range of careers. Inspiring every student through more real-life contacts with the world of work can help them understand where different choices can take them in the future. We also aim to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships. Therefore, Abbot Beyne School has a Provider Access Policy displayed on the school website. This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

The Governing Body will ensure that the independent careers guidance provided is presented in an impartial manner; includes information on the range of education or training options, including apprenticeships and other vocational pathways; is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Our vision is for all 16-18 year old students to have the best start in life and receive a good education so that they can make a positive contribution to their communities, enabling and promoting the effective participation in education or training. We recognise that all learning provision for young people requires bespoke training programmes and includes support at transition points in order to avoid and reduce the dropout rate. In the Sixth Form, retention and achievement strategies are reviewed regularly to continually improve successful outcomes for all learners and to reach and exceed national averages.

### **Aims:**

- Provide personal, impartial and confidential advice which meets the professional standards of practice on a broad range of options including apprenticeships, entrepreneurialism and vocational routes alongside A Levels and university
- Give all students appropriate guidance at specific transition points throughout their time at Abbot Beyne School ensuring that inputs are differentiated and personalised as appropriate to students' stages of career learning, planning and development.
- Integrate the IAG programme, as far as possible, into the students' experience of the whole curriculum by focusing on development of personal learning & thinking skills and the school values – Responsible, Resilient and Respectful.

- Inspire students to think about their future possibilities; to aim high by motivating them in school and beyond; to be informed about education, training and career options; to assess their current strengths and areas for development; and to acquire the skills valued by employers
- Give employers a voice in the classroom, giving students a first-hand view of the world of work through access to inspirational speakers and role-models
- Make available visits to workplaces and high quality work experience that reflects the strengths of individual students and has clear links to the curriculum
- Enable all students to develop the skills of self-reflection, independent learning and decision-making, alongside giving them the knowledge and understanding to be able to research careers and work-related issues effectively
- Provide mentoring and support for those who need it most and are at risk of becoming disengaged from education
- Promote equality of opportunity and work consistently to prevent all forms of stereotyping to ensure boys and girls consider the widest possible range of careers

## **Contribution of Curriculum to work-related learning and extra-curricular activities**

### **(The Gatsby Benchmarks)**

1. **A Stable Careers Programme** – provided by the above and the Learning for Life Programme together with the Entrust CAPS Agreement
2. **Learning from Career and Labour Market Information** - Enterprise Days and Careers Fair
3. **Addressing the Needs of Each Pupil** - Year 9 Pathways process; Year 10, 11, 12 and 13 Careers and Participation Service impartial student interviews and Y11 RONI provision.
4. **Linking Curriculum learning to careers** - see above policy, Curriculum Policy
5. **Encounters with Employers and Employees - Year 9 Spring Term** – Exploring Careers Stereotypes and Options for the Future; **Year 7 and 8 Summer Term** – Enterprise Day involving employers and outside speakers - provisional and Careers Fair
6. **Experience of Workplaces** - Year 10 and 12 Work Experience
7. **Encounters with Further and Higher Education** - World Skills Show visits (Autumn and Spring Terms) to see range of employers and apprenticeship opportunities; Y12 visit to Birmingham University – Autumn Term; Year 13 Next Steps Planning – Autumn Term
8. **Personal Guidance** - Y9 Pathways Process; **Year 11 impartial individual IAG interviews** - Careers And Participation Service input for impartial individual careers interviews – 8 days throughout the year, including sessions on Apprenticeships, traineeships or supported internships; Year 12 and 13 continual support for IAG from Learning Mentor