



The Attic Careers Education and Guidance Policy

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Date ratified by Management Committee	July 2017
Date for review	July 2018

1. Introduction.

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

The DfE re-issued statutory guidance in April 2014 on how this should be implemented to which schools must have regard in carrying out the new duty. This relates to the 'Inspiration Vision Statement' September 2013.

Key points in the Statutory Guidance

The duty on schools, to secure independent careers guidance for all students, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential.

Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

1.2 There is a commitment to ensuring high quality careers guidance that promotes pupils' best interests and meets their real needs.

1.3 Related Policies: SEN Policy. Curriculum Policy.

2. Definitions.

2.1 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)

2.2 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.

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

2.4 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+ placements.

3. The Role of the School.

3.1 The School secures independent and impartial careers guidance advice. This may take many different forms, including contributing to newsletters, outside speakers, careers fairs, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser or small group work with a teacher / tutor / keyworker.

3.2 In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be offered to all students and parents, including those with EHCP or disabilities and those for whom the Pupil Premium is paid.

3.3 The School will provide information and verbal briefings on pupils to help the independent advisers to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.

3.4 The School will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.

3.5 The School will a range of careers activities, including work-related learning and employability skills.

3.6 The School works with a range of other schools, further education and higher education providers, work-based training, apprenticeship and voluntary providers in order to ensure that pupils have access to a range of options at each stage of their education.

3.7 Pupils will have access to a variety of on-line advice, including the National Careers Service website.

3.8 The school will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority.

4. This Policy will be reviewed annually in accordance with the Management Committee and its implementation will be monitored by the Senior Leadership Team.