



## Information, Advice and Guidance (IAG) Policy

**East Midlands Vocational Academy Ltd** recognise the essential part played by IAG in supporting young people to make informed choices about their lifestyle, education and future careers to raise aspirations and achievements.

IAG also plays an important role in developing and broadening the curriculum, increasing participation and improving the achievement and progress of all students.

This policy sets out a commitment by East Midlands Vocational Academy Ltd to implement IAG standards and to support an entitlement for all students.

EMVA IAG policy refers to the following legislation:

Sections 42A1, 42B and 45A of the Education Act 1997

Section 72 of the Education and Skills Act 2008

'The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.'

Department for Education - Careers guidance and access for education and training providers Jan 2018

The statutory guidance has been restructured around the 8 Gatsby benchmarks with information on what schools need to do to meet each one.

**East Midlands Vocational Academy** will ensure that The Gatsby Benchmarks are embedded within IAG delivery.

### 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.

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. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

### 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.

By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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.

A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

#### 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.

Every year, from the age of 11, pupils should participate in at least one meaningful encounter\* with an employer.

\*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.

#### 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 pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

\*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 ACTION PLAN Sept 2017 – Sept 2020

| <b>Timing</b>                      | <b>Action</b>  | <b>How</b>  | <b>Review</b>   |
|------------------------------------|--|---|---|
| Jan 2018                           | Appoint a named person to the role of Careers Leader to lead the careers programme.  | EMVA to employ a staff member with the skills and qualifications required   | Jan 2018 – Michaela Pritchard appointed Careers Officer   |
| Jan 2018                           | Ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 11 for the purpose of informing them of approved technical qualifications or apprenticeships. | Continue to develop links with 'Futures' Advisors, develop links with Post 16 providers, support learners to access college open events, support year 11 learners to register on the Gov.uk apprenticeship website.   | Jan 2018 – Futures Advisors attended a meeting with Michaela Pritchard Careers Officer at EMVA premises to establish working relationships.<br>Jan 2018 Yr. 11 learners registered on the Gov.uk apprenticeship website - ONGOING |
| From January 2018                  | Ensure that pupils are provided with independent careers guidance from year 8 to year 11   | Careers Officer to plan a programme of IAG to be rolled out for year 8 to year 11 which will include 1:1 careers meeting for year 11 pupils.  | Jan 2018 this work started with group careers action planning - ONGOING   |
| From January 2018 to end June 2018 | For the employer encounters Benchmark, begin to offer every young person seven encounters with employers – at least one each year from year 10 to year 11  | EMVA to offer vocational practical hands on learning in subject areas Hair and Beauty, Engineering and Occupational studies.<br>EMVA to introduce a work experience programme for learners to engage in employment experiences outside of the school setting. | EMVA currently offers vocational practical hands on learning in subject areas Hair and Beauty, Engineering and Occupational studies - ONGOING   |
| Jan - 2018                         | Publish details of the careers programme for young people and their parents.   | Careers Officer to plan a programme of IAG to be rolled out for year 10 year 11 which will include 1:1 careers meeting for year 11 pupils.  |   |



East Midlands Vocational Academy

**EMVA CAREERS EDUCATION PROGRAMME**

| <b>EMVA CAREERS EDUCATION PROGRAMME</b> |  |   |  |
|---|--|---|--|
|   | Developing self through Careers, Employability and Enterprise Education  | Learning about Careers and the World of Work  | Developing Career Management, Employability and Enterprise Skills  |
| YEAR 7, 8 and 9                         | <p><b>Induction and reviewed termly</b> - Individual learning plan (ILP)<br/>Pen-Pic /All about me</p> <p><b>PHSE</b> - Managing Change<br/>Mental and Emotional Well- Being<br/>Visual Careers Action Plan</p> <p><b>Vocational learning</b> - Hair and Beauty, Engineering, Occupational studies</p> | <p><b>PSHE</b> - Careers Action Planning<br/>Recognising own strengths and barriers<br/>Understanding Pre and Post 16 options<br/>Personal target setting<br/>Understanding the local labour market</p> <p><b>Vocational learning</b> - Expectations in the workplace</p> | <p><b>PSHE and English</b> - Curriculum vitae and covering letter writing. Speaking and Listening, Completing an application form, Interview skills</p> <p><b>PSHE</b> - Citizenship, rights and responsibilities</p> <p><b>Vocational learning</b> - Health and Safety in the workplace</p> |
| Year 10                                 | <p><b>Maths</b> - Budgeting skills</p> <p><b>Vocational learning</b> - Team work<br/>Vocational courses<br/>Work experience off school site</p>  | <p><b>1:1 Careers meetings</b> – Post 16 and Careers planning</p> <p><b>PSHE</b> - Individual action planning<br/>Application form filling<br/>Interview skills</p>   | <p><b>Vocational learning</b>- Developing practical skills through vocational practices<br/>Working with others<br/>Experience the world of work</p>   |
| Year 11                                 | <p><b>PSHE</b> - Planning For the Future Achieving Success Supporting Others Aspirations, Goals and Dreams</p> <p><b>Vocational learning</b> - Gaining practical skills with a vocational bias<br/>Opportunities to personalise the pupil’s curriculum by introducing work experience</p>              | <p><b>PSHE and English</b> - Working Towards Careers<br/>CV and Letter Writing<br/>Choosing Career Options<br/>Interview Techniques<br/>(College applications, CV writing, personal statements, ROA development.)</p>   | <p><b>Vocational learning</b> - As well as the qualifications and skills achieved, the students experience the world of work, team work and resilience.</p>  |