



## **CAREERS GUIDANCE POLICY**

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## **Equal opportunities and differentiation Monitoring and Evaluation**

This policy will be reviewed annually as part of the whole-school self-assessment process and will be reviewed by the Executive Board when any additions or amendments are made.

## **Additional Links**

This policy provides ALP Leicester with a framework for meeting statutory requirements and for achieving our school aims of enhancing students prospects, encouraging them to contribute and prepare them for the challenges and opportunities of working life.

## **Alternative Learning Project: ALP Leicester Profile**

### **Schools Context**

The school is committed to Careers Education as a vital means of giving all pupils the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers Education will both complement and integrate with Personal and Social Development and Citizenship courses.

ALP Leicester provides for young people with SEN/SEBD who have experienced difficulties in other educational settings. As a result of their previous experiences they have often become disengaged from the education system. This is likely to have impacted on the quality of family life which we recognise requires our understanding. Our alternative provision offers young people a different approach to learning, with a flexible outlook, designed around the young person's individual needs. Our young people's age range is from 6 to 25 years old.

## **Introduction**

The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to independent and impartial career guidance that promotes the best interests of the pupil to whom it is given and includes information on all options available to them including apprenticeships and other work based learning.

Schools should ensure that all students are aware of out of school opportunities that could help them with their career aspirations, such as the National Citizen Service and other voluntary and community activities.

Effective Careers education at ALP Leicester is impartial and considers young people's abilities, needs and preferences. This service is available to our students across the school.

## **Purpose**

Careers Education and Guidance has an important role to play in achieving the overall school aims. As part of students careers education, it helps individual students to build the skills, knowledge and values. Careers Education and Guidance will enable them to: Develop knowledge of themselves: strengths, weaknesses, personal qualities; and have a balanced view of their self-worth and potential; Be aware of education, training and career opportunities; Make informed choices about education, training and career progression; Develop attitudes of self-reliance and responsibility for their own decisions now and in the future; 3 Setting personal objectives and goals; Develop employability and key skills. Increase levels of attainment.

## **Aims and Objectives**

This policy sets out the aims of careers education advice and guidance at. The aims and objectives may be summarised as follows:

- To introduce our young people to the world of work through career education, career fairs and interaction with employers.
- To help our young people develop career awareness and enable them to manage personal career development.

- To enable our young people to experience the world of work.
- ALP Leicester to give all students face-to-face Career Advice and Guidance Interviews with an individual Action Plan.
- Advice on different career progression routes and post 12/18 choices
- Assist students to identify and apply for apprenticeships
- Assist the EHC plan to support students with the transition to college, apprenticeship or work.
- Support EHC plans/outcomes to prepare students for adulthood
- To raise the career aspirations of students and broaden their employment horizons
- All students to attend a weekly lesson focused on Careers

## **National expectations**

In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the school deems it to be the most suitable form of support, including (where relevant) those with SEND and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School's own careers advisor, where information will also be given in an impartial way.

The Education Act 2011 placed the duty to `secure access to independent careers guidance` for their pupils and students upon schools ( from September 2012 for pupils aged 14 to age 16), and then from September 2013 upon schools for pupils aged 13 – 18.

We are committed to meeting national and local expectations in relations to careers by:

- Securing impartial careers guidance for Y8 and above as required by the 2011 Education act.

Specifically, students need access to:

- comprehensive and up to date information on the full range of options in education, training and work, accompanied by information on the progression opportunities that follow from each of those options;
- timely and impartial advice and guidance;
- programmes of careers education that equip them to make effective use of the information, advice and guidance provided and to develop their career management and employability skills.

## Terms of Reference

**Advice and Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (DfE statutory guidance 2014)

**Independent** “is defined as external to the school” (*DfE statutory guidance 2014*). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.

**Impartial** “is defined as showing no bias or favouritism towards a particular education or work option” (*DfE statutory guidance 2014*).

**Promote the best interests of the pupils to whom it is given** is interpreted in this School (in accordance with our Vision Statement) to include a requirement that advice must not depress pupils’ reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

## Provision of Careers Education

### Years 3,4,5,and 6

The Careers units are developed from the Careers Development Institute Framework learning outcomes the focus of which is the development of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

### **Years 7,8,and 9**

The Careers units are developed from the Careers Development Institute Framework learning outcomes the focus of which is the development of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

### **Year 10, 11,12, 13 and Post 19**

Within the Careers Development Institute Framework guidelines students will work towards a career qualification covering:

- Employability skills
- Enterprise skills
- Careers visits
- Employer engagement

## **Working with local authorities, ALP Leicester careers advisor and external careers agencies**

ALP Leicester employs a Level 7 Careers Advisor who role is to:

- Implement and monitor the programme and provide support where necessary
- See separate job description

ALP Leicester work in partnership with local authorities and outside career agencies to ensure impartiality is meet these service provide information, advice and guidance for students and support the careers programme.

Equal Opportunities Careers Education and Guidance will help to promote the school's policy on equal opportunities by: Providing a range of resources that match individual needs; Helping students to understand the importance of Equal

Opportunities in working life; Monitoring resources to ensure the absence of stereotyping.

**Review Date: November 2018**