



## **The Robert Carre Trust**

### **Careers Education and Guidance (IAG) Policy**

#### **Introduction**

The Robert Carre Trust is committed to maximising the benefits for every student in the development of a whole Trust approach to Independent Advice & Guidance (IAG). The Trust recognises that there should be some IAG for all students, and more for some. The Trust wishes to promote IAG as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work' so as to help guide choices and pathways.

#### **The Aims of our IAG Policy**

The IAG programme makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of working life. This helps young people make decisions and manage transitions as learners and workers. With the introduction of the more flexible routes for 14-19 year olds, it is vital that young people have the knowledge and skills they need to make informed choices.

Through effective IAG we:

- Contribute to strategies for raising achievement, especially by increasing motivation;
- Support inclusion, challenge stereotyping and promote equality of opportunity;
- Encourage participation in continued learning, including higher education;
- Develop enterprise and employability skills;
- Reduce drop out from, and course switching in, education and training;
- Contribute to the economic prosperity of individuals and communities. IAG has two components – education and guidance. They are interrelated and depend on each other for their effectiveness. Each is required to support and complement the other;
- Students are entitled to IAG throughout Years 7-13; this is delivered through focused sessions/days including tutor time as well as covered by curricular subjects and students' parents/carers are kept informed through school newsletters, planners and the school website;
- The policy aims to cover the statutory requirement to deliver careers education from Year 7 to 13;
- The policy shall remain a working document, to be owned and used by those to whom it applies;
- Through annual evaluation it shall inform the school and departmental development plans.

#### **The IAG Curriculum**

##### **Provision**

IAG cannot be confined to a specific timetabled time and is delivered within a whole Trust approach:

- discrete curriculum time events across Key Stages; Year 9 Careers carousel, Options Evenings for Key Stage 3 and 4 students, Year 11 Next Years' Insight event at SGA Year 12/13 mock interviews and guest speakers during Careers Week as well as the Careers Opportunities Showcase are just some of the activities.

- IAG is delivered through other subjects / curriculum areas; predominantly looking at pathways and the world of work;
- careers activities and events;
- Work Experience in Year 12;
- work-related learning to include work experience and enterprise activities; focused days such as 'Impact workshops' and CSI;
- pastoral care and guidance; learning mentors, teaching assistants and peer mentors;
- tutorial time and assemblies; option choices, Careers Advisor feedback, guest speakers and tutor mentoring;
- introduction of Unifrog throughout RCT for years 7-13

## **Methodology**

The delivery methods and approaches the staff in the Robert Carre Trust aim to adopt encompass the full range of learning styles.

Staff are encouraged to make use of:

- effective starting and ending strategies;
- high order questioning skills;
- target setting;
- decision making;
- working with others;
- beliefs and values clarification;
- information gathering and sharing;
- problem solving;
- understanding another point of view;
- understanding the influence of others;
- working with feelings and imagination;
- reflection, review and evaluation;
- circle time;
- school council;
- drama and role-play;
- use of theatre in education; (often booked for year groups)
- discussion and debate;
- use of ICT packages.

## **Assessment, Recording and Reporting**

Unifrog is used for research & recording and monitoring of student's activities and interactions along with Compass+ to demonstrate how the curriculum links to careers.

## **Monitoring, Reviewing and Evaluating**

Responsibility for monitoring, reviewing and evaluating lies at different levels within the IAG team:

- within classrooms;
- with middle managers;
- with organisation leadership teams;
- in the wider community, including parents and governors.

These are monitored and reviewed through the school self-inspection programme as a part of the pastoral system.

## **Advice and Guidance**

Through effective intervention and coaching we aim to ensure that:

- learners have access to appropriate advice;
- learners have access to appropriate guidance;
- learners will receive a 1:1 guidance interview by the end of Year 11 and, when requested, a further interview by the end of Year 13
- Students are able to book slots with learning mentors, Careers Advisors and subject staff through tutors or directly by email.

## **Role of IAG Co-ordinator**

The role of the IAG co-ordinator includes the following:

- raise awareness amongst staff of their contribution to the careers programme and agree the overall aims, objectives and priorities;
- establish a shared view of best practice to which all learners are entitled;
- lead policy development;
- provide or organise appropriate support and training for staff;
- monitor, review and evaluate the programme, including the use of outside organisations, and learners' responses to the programme;
- carry out a continuous process of review and development of the IAG curriculum as part of the annual cycle of school improvement;
- attend relevant courses and network meetings;
- order and monitor resources;
- liaise with the Independent Careers Professional, including the annual review of the Partnership Agreement.

## **Handling Sensitive and Controversial Issues**

The nature of IAG means that sensitive and controversial issues may arise. Learners and staff should be clear about how these are to be dealt with. Staff must ensure that they are clear to students that not all information can remain confidential but that it shall only be shared where deemed necessary and appropriate. Where appropriate, staff should look to distance themselves from students by guiding them towards other staff for support in order to break down relationships that may arise. Where staff feel uncomfortable answering difficult questions it is important they clarify the answer with other staff before responding to the student.

## **Partnership Working**

The schools in the Trust continue to work effectively with the Independent Careers Professional, Complete Careers, Founders4Schools and emCareers in the delivery of IAG, Enterprise and WRL.

The GLEP leads on IAG in Lincolnshire and offers support to staff, students and parents.

## **Associated Policies**

Other related policies include:

- Work Related Learning;
- Drugs Education;
- Safeguarding (Child Protection);
- Special Educational Needs
- Equal Opportunities;
- Behaviour Management / Discipline;
- Anti-bullying.

**Agreed by SLT February 2024**

**Review date: February 2025 (Annually)**

## **Appendices**

1. Carre's Grammar School
2. Kesteven & Sleaford High School
3. Robert Carre Trust Provider Access Policy

Appendix 1.

## **Carre's Grammar School**

### **Resources**

Resources are in the IAG interview room as well as the careers library within the LRC and duplicates for sixth form within the silent work room. Staff can access these at any point and the room can be booked via the LRC Manager or Mr Scholefield. IAG falls into the same faculty as WRL and Enterprise. Resources are maintained and updated by the LRC Manager and Mr Scholefield.

### **Staff Development**

The delivery of IAG through a whole organisation approach means that all teachers will need to have their staff development needs identified.

This is arranged through the CPD coordinators, supported by Mr Scholefield and links within GLEP and Complete Careers. The Independent Careers Guidance Professional is keen to maintain our staff's knowledge base and regularly offer support and guidance in this way. Outcomes of CPD are disseminated across tutors through key stage meetings or twilight sessions where appropriate.

### **Quality Standards**

IAG is led by Mr Scholefield who acquired the Diploma for Careers Education and Guidance in 2004.

### **Careers Leader**

Mr I Scholefield

## Appendix 2.

### **Kesteven and Sleaford High School**

- Careers Education Information advice and Guidance (CEIAG) is provided throughout Years 7-11 and delivered through the PSHE programme of dedicated lessons. In Years 9 and 11 it is delivered via drop down days, tutor times and assemblies.
- CEIAG for years 12 & 13 is an integral part of a weekly Tutor Time and Core Programme.
- An Independent Guidance Professional, at a cost to the school will;
  - Interview all students in Year 11
  - Interview students identified as needing support from the Careers Lead
  - Interview students who request an interview
- The Head of Year 11 and Head of Sixth Form arrange;
  - Preparation of weekly student interview lists for the Independent Careers Professional
  - Monitors receipt of copies of all Student Progression Plans from the Independent Careers Professional if agreed by the individual. (copies to JS and plans linked to student record database)
- The PSHE Coordinator and/or Careers Lead:
  - Writes and prepares all Careers lessons for years 7, 8 and 10 using the ACEG (Association for Careers Education and Guidance) framework written by the Career Development Institute, for guidance and content and linking to the 8 Gatsby Benchmarks.
- The Careers Lead:
  - Is accountable for the Careers Programme delivery and its effectiveness (Years 7-13)
  - Develops and promotes the use of related IT / online systems and software
  - Liaises with SGA and Carre's regarding the annual Careers Fair at SGA
  - Ensures Careers is integrated into subjects Schemes of Learning and encourages subject leaders to plan for employer engagement by visits to departments
- All work experience conducted during school hours is facilitated by the Careers Lead using the Unifrog Placements Tool. This option is open to years 12 & 13 only.

#### **Careers Lead**

Miss Sarah Chant

## Robert Carre Trust Provider Access Policy

### Introduction

This policy statement sets out the Trust’s arrangements for managing the access of providers to pupils at the schools for the purposes of giving them information about the provider’s education or training offer. This complies with the Trust’s legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

Students in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

### Management of provider access requests

#### Procedure

A provider wishing to request access should contact the school’s IAG Co-ordinator / Work-Related Learning Co-ordinators:

Ian Scholefield on 01529 302181 (Carre’s Grammar School) or  
Miss Sarah Chant on 01529 414044 (Kesteven and Sleaford High School)

#### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

|               | Autumn Term  | Spring Term   | Summer Term   |
|---------------|--|---|---|
| <b>Year 7</b> | Launch of Unifrog - CGS  | Launch of Unifrog – KSHS<br>Unifrog exploration                             | Unifrog exploration   |
| <b>Year 8</b> | Insight Event for University & Technical Colleges<br>Unifrog exploration | Life skills – assembly and tutor group opportunities<br>Unifrog exploration | Life skills – assembly and tutor group opportunities<br>Unifrog exploration |

|                | <b>Autumn Term</b>   | <b>Spring Term</b>   | <b>Summer Term</b>  |
|----------------|--|--|---|
| <b>Year 9</b>  | <p>'Speed Networking' event with providers and employers</p> <p>Unifrog exploration</p>  | <p>KS4 options event</p> <p>Unifrog exploration</p>  | <p>Group workshops focusing on specific needs</p> <p>Unifrog exploration</p>  |
| <b>Year 10</b> | <p>Life Skills</p> <p>CV Preparation Activity</p> <p>Insight event for University &amp; Technical Colleges</p> <p>World of Work</p> <p>Unifrog exploration</p>   | <p>Life Skills Sessions looking at Interview Techniques</p> <p>Unifrog exploration</p>   | <p>Life Skills – assembly and tutor group opportunities</p> <p>Unifrog exploration</p>  |
| <b>Year 11</b> | <p>Life Skills – assembly on opportunities at 16</p> <p>Post 16 Options Evening</p> <p>Insight Event for University &amp; Technical Colleges</p> <p>1:1 careers interviews with emCareers</p> <p>Unifrog exploration</p> | <p>Formal Interviews Post Mock Exams</p> <p>Unifrog exploration</p> <p>1:1 careers interviews with emCareers</p>                                       | <p>Post 16 Transition Sessions</p> <p>Unifrog exploration</p>   |
| <b>Year 12</b> | <p>Higher Education Fair</p> <p>Post 18 assembly – apprenticeships</p> <p>Careers Opportunity Showcase Event</p> <p>Unifrog exploration</p> <p>1:1 careers interviews with emCareers</p>                                 | <p>Small group sessions: future education, training and employment options</p> <p>Unifrog exploration</p> <p>1:1 careers interviews with emCareers</p> | <p>Small group sessions: future education, training and employment options</p> <p>Work Experience for ALL Year 12 students</p> <p>Careers opportunity Showcase Event</p> <p>Unifrog exploration</p> |

|                | Autumn Term  | Spring Term         | Summer Term         |
|----------------|--|---------------------|---------------------|
| <b>Year 13</b> | Workshops – HE and higher apprenticeship applications<br><br>Insight Event for University & Technical Colleges<br><br>Careers Opportunity Showcase Event<br><br>Unifrog exploration<br><br>1:1 careers interviews with emCareers | Unifrog exploration | Unifrog exploration |

Please speak to our named Careers Leader to identify the most suitable opportunity for you.

The school policy on safeguarding (See <http://www.robertcarretrust.uk/site/section/policies/default.asp> ) sets out the school's approach to allowing providers into school as visitors to talk to our students.

### **Premises and facilities**

The schools will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The schools will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.