



## Careers and IAG Policy

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## **Aims**

This policy aims to set out our school's provision of impartial and informed careers guidance for our learners. This includes the ways in which learners, parents, teachers and employers can access information about our careers programme. High-quality careers guidance is important for our learners' futures, and our provision aims to:

- Help learners prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop learners' awareness of the variety of education, training and careers opportunities available to them.
- Help learners to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

## **Statutory Requirements**

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997.
- The Education and Skills Act 2008.
- The School Information (\*England) Regulations 2008.

## **Roles and Responsibilities**

### **Careers Leader**

Our careers leader is Leanda Gardner, and they can be contacted by emailing [lgardner@therowanschool.co.uk](mailto:lgardner@therowanschool.co.uk). Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme.
- Plan and manage careers activities.
- Manage the budget for the careers programme.
- Support teachers to build careers education and guidance into subjects across the curriculum.
- Establish and develop links with employers, education and training providers, and careers organisations.
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which learners are in care or are care leavers.
  - Understand their additional support needs.
  - Make sure that, for looked-after children, their personal education plan can help inform careers advice.

### **Senior Leadership Team (SLT)**

Our SLT will:

- Support the careers programme.
- Support the careers leader in developing their strategic careers plan.
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Work with external services such as fire, police, health etc to talk to learners about their career choices and what their role is.

### **The School Advisory Panel (SAP)**

The SAP will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.

### **Our Careers Programme**

Our school has an embedded careers programme that aims to inform and encourage learners to consider their career options, and take steps to understand their choices and pathways. Our programme has been developed to prepare learners for when they move into Key Stage 3, to meet the expectations outlined in the Gatsby benchmarks.

- A stable careers programme with a careers leader.
- Learning from career and labour market information.
- Addressing the needs of each learner.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experience of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Our programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for learners. The Gatsby benchmarks provide a world-class framework for career guidance, outlining the experiences and information each and every young person should have access to so that they can make an informed decision about their future. It is structured in a way that builds upon previous years, and the overarching aim is divided between the key stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Lessons through PSHE.
- Assemblies.
- Displays.
- Guest speakers from the world of employment.
- Events.

### **Key Stages 1 and 2**

Our key stage 1 and 2 programme will support learners to learn about the world of work, with the "Aiming High" programme, which is developed to meet the needs of individual learners.

### **Learners with Special Educational Needs or Disabilities (SEND)**

Our SENCo will work closely with teachers to make sure that the learners do have a good grasp of careers. Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

### **Access to our Careers Programme Information**

Learners, parents, teachers and employers can request any additional information about the delivery of careers by contacting Leanda Gardner.

### **Assessing the Impact on Learners**

Our career programme is designed so learners can give feedback, and their progress measured as they move through the key stages. We measure and assess the impact of the programme's initiatives by:

- Learner surveys.
- Parents/carers surveys.
- Professional partners surveys.
- School council voice.

### **Links to Other Policies**

This policy links to the following:

- Safeguarding and Child Protection Policy.
- Curriculum Policy.
- PSHE Policy.