



**About this document:**

The Careers Education Information, Advice and Guidance Policy at Wren Spinney Community School has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our students to understand their interests and strengths in relation to the world of work and lifelong education.

**Purpose**

The focus of Careers Education and Guidance is raising aspirations and equipping students with knowledge and understanding, skills and attitudes as a foundation for lifelong learning, if appropriate. Students who are able to access meaningful employment will have opportunities embedded within the CEIAG programme to gain lifelong learning skills and will be supported to manage their future pathway.

<b>Complied by: Toby Widdicombe</b>	<b>Date: January 2025</b>
<b>Committee: LGB</b>	<b>Date agreed by Trustees:</b>
<b>Review Cycle: annually</b>	<b>Review Date: January 2026</b>

### **Wellbeing in our Trust**

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Health Assure (confidential counselling support available through Perkbox account).
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

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## **Introduction**

The Careers Education Information, Advice and Guidance Policy at Wren Spinney Community School has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our students to understand their interests and strengths in relation to the world of work and lifelong education. Students also learn about different careers and opportunities for training, apprenticeships and volunteering.

## **Statutory requirements and recommendations**

The careers provision at Wren Spinney Community School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access Policy on our website.

## **Intent**

At Wren Spinney school, we celebrate the wide range of abilities and goals our learners have, whilst also recognising their needs and emotions. We aim to ensure a successful transition for every learner, setting goals that are appropriate, accessible and achievable for each learner. Our employability and transitions programmes start from as early as year 7. When accompanied by skills for life learnt through equals and ASDAN, our students leave with the knowledge and support to become a positive member of society, and access a post-18 provision that suits them best.

The focus of Careers Education and Guidance is raising aspirations and equipping students with knowledge and understanding, skills and attitudes as a foundation for lifelong learning, if appropriate. Students who are able to access meaningful employment will have opportunities embedded within the CEIAG programme to gain lifelong learning skills and will be supported to manage their future pathway. If appropriate, individual students have access to specialist support services for future opportunities.

## **Implementation Objectives**

### **Student entitlements**

- Access to specialist careers adviser for support. Where not appropriate, North Northamptonshire Council provide support through their adult transition team.
- Access to a career's education programme to: Promote employability skills, self-awareness of skills and interests; Explore options, An understanding of education, training and employment routes
- Opportunities to go out on work experience, gain voluntary work, day trips to colleges, industry trips and employer talks within school.
- Opportunities to visit appropriate post-18 settings – including social care settings.
- Supported transition days for education, and social care, post-18 provisions.

### **Student outcome**

Where appropriate, students will be able to:

- Try out different work opportunities
- Be encouraged to assess personal strengths
- Experience a range of options
- Access support to support the transition
- Develop the skills employers look for - resilience, teamwork, problem solving
- Access to impartial information on options Post 16 and Post 18 and beyond
- Access personalised support that leads them to the best post-18 route for their needs

## **Impact**

### **Student progression, where appropriate:**

- With support, make an action plans for the future
- Feel better about managing their transitions, using coping strategies
- Know how to look for opportunities and who to ask for assistance if support is required
- Be able to complete application forms if they are needed
- Be supported to express their opinions and have their voice heard

Where appropriate, students will have access to the following activities/interactions:

- Enterprise and employment lessons
- In school career talks by employers
- Work experience
- Voluntary work
- Numeracy and phonics interventions
- Industry/Career visit
- College visit
- Guidance offered
- Social-care provision visits
- Community opportunities
- In school opportunities – such as choir and school council

### **Links with other Policies**

This policy is underpinned by the school's policies for Provider Access Policy, Curriculum Policy, Teaching and Learning Policy.

### **Roles & Responsibilities**

The careers leader and Headteacher manage the education programme. The school works closely with the local offer which can be viewed on our website. The school also works closely with North Northamptonshire council's adult transition team.

### **Curriculum and Work Experience**

Students in the lower school follow the informal, or semi-formal Equals Scheme of work. This is based on lifelong learning, world of work and PFA standards. Students in the accreditation groups follow the ASDAN personal progress curriculum, this allows them to leave at 18 with an ASDAN qualification. This covers a wide variety of topics that prepare students for experiences, provisions and work post-18. Learners accumulate credits by completing units throughout their time in the accreditation groups (KS4-5), with their credit value totalled in the summer of Year 13.

- Learners who accrue **8 credits** will receive an **Award** qualification
- Learners who accrue **14 credits** will receive a **Certificate** qualification
- Learners who accrue **25 credits** will receive an **Extended Certificate** qualification
- Learners who accrue **37 credits** will receive a **Diploma** qualification
- Learners who accrue fewer than **8 credits** will be awarded a **unit certificate**, provided they have met the full requirements of the unit(s)

### **Monitoring, Review and Evaluation**

An important part of the CEIAG programme is evaluation. It is mainly through evaluation that this policy will develop whilst keeping abreast of national changes to CEIAG. Evaluations take place after career-related events so we can assess whether or not career outcomes have been met. Students access to careers related activities are tracked electronically and are regularly monitored. Assessment takes place through verbal feedback/assessment observation, written evaluations and student and employer feedback. The process of regularly completing and monitoring the Gatsby Benchmark Compass Tool has allowed us to review and evaluate the whole CEIAG programme.

### **Resources**

Funding for careers education is allocated in the annual budget in the context of whole school priorities.

**Staff Development**

Staff training needs are identified yearly. Funding will come from the CPD budget.

**Parents/Carers**

Parents play an integral part in students' understanding of career choices and are encouraged to attend a range of career events including parents' evenings, transition planning, work experience and annual EHC Plan reviews.

This policy will be reviewed annually.