




Trafford Alternative Education Provision

**Careers Education, Information, Advice
and Guidance Policy**

[2020]

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Person Responsible:	Jill Mundy Teacher
Approved By:	Trafford Alternative Education Provision Management Committee
For Action By	Senior and Middle Leadership Team
For Information to:	All staff, Management Committee visitors and volunteers
General Data Protection Regulations (GDPR)	<p>This policy document has been reviewed in compliance with GDPR (May 2018)</p> <p>Lynda H Thompson, Executive Headteacher</p> 

Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

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1. School Context

Trafford Alternative Education Provision is a “short stay school” educating a transient student intake. Therefore depending on when students enrol students will:

- Understand why leaving school with qualifications is important
- Know the differences between: AQA Unit Awards, ASDAN, Entry Level 1/2/3, Functional Skills Level 1/2 , GCSEs, and Apprenticeships
- Investigate possible career routes
- Be able to match skills and qualities with suitable occupations
- Know the local Post 16 opportunities available to them
- Understand how to create their own CV

Trafford Alternative Education Provision is a member of the Greater Manchester Combined Authority Careers Hub – Bridge GM. As a member of the Careers Hub we are actively working towards the recommendations of the Gatsby Benchmarks (see Section 12. References).

2. School Vision

Trafford Alternative Education Provision seeks to maximise the life chances of all of our students and so it is crucial to prepare young people for life beyond school and college. The values and principles document makes direct reference to developing:

- *‘Knowledge, skills and attributes all students need to lead successful and happy lives’*

We aim to broaden horizons, raise aspirations and help students to make the most of a range of opportunities on offer during their time at Trafford Alternative Education Provision

We aim to help students to:

- Develop knowledge about the changing nature of the world of work and the jobs market
- Understand the range of Post-16 learning opportunities locally and nationally
- Recognise individual strengths and interests
- Develop their career management and employability skills

Students are entitled to:

- All students are entitled to be fully involved in an effective Careers Education, Information, Advice and Guidance (CEIAG) programme.
- Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on personal and social development; learning about careers and the world of work; and developing employability skills

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4 and beyond into their post-16 destination
- access to up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future
- Access to qualified professionals and careers software
- Business mentors
- Guidance on interview techniques
- Targeted interventions to meet individual needs
- External visits to Further and Higher Education and Apprenticeship establishments to raise awareness and build confidence

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for CEIAG.

We recognise our statutory duty to provide impartial and confidential careers education to all our students in Years 7 to 11 and to give students access to careers information, advice and guidance.

At Trafford Alternative Education Provision, the careers education programme begins in Key stage 3 and continues to the end of Year 11 long stay students where there is in place a high level of guidance to enable smooth transition to our students' chosen Post 16 destination.

3. Policy Scope

- This policy covers CEIAG given to students in Key Stages Three and Four.
- The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- The policy has been reviewed in line with the recently 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. They can be seen in Appendix 1 of this policy

- This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- All members of staff at Trafford Alternative Education Provision are expected to be aware of this policy and the importance of 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.

4. Objectives:

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

5. School Responsibilities

Statutory requirements and recommendations

The careers provision at Trafford Alternative Education Provision is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. From September 2012, all schools have a legal duty to provide independent careers guidance from Years 8 -13. This guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- Be adapted to the needs of the pupil.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 2 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information **relating to this is set out later in this document, under Provider Access**

The school has a series of statutory duties:

- All registered students 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 students in Year 7–Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

Trafford Alternative Education Provision believes that good CEIAG connects learning to the future. It inspires young people by giving them a clearer idea of the routes to occupations and careers that they will find engaging and rewarding. Good CEIAG 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.

Trafford Alternative Education Provision will continuously monitor its CEIAG offer and seek further improvement. This will be carried out by the personnel involved: SLT and Careers Lead Jill Mundy in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted).

6. Governor Responsibilities

- The governing body will ensure that the School has a clear policy on 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 governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 11.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

7. Parent/Carer Responsibilities

Students do not make career decisions in isolation and parents/carers can have a significant impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited into school to discuss their son/daughter's progress at half-termly Review afternoons. Permission will be sought to share this information with Trafford Connexions to allow them to undertake their statutory duties to track and support young people in danger of not being in education, employment or training. The students' careers aspirations will be used to allow

discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

8. Provider Access

This section of the policy 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.

All students in years 7-10 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.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities

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

9. Equal Opportunities

Trafford Alternative Education is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser should additional support be necessary to avoid the student from becoming Not in Employment, Education or Training (NEET).

10. Monitoring, Evaluation and Review

The destinations of school-leavers are tracked regularly to ensure that support is sign-posted for students who have difficulty with their post-16 transition. Monitoring has allowed trends to be identified and support pathways developed for students who fail to maintain their Employment, or Education or Training placement.

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it

- staff feedback on careers sessions mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers input
- student destination figures post-16

The Executive Headteacher will ensure that:

- The work of the Careers Lead and CEIAG events are supported and monitored
- A member of the Middle Leadership Team has an overview of CEIAG work and reports regularly back to the SLT/ MLT team
- The effectiveness of this policy will be measured in a variety of ways
- Feedback from stakeholders through mechanisms such as the 'Kirkland Rowell' student and parent survey
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- The number of students who are NEET in October having left the school in the previous Summer. This figure can be compared to national figures as well as against the equivalent Figures from similar Pupil Referral Units both nationally and within the Greater Manchester area

11. Policy Review

The Compass Benchmark tool supports the development and review of both the policy and programme

12. References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

<http://www.thecdi.net/Careers-Framework-2018>

Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<p>By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Careers Charter


**Trafford Alternative Education Provision
Whole School Careers Programme**

Theme	Provision	KS3	Y10	Y11
Employability Skills	Careers displays – posters and information around the school	✓	✓	✓
	Embedded links to careers within the curriculum	✓	✓	✓
	PSHE/ Social skills lessons and employability skills	✓	✓	✓
	Kudos online careers self-assessment	✓	✓	✓
Employer Encounters	Introduction to specialist careers advisor from Connexions	✓	✓	✓
	Assemblies with guest speakers	✓	✓	✓
	Events linked to National Careers Week	✓	✓	✓
	Events linked to British Science week and STEM careers	✓	✓	✓
Career Short Courses	In-house short Young Enterprise course	✓	✓	✓
	In-house short careers course	✓	✓	
	ASDAN Experiencing Work accredited short course			✓
	ASDAN / In-house short courses with focus on vocational pathways	✓	✓	✓
Personal Guidance	1:1 specialist careers guidance interviews through Connexions			✓
	Application form support and mock interviews			✓
	1:1 post-exam results specialist guidance from Connexions			✓
Post 16 Choices	School Careers Fair		✓	✓
	Trafford Council Workforce and Core Strategy Work Experience			✓
	GMACS apprenticeship search tool			✓
	Visit to careers fairs			✓
	Visit to University fairs			✓
	Visits to colleges			✓
	National Citizenship assembly and offer			✓

Application for Provider Access

Introduction

This document 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.

Pupil entitlement

All students in years 7-11 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact Jill Mundy

Telephone:	TMES: 0161 912 1249	THS : 0161 912 1479
Email:	jill.mundy@trafford.gov.uk	

Opportunities for access

Trafford Alternative Education Provision offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor: Toni Jackson-Wilde, to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.