



Careers and IAG Policy

Reviewed by:	Henrietta Jordan, Schools Director
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Approved by:	Tracey Storey, CEO

Introduction

This policy and practice document will set out the service to our learners and the commitment to ensure the quality and effectiveness of the provision. It takes account of the DfE statutory guidance:

- Section 42A of the Education Act 1997– governing bodies ensure that all registered pupils are provided with independent careers guidance from year 8.
- Section 42B of the Education Act 1997 – ensure there is an opportunity for a range of education and training providers to access all pupils from year 8 to inform them of technical qualifications or apprenticeships.
- Careers strategy: making the most of everyone's skills and talents December 2017.
- Careers guidance and access for education and training providers: May 8th, 2025.
- The school operates within the Gatsby framework and areas of identified weakness drive school improvement plans. ([Gatsby Good Career Guidance: The Next 10 Years](#) September 2025)

This policy should be read in conjunction with the following documentation:

- Equity, Diversity, and Inclusion Policy.
- GDPR Policy.
- Curriculum Policy.
- Safeguarding and Child Protection Policy.
- British Values Policy.

Rationale

Learners from alternative education with additional social, emotional, learning, and mental health support needs/additional needs can find that their transition to adulthood is often far more challenging than that of their peers. It is therefore extremely important that we support a positive transition by ensuring that our learners have the best quality information advice and guidance (IAG) to help them navigate their future path.

The school has a set pathway to ensure that learners access high quality guidance and support at appropriate times within their school journey.

Aims

Fundamental to the School is that our learners are supported in developing aspirations and identifying ways to make these a reality. At School we commit:

- To offer independent careers advice and guidance from year 7 to year 11.
- To inspire learners to reach their full potential.
- To create strong links with local employers, training providers, colleges, and apprenticeship providers.
- To provide clear, impartial, up to date Information advice and guidance for all abilities.
- To offer the opportunity to develop entrepreneurial and enterprise skills.
- To work with placement authorities to identify vulnerable young people.
- To maintain accurate and up to date records of advice and support provided.
- To expose our learners to multiple employers through our social academic reward programme, educational visits, and trips across our local authorities with the aim of giving them an insight into potential career opportunities.

Principles of Careers IAG Delivery

Impartiality and Confidentiality

Fundamental to information advice and guidance is that it remains impartial and confidential. This is secured by:

- Tutors/Teachers to identify external sources of careers guidance.
- All information is securely stored, and the confidentiality of such information is governed by national standards for this provision.
- Specialist Independent careers advice sourced from local authority.
- Tutors to be aware of the 'School Progression Pathway.'
- The School "careers champion" works across the school and key stages.
- Working within the school GDPR Policy and legislative guidelines.

Whole Team Responsibility

All staff have a responsibility to support learners by offering information, advice, and guidance. The roles of adults are defined as follows:

Principal and Assistant Principal of Education and Curriculum

The principal and Assistant Principal of Education and Curriculum has an overall responsibility for policy, procedure, and development planning to ensure the quality of IAG across our provision meets the standard required by legislation.

They are responsible for developing and evolving the curriculum to ensure that IAG meets the standard required by the guidance for schools. They also monitor the quality of the curriculum provision and manage budgets to ensure resources are used wisely. The Assistant Principal of Education and Curriculum will also ensure that professional development of the school team allows for the maintaining of training for each staff member.

Teacher

All teachers will plan learning opportunities to inform, advise, and guide our learners that will be motivational and suited to the progression of everyone. The opportunities will have strong links to British Values, encouraging all learners to engage positively within the community.

Careers Champions

Key stage 3 and key stage 4 careers champions will assist and guide staff to ensure that class teams are facilitating and capturing evidence of their learners' career/next step interests, explorations, and progress, and that all learners receive advice and guidance tailored to their needs and interests.

All learners have a careers passport that logs their journey, activity, and progress during each academic year, updated by class tutors who are mentored by a careers champion.

- KS3 – to support class teams to approach career exploration at an early stage initially exploring interests and potential next step aspirations. Careers passports log the activity covered through curriculum areas that support improving skills or acquisition of knowledge relating to vocational aspects.
- KS4 - arranges external speakers based on learners' areas of interest, liaises with external agencies to track all learners are working productively towards next step, arranging and accompanying visits to next step providers, oversees work experience programme including initial meetings with providers, linking learners to opportunities of interest, facilitating managers interviews, co-ordinates placement start dates, times and schedule, supports class tutors to facilitate opportunities.

Partnerships

The school has a well-developed portfolio of contacts and positive links within the construction sector and wider national networks, with whom partnerships can be developed and used to provide high quality experiences for young people. These positive relationships enable the sharing of good practice as well as an increase in opportunities for our learners.

The School works in partnership with local providers to offer work experience where appropriate for learners with prospective employers in fields such as care, animal care, catering, administration, hair and beauty, construction, and motor vehicle maintenance. Bespoke opportunities are identified to meet the needs, interests, and aspirations of individual learners through personalised interviews and career exploration interviews.

Implementation

The IAG facilitator will be responsible for ensuring that learners are offered high quality advice and guidance around opportunities both in the present and in the future. At the school, the nominated Careers Pathway Lead is the principal who co-ordinates, monitors and evaluates the School's IAG careers guidance, initiatives, and provision.

Information, advice, and guidance will be delivered through a range of carefully planned means:
Bespoke timetabled sessions with learners:

- Development of a personalised annual overview for each young person in relation to IAG.

- External Careers based group and individual advice and guidance (for example Young Persons Support Service, external employer visits and attendance at careers events).
- IAG with regard to health and wellbeing is provided through a range of different multi-agency offers.
- KS4 work experience programme in conjunction with local stakeholders.

Development of Careers IAG and Staff Development

Additional staff training days ensure that staff are fully skilled in providing timely and appropriate advice and guidance.

Careers IAG and the Wider Curriculum

Information, advice, and guidance is embedded within all aspects of the curriculum delivery, particularly those topics such as PSHE, RSE and ICT.

- IAG encourages learners to understand the social issues that they may encounter and how they can have positive effects within the communities they live in.
- IAG encourages learners to discuss social issues in an open honest and non-judgmental way.
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It supports development of spiritual, moral, social, and cultural understanding and that of fundamental British Values to foster tolerance and respect, characteristics necessary to flourish within society.

Personal Learning Programme

All learners at the School access a personal learning programme which takes a "pick and mix approach" to support exploration of key skills and interests to support their next step into adulthood and further education or employment. These can include competencies such as cookery, domestic housekeeping, parenthood, animal care, use of public transport, extended physical education, creative arts, technology, horticulture, hairdressing, and enterprise.

Links to the Curriculum

Curriculum content supports our aim to enable learners to explore different areas of interest and make well informed decisions about their next step. Specific examples of curriculum coverage are:

KS3:

- Health and safety – retail skills, travel, and tourism.
- English – formal and informal communication i.e., letters.
- ICT – formal and informal e-communication e.g., email and other digital communication.
- ICT - use and purpose of Microsoft office applications (Word, PowerPoint, Excel).
- PSHE – skills for work (communication, teamwork, problem solving, career exploration), financial wellbeing and capabilities (budgeting from earned and other income), enterprise skills.
- Vocational pathways –creative arts, sports, life skills.

KS4:

- Developing employability skills (job descriptions, person specifications and adverts, speaking and listening interview skills, completing application forms, writing CVs, online job search, completing online forms).
- Science –cooking, food hygiene.
- Health and safety – retail skills, travel and tourism, health, and safety in the workplace.
- ICT – formal and informal e-communication e.g., email and other digital communication.
- ICT - use and purpose of Microsoft office applications (Word, PowerPoint, Excel).
- PSHE - (dealing with problems, managing own money, working towards goals.)
- Vocational pathways

Enrichment Opportunities

- The school makes the most of local events and opportunities such as attendance at careers information events, fairs, open days, and workplaces.
- We have an annually planned programme of guest speakers from diverse sectors of the employment community.
- Our team support next step applications and assessments
- Our staff transport and accompany learners on college visits, supporting SEMH and SEND needs.
- We fund a high quality externally delivered work experience programme to every year 11 learner to provide them with real life experiences of interview, work, and expectations.

Evaluation of Careers IAG

The school ensures that all transitions as learners move on are carefully planned, managed, and monitored through a robust reporting system, which explores the outcomes attained by young people. The outcome and value for learners receiving high quality, impartial information, advice, and guidance is that they feel supported in exploring and developing their aspirations for the future.

Information, advice, and guidance can be monitored through:

- The statutory review process, where professionals linked to the child discuss the progression and development.
- Senior management conducts regular detailed observations of interactions with learners across all schools.
- The School data dashboard including destination data of learners.
- Partnership agreements.
- Tracking of IAG activity linked to careers and next step through personalised "careers trackers." (iabacus and Gridmaker)
- The Directors will oversee the evaluation of Careers through termly analysis of data.