



Diss High School Careers Guidance Policy

Reviewed Annually



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 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, 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 As an Academy, the School is not directly covered by the new statutory duty but the government has sign-posted an intention to extend this statutory duty to academies through possible changes to funding arrangements.

1.3 There is in any event an obvious case for stating the School's position on this important area and Governors reaffirm their long standing commitment to ensuring high quality careers guidance that promotes pupils' best interests and meets their real needs.

1.4 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+, 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 General Studies programmes, Careers Fairs, meetings with mentors, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face to face or on-line 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 for whom the school deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the school's own career 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 and mentors 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 provide a range of careers activities, including work-related learning and work experience for the Sixth Form.

3.6 The school works with a range of other schools, 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. Pupils will also be advised of the NCC telephone helpline number.

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.

This policy will be reviewed annually.