



Policy on Information Advice and Guidance

1. Introduction.

Kenton School follows the advice by the DfE in the document entitled “Statutory guidance for governing bodies, school leaders and school staff” which sets out the expectations that all schools should follow in relation to Information, Advice and Guidance. Namely that:

“Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school’s ethos and meet the needs of all pupils”. Kenton School’s motto of ‘All Different all Equal’ is reflected in the approach to Information Advice and Guidance.

Key points in the Statutory Guidance

The duty on schools, to secure independent careers guidance for all year 8-13 pupils, 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, those who are Looked After, 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. The school will complement the data produced by the DfE on Destinations with their own analysis of Destinations to ensure robust data is available.

1.2 As an Academy, the School is not directly covered by the new statutory duty but Academies without the requirement are encouraged to follow this guidance in any case as a statement of good practice. At Kenton School we have made the decision to follow this Guidance

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At the School our Information, Advice and Guidance (IAG) programme offers a wide range of activities which support students to consider their futures, realise ambitions and build the skills they need to make successful transitions. Through a variety of opportunities including Futures Fairs, talks from external agencies, one-to-one interviews and interaction with colleges, universities and employers, our students are able to set and work towards clear goals for their future study and progression beyond school. Within the classroom, students are offered advice and given inspiration in each curriculum area as well as during PSHE lessons which enables students to learn and explore all the different options available to them, both within and beyond School. The commitment the school makes in this area is evident by the investment we have made in appointing a Information Advice and Guidance ‘Champion’ who oversees all aspects of careers advice.

Modern careers guidance is as much about inspiration and aspiration as it is about advice. Sustained and varied contacts with employer networks, FE colleges, higher education institutions, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

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 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.

3. The Role of the School.

3.1 The School will secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE and , careers fairs, meetings with IAG Coordinator, 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.

3.2 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 SEN or disabilities and those who are on the targeted list. This will be in addition to interviews offered by the School’s own careers staff, where information will also be given in an impartial way.

3.3 The School will provide information and verbal briefings on pupils to help 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. The school will also work collaboratively with parents to ensure their aspirations for the pupils meets the schools.

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 provide a range of careers activities, including work-related learning and work experience (for all Year 10 pupils and for Sixth Form students).

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

3.7 Pupils will have access from School to 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.

3.9 The School keeps up to date with Labour Market Information to ensure careers guidance is given in a way which considers labour market trends and current opportunities in the region.

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