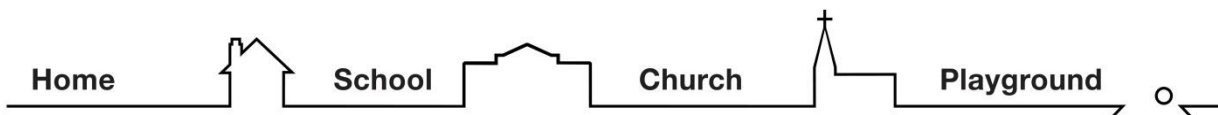




# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Person Responsible:	Miss S. Reid
Last Reviewed:	September 2023
Adopted by Governing Body:	September 2023
Next Review due:	September 2024



## 1. Aims

Thornleigh Salesian College recognises the need for all students to have access to relevant, accessible, impartial education, advice and guidance in order that they can foster an understanding of the choices available to them on leaving compulsory full-time education, so enabling them to be supported on their journey to fulfil their potential. This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're 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
- Develop effective links with key partners and local industry
- Maintain standards pertinent to the Inspiring IAG Award and the Gatsby Benchmarks

To support us in ensuring a high standard of CEIAG, we will use the Compass online self evaluation tool, working in partnership with the Greater Manchester Combined Authority (GMCA).

Thornleigh Salesian College has access to independent face-to-face careers guidance 2 days per week to enable the most suitable support for students to make successful transitions, particularly students from disadvantaged backgrounds.

## 2. 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

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [here](#) on our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found [here](#).

### **3. Roles and responsibilities**

#### **3.1 Careers leader**

Our careers leader is Miss S. Reid and they can be contacted by emailing [sreid@thornleigh.bolton.sch.uk](mailto:sreid@thornleigh.bolton.sch.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 advisers, to identify the guidance needs of all of our pupils 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 pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Our school also has two members of staff who have some responsibility for coordinating careers activities – Mr G. Gleeson and Mr J. Manning.

#### **3.2 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 coordinators are allocated sufficient time, and have the appropriate training, to perform their duties to a high standard

- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.3 The governing board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website.
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

### **3.4 Parents/carers**

Parents play an integral part in students' understanding of career choices and are encouraged to attend a range of career related events including parents' evenings and consultations, transition planning, IAG evenings, work experience, interview workshops and EHC Plan reviews.

## **4. Our careers programme**

Thornleigh Salesian College has a careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks.

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

Our programme will enable all students to develop and practise the skills of planning, self-appraisal, decision-making, self-presentation and transition management.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. Careers guidance will include

information on all options available in respect of 16-18 education or training, including Apprenticeships and other work-based education and training options.

Our careers programme is delivered through a number of methods, including tutor time activities, assemblies, displays, events, guest speakers, workplace visits, work shadowing, enterprise activities and links with local, HE and FE providers.

Thornleigh Salesian College will provide information, when appropriate to local authority support services. The school will work with these partners and local authorities to ensure stakeholders know what services are available, and how young people can be referred for support.

#### **4.1 Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.