



Your Gateway to Success
A personalised journey



Shevington High School

Careers Education & Guidance Policy

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COMMITTEE:	School Effectiveness
REVIEW DATE:	

SHEVINGTON HIGH SCHOOL

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Shevington High School's Vision

Together we have the highest expectations for all our students, inspiring and enabling them to become amazing and successful individuals. The Shevington Way is one of:



Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our 5 *Shevington Standards* which we have set in order to promote respect and dignity for all. Our attitudes, systems and rules are drawn from and support these standards. They are:-

1. We will show respect for each other at all times
2. We will show respect for School property and another person's property at all times
3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others
4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.
5. We will show respect for ourselves and others by supporting a positive climate for learning

This policy is in response to the duty to secure independent and impartial careers guidance for young people in schools

Government Guidance issued under section 45A of Part VII of the Education Act 1997 requires schools to regard the following.

Key points

From September 2012, the Education Act 2011 placed schools under a duty to secure access to independent and impartial careers guidance for their pupils in years 9-11.

The Careers Guidance in Schools Regulations 2013 extends the age range to which the duty applies. From September 2013, the duty will be extended to include

all registered pupils in year 8 (12-13 year olds) and years 12 and 13 (16-18 year olds).

This change will allow young people to access information and advice at more key transition points:

- It supports access to information and advice from an earlier age, enabling better informed decisions at age 13 and 14. Other valuable careers work in year 8 can seek to raise aspirations and improve motivation where the school considers this will benefit individual pupils; and
- It supports young people subject to the new requirement to participate in education or training until the end of the academic year in which they turn 17 from 2013, and to their 18th birthday from 2015.

While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external and expert providers and employers.

Local authorities retain their duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 places two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- to promote the effective participation in education and training of young people covered by the duty to participate
- to have in place arrangements to identify those who are not participating.

Statutory guidance on duties relating to the participation of young people in education, employment or training can be found here:

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa/g00222993/stat-guide-young-people-edu-employ-train>.

12. The National Careers Service offers support to young people via a website, helpline and webchat (<https://nationalcareersservice.direct.gov.uk>, 0800 100 900). As part of their overall careers guidance offer, schools may wish to direct pupils to their services.

Statutory Duty

The Education Act 2011 inserted a duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent³ careers guidance⁴ for pupils in years 9-11. From September 2013 this is extended to years 8-13.

Careers guidance must be presented in an impartial⁵ manner and promote the best interests of the pupils to whom it is given.

Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeships.

In year 8, information should include options available at age 14 such as University Technical Colleges, Further Education Colleges, Sixth Form Colleges and Studio Schools.

For those over compulsory school age, information should include higher education and employment options post-18, including Apprenticeships. Schools will be held to account for the destinations of their leavers through the annual publication of Destination Measures.

3 Independent is defined as external to the school. Schools can retain any in-house arrangements but should supplement them with external sources of careers guidance – which could include an external careers provider, employer visits, mentoring, website and telephone helpline access. Taken together, these external sources should include information on the full range of education and training options, including Apprenticeships.

4 Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

5 Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Responsibilities of Schools

The Government's general approach is to give schools greater freedom and flexibility to decide how to fulfil their statutory duties in accordance with the needs of their pupils. However, there is an expectation that schools will have regard to the following statutory guidance when deciding on the most appropriate forms of independent careers guidance.

Securing access to independent face-to-face careers guidance

In fulfilling their duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.

How we secure access to independent face-to-face careers guidance at Shevington high school

Currently school, rather than engaging the usual Service Level Agreement with Traditional local Careers Service providers, in a move to develop greater quality of service and to implement programmes which can be tailored specifically to the needs of Shevington High School pupils, has engaged on a contract basis the services of Mrs Cathy Williams to provide independent face to face careers guidance

The role of Leadership of The Personal Development Programme has been developed to include responsibility for leadership of Careers and as a result Mrs Williams line manager is Mr Bullman

A service level agreement has been produced which details her responsibilities and our expectations in meeting careers requirements

Assuring the quality of external providers of careers guidance

Schools may work individually or in consortia/partnerships to secure careers guidance services.

Schools can commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they see fit.

Where schools deem face-to-face careers guidance to be appropriate for their pupils, it can be provided by qualified careers professionals.

All providers of the National Careers Service are accredited to the matrix Standard. The existence of this national quality standard will assist schools in making well informed decisions about which providers to work with. Schools can access an online register of organisations accredited to the matrix Standard at www.matrixstandard.com.

How we assure the quality of external providers of careers guidance at Shevington high school

Mrs Cathy Williams currently holds qualifications with regard to Independent Advice and Guidance and in liaison with the school is acquiring further certification as part of her professional development

Providing other careers activities for young people

Schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education.

Schools are free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

How we provide other careers activities for young people at Shevington High school

Visits, talks and consultation sessions with post 16 providers used by pupils of the school are arranged in a careers programme spanning Y10 and Y11. Pupils are extensively prepared for transition to post 16 institutions

Work experience is arranged for targeted pupils in order to raise aspirations in conjunction with assertive mentoring programmes and individual pastoral plans. Off-site learning forms part of the curriculum for a proportion of KS4 pupils.

Within the personal development programme Careers is a strand which runs through from Y7 to Y11 and develops as the pupils gets older including work with local employers as part of the Y11 prep for work day and talks from local employers.

Ensuring adequate support for pupils with special educational needs (SEN) or disabilities

Pupils should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances.

For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available and what additional support is available to enable them to access the provision. Schools should work closely with local authorities who have an important role to play, in particular through the provision of SEN support services and section 139A assessments.

How we ensure adequate support for pupils with special educational needs (SEN) or disabilities at Shevington high School

Transition plans are prepared by the SENCO for each statemented pupil and all pupils with disabilities for post 16 including consideration of all options including contact with post 16 providers

Colleagues from the National Careers service are engaged to provide personal support for pupils with special educational needs and disabilities and looked after children as per their entitlement

Working with local authorities

Local authorities will be required to assist the most vulnerable young people and those at risk of disengaging with education or work under the duties referred to in paragraph 11 of this guidance.

Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place. This will become increasingly important as the participation age is raised.

To enable local authorities to fulfil these duties, they will continue to track young people's participation and record this on the local Client Caseload Information System (CCIS) in order to identify those who are not participating post-16, or are in need of targeted support.

Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services. This includes information that helps to identify those at risk of ending up not in education, employment or training (NEET) post 16, young people's post-16 plans and the offers they receive along with their current circumstances and activities.

Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support.

From September 2013, Section 13 of the 2008 Education and Skills Act places a duty on all educational establishments (including schools and Academies) to notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion. It is for schools and local authorities to agree local arrangements for ensuring this duty is met.

How we are working with local authorities at Shevington High School

We liaise with local officers re. needs and other concerns through pastoral systems to gateway and other organisations, providing data were requested.

Working with education and training providers

Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their education in a further education college or a

university technical college, for example. This may include A levels, Apprenticeships and vocational options.

This will require schools to establish and maintain links with local education and training providers, including further education colleges and work-based education and training providers, to ensure that young people are aware of the full range of academic and vocational options, including Apprenticeships.

Schools are also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

How we are Working with education and training providers at Shevington High School

Education and training providers attend parents evenings on a regular basis with a planned big input for Y8 pupils as choices are made with regard to learning pathways and likewise in Years 10 and 11. The well managed careers library carries all relevant literature for pupils and new information is circulated and communicated to pupils via the lead and personal tutors particularly with regard to college open events and interview days – specially organised visits are arranged with local colleges where a programme exists for that facility – this includes amongst others Runshaw College in Y10 and St John Rigby in Y11