

Maple Medical PRU



Policy for Careers Education, Information, Advice and Guidance

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Maple Medical PRU's Vision

Maple Medical PRU seeks to maximise the life chances of all our young people; we are committed to preparing young people for life beyond school. We aim to develop the knowledge, skills and attributes students need to lead successful lives and meet their full potential.

The governing body have therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

Rationale

Maple Medical PRU's Careers Education, Information, Advice and Guidance Policy defines our commitment to the Department for Education's statutory expectations for careers guidance in schools. Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. Maple Medical PRU's planned programme of activities supports students in choosing 14 – 19 pathways that suit their interests and skills and inspires them to consider a range of career pathways to help ensure sustained employability throughout their working lives.

The policy has been reviewed in line with the published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff'. (DfE, January 2018)

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. The school carries out an COMPASS evaluation each term; this informs further development and results are tabled at Management Meetings.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff at Maple Medical PRU are made aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

The Careers Education, Advice and Guidance Programme

Maple Medical PRU uses a blended approach to careers by using topics and resources that are contextualised to specific careers areas that match students' careers aspirations, careers is embedded in to curriculum areas. This helps students develop skills and understanding to enable them to make well informed and realistic decisions and prepare them for their chosen career.

In addition to the embedded provision, all students access discrete Careers lessons that provide students with relevant and up to date information about the labour market. They are guided into making aspirational yet realistic career choices.

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 to inform them about approved technical qualifications or apprenticeships.
- The school's Provider Access Policy is published on Maple Medical PRU's Careers Area and sets out details on how providers will be given access to pupils.

The Careers Programme is structured to offer the following student entitlement:

- Embedded, contextualised resources across the curriculum
- Access to self-assessment tools for all Year 9 students, to identify their soft skills, areas for improvement and personal preferences
- Information sessions provided by College's, Higher Education Providers, Training Providers, Employers and alumni
- Careers Guidance sessions to help solidify the students' career aspirations
- One careers interview per pupil in Year 11*, undertaken by an independent and impartial Careers Advisor (this is provided by their mainstream school).
- A minimum of two interactions with potential employers within Year 11.

*Support provided within school to be able to complete application form(s) in a timely manner for all Year 11 students. *Although 30 minutes is the model that we are working with, we have pupils that would need either; multiple shorter interviews, a longer supported interview or even that they feel unable to continue with the careers interview at that moment in time, which may be due to anxiety.

Monitoring and Review

Throughout the academic year, Maple Medical PRU will continuously monitor its CEIAG offer and seek further improvement. It is the responsibility of the Careers Leader to collate evaluations, both student and parent voice as well as responses from external stakeholders, employers and partners who assess the work of the PRU (eg. School Improvement Partner or Ofsted). This will further inform the design and delivery of the Careers programme.

The quality assurance cycle runs from the start of the calendar year, to ensure that at the beginning of the academic year staff are able to focus on getting pupils settled and fully engaged in their learning.*

While we use the Compass tool to evaluate how far we have met the Gatsby benchmarking for our careers service, we also acknowledge that this alone is not robust enough to properly evaluate the careers service. Our activities will be led by the national policies in place that define good careers provision.

The Careers Leader presents a report to the Management Committee on an annual basis for information, review, and support. The Management body ensures that there is a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

Based on the eight Gatsby Benchmarks

Meeting the school's legal requirements

The Management body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

There is a member of the Management body who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils 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.

All pupils 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 events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

We ask all stakeholders to assist in the evaluation of the website and the careers information it provides.

The website will be evaluated using the following criteria:

- The ease of accessing relevant information for each relevant stakeholder: students, parents, employers and external agencies
- The accuracy of the information

Staff involved in Careers

We are committed to ensuring that appropriately qualified and/or experienced staff are involved in every aspect of the careers delivery and structure within the school.

A structure is in place that reflects the need of the pupils within Maple Medical PRU.

Maple Medical PRU is committed to CPD for staff within the careers service. For the staff that are provided by external organisations, we have an expectation that the external organisation will feed into our quality assurance processes. This would include them taking responsibility to upskill staff, if areas of development are identified.

The CPD is not exclusive to delivery staff and all staff identified within the careers structure will have opportunities to undertake CPD activities, where the staff development need is identified.

Staff are also able to request CPD activities or training for consideration. If there is a tangible improvement to the service as an outcome of these types of activities, then it would be viewed upon favourably.

Staff development opportunities must include ensuring staff have the most current knowledge and skills to pass onto students. This may be achieved by attending briefings, networking, links to external providers or accredited or non-accredited CPD training.

To ensure a consistently good service is provided to all students, we will have succession planning and contingencies in place.

Careers Advisors

The careers advisors that our students engage with are provided by their mainstream school. Therefore they will be external to our organisation and impartial. We still want assurance that the service is of a high standard and that all careers interviews provide a positive experience for all students. Unfortunately, our Mulberry students are on single roll, so there is no mainstream careers advisors to be able to conduct careers service interventions with them. We are in discussions with the Local Authority to source this service for our Mullberry students.

All careers interviews are not provided by our organisation, they are provided by the staff employed at their mainstream school. Even so, we will still review the careers interview documentation to ensure that the document is reflective of good careers service and has value to the student.

Furthermore, we will observe selected careers interviews. The observation process will initially be informed by the review of the careers interview documentation. If there are emerging concerns with any individual, then they will be observed as a priority over other staff where we do not hold any concerns.

If the careers interviews are deemed to be of a standard, then we will conduct the observations based on other information, such as:

- The workload of the careers advisor
- If they are recently qualified or training to become qualified
- If previous concerns were identified
- If previous good practice was identified

Although these observations will not be graded, notes will be taken that identify key characteristics of the activity.

Resources

Within the review cycle the course literatures will be reviewed and updated, to ensure that when we have career interviews with pupils that we are both referring to valid information, but that we are also able to provide the pupil with the correct resources to take away with them.

Labour market information is key to helping young people make informed decisions about the World of work once they have progressed from Maple Medical PRU. Having up-to-date information is essential, as this will help gauge how realistic it would be for a pupil to be employed in a specific industry and/or employer.

Although the Careers service will not have a separately identified budget, sufficient funds will be made available to ensure that the service is fit-for-purpose for our pupils.

Employers engagement

It is planned for 6 different local employers to talk to our pupils about potential careers within their organisation.

Not only would we want these employers to provide a talk to our pupils about the areas detailed below, but we also seek feedback on our curriculum and accreditation, for both formal academic qualifications and for the recognition of soft skill development.

We will be engaging with Local Enterprise Partnerships to ensure that we are

In selecting these employers we have looked for the following criteria to be met:

- They are local to the Doncaster area
- Are in a growing area of the local labour market
- That they have sufficient and suitable vacancies
- It would be realistic to expect pupils from our school could be employed by them
- We are able to support their progression and then employment, through the curriculum and support mechanisms

Through the school link that we establish it may be possible to access each others employers talks, via online methods. There will be difficulties with this, ie; aligning class times, aligning lessons, etc. Failing this, we would look to record the online sessions and share them with our school links.

Curriculum

We are committed to engage with employers, Colleges, Universities and local training providers to ensure that our offer to pupils provides them with the best opportunities to progress onto further education or training.

We would endeavour to facilitate visits and University days, which would be supported.

Each employer will provided us with an overview of the soft skills required to be successful in a career with them.

We recognise that we will and do have pupils that would need to progress onto another provider, college, University or apprenticeship prior to gaining employment with an employer.

For those pupils that this applies to, we will endeavour to meet their needs as best as possible

As part of our interactions with employers, we expect that there will be a time where they identify a formal qualification or a training needs, which would assist the pupil in their aim of gaining employment with this employer. Once this occurs we will determine if we are able to offer the training, either embedded or discreetly in lessons. There may be a training need identified for certain teachers or it may even be possible for an employee from the employer visits our school to provide the training, or the training may be provided in their workplace. We will determine if we are truly able to meet the needs of the employer and pupil, along with the practicality of the delivery. This could be either very easy or extremely complex. Different factors will be reviewed such as the cost of any such equipment or software necessary (this may be specialist).

The Senior leadership team will review and evaluate the careers service on an annual basis. This review will then form the basis of a report to be provided to the management committee.

Destination Data

In order to evaluate the destination data, we must have Data Consent Forms completed for all students. This will allow us to contact the students in consecutive years after they have left us.

This is problematic, as the longer that students have left us, the less chance there is that they will re-engage with us and provide us with the information that we would require.

As we need this information to determine how effective the careers provision has been, we will be seeking to find out if the students have all continued along their desired careers pathway. If they are unwilling to participate, we will seek to have Data Sharing Agreements in place with the relevant Further Education, independent training providers, employers and/or Higher Education providers. Even though this relationship and agreement is aspirational, it is something that we are committed to undertaking.

Labour Market Information

As labour market information determines what careers we promote and use within lessons, it is essential that we review the LMI on an ongoing basis to determine trends or changes locally, which will help inform students' career choice.

We have endeavoured to find an up-to-date and accurate source for local and regional LMI. Currently we use a provider recommended by our Local Authority.

We also receive information from a contact who works for our local Job Centre Plus. The data that they provide details the vacancies over the months. We will then triangulate this data to see if it broadly aligns with the LMI data sourced and also to provide information on the number of vacancies, within each industry and if the employers match with LMI.

Calendar of quality activities

Month	Task	Carried by	Due by	Submitted to
January	Complete and submit the Compass report.	Head of School Careers Leader	March	Local Authority Management Committee
February	Review completed careers records.	Careers Leader	March	N/a
March	Employer consultation (Does our curriculum meet their expectations of their potential employees).	Careers Teachers Careers Leader	April	Senior Management Team
April	Contact all shareholders to ask for feedback on our website content.	Administrator	May	Careers Leader
May	Review Careers Action Plans.	Careers Leader	June	Senior Leadership Team
June	Update all LMI information, if necessary. (Teaching resources, displays, etc) Published information on the website.	Careers Leader	July	Careers Teachers Senior Leadership Team
July	Update all course materials from all external contacts.	Careers Teachers Careers Leader	September	Senior Leadership Team
September	All students to complete a data consent form	All Teachers	September	Senior Leadership Team
October	The evaluation of the Careers service is provided to Management Committee and	Senior Leadership Team Careers Leader	December	Management Committee

	then used within the SEF*			
November	Review the contextualised resources used across the curriculum	Senior Leadership Team	December	Senior Leadership Team
December	Contact previous students to record an interview for use within lessons	Careers Teachers	March	Careers Leader

Once all of the information is evaluated, the careers annual report will be created and shared with all relevant stakeholders.

*SEF is the 'Self Evaluation Form'