



Inspiring Learners for their future

INFORMATION, ADVICE AND GUIDANCE POLICY

UPDATED JULY 2009

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
Curriculum Committee	
Full Governing Body	
Next Review of Policy	July 2012

IAG Policy

Information, Advice and Guidance (including Careers and Work Experience)

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Information, Advice and Guidance Policy

This policy replaces the Careers, Education and Guidance (CEG) Policy

'In a complex and changing world all young people need access to good quality, comprehensive and impartial Information, Advice and Guidance (IAG). They need good quality IAG to help make the right learning and career choices so that they can succeed in work, and they need it to help them find answers to the questions and issues that can arise in their personal lives.' Quality standards for Young People's Information, Advice and Guidance (IAG).

It raises aspirations, self confidence, enterprise and initiative, reflecting the school's vision to inspire.

Linked Policies – CEG Policy, Behaviour Curriculum, Special Needs, Equal Opportunities (pupils) Disability Equality, Race Equality, Pastoral Care, Curriculum Complaints plus confidentiality

Entitlement

All students benefit from curriculum embedded WRL and Enterprise Provision.
See appendix note

Referral will lead to a 1:1 interview which will lead to the gathering of further information, the involvement of other agencies and if appropriate work placement/work shadowing . Referrals will use evidence from discussions and progress checks, reviews, progression planning sessions etc.

Referral can be self-referral by students or from any stakeholders in their personal development to include: Key stage 3, 4 and 5 Leaders, Mentors, Connexions management and Parents

A. Purpose

1. IAG covers the range of activities and interventions that help young people become self reliant and better able to manage their personal career development and learning.
2. It includes the provision of accurate, up to date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice, and how to access it.
3. IAG includes the provision of advice through activities that helps young people to gather, understand and interpret information to their own situation. This is delivered through Immersion days, Work Related Learning and Enterprise, multi cultural and citizenship activities.
4. Impartial guidance and specialist support is also provided.
5. IAG underpins the Every Child Matters Agenda.

B. Organisation and content

1. Programmes of career and personal development are delivered through the formal PSHE and Citizenship curriculum.
2. Guidance occurs on an individual/group basis during mentoring sessions. The mentor is the key manager of this guidance. This process includes 'learning conversations' which will be led by mentors and subject teachers.
3. Pupils will be provided with information on how to access IAG services. This will include local and national prospectuses, websites and help lines that offer support with career, personal and lifestyle issues e.g. 14-19 area prospectus, Connexions websites, Connexions Direct, UCAS, Talk to Frank etc.
4. Information about personal and economic well being and financial capability is provided to all pupils and then parents/carers. This is done through parents' evenings, leaflets and the Connexions Adviser.
5. Drop in sessions run by the Connexions Adviser and School Health Nurse are available to all pupils. Mentors/Learning Managers will work with Connexions and multi disciplinary agencies to refer pupils to the targeted and specialist services on offer.
6. All Year 10 pupils participate in a week's work experience programme. Preparation and debriefing for this programmes takes place during PSHE lessons.
7. Year 9 pupils are given the opportunity to participate in the 'Take your child to work' day.
8. The use of work related learning to engage learners across all curriculum areas is encouraged. e.g. the establishment of business/industry links.

9. Staff are encouraged to participate in professional development placements (PDP) to increase their awareness of WRL and to create a 'vibrant learning environment'.
10. Targeted pupils are provided with coaching and mentoring opportunities. This includes Gifted, Able and Talented (GAT) pupils and those under performing.
11. Peer mentors and peer coaches undertake training programmes which enhance IAG provision across the school.
12. The Connexions Resource Centre provides pupils with up to date and impartial advice on learning and career options, progression opportunities, the labour market, community and voluntary activities and financial support.
13. IAG is provided confidentially and in an appropriate setting.
14. The school works in partnership with external IAG providers to achieve a coherent, multi agency approach.

C. Responsibilities

1. The responsibility for the formal IAG programme delivered through PSHE and Citizenship lies with the Faculty Leader for Personal Development.
2. Mentors are responsible for the delivery of IAG during mentoring sessions.
3. Faculty Leaders are responsible for developing Enterprise, WRL and IAG through their specialist areas.
4. Transition activities at each key stage are devised by the Learning
5. Co-ordinators.
6. IAG is also the responsibility of the SENCO and the member of the SCT overseeing the Every Child Matters agenda. The Senior Leadership Team (SLT) will be responsible for the quality assurance mechanisms for IAG within the school. This will include analysis of destination data, transition activities, and multi disciplinary working.
7. The Connexion Partnership agreement is reviewed on an annual basis by the Faculty Leader for Personal Development, the Headteacher and the Connexions adviser. This sets out clearly the respective roles and responsibilities of each partners.

D. Parents and Carers

1. Parents and carers are encouraged and supported to help their children to become self reliant and better able to manage their personal and career development. This is done through information booklets, e.g. It's your Choice, Which Way Now?, Information evenings and Workshops e.g. the SRE Information Evening, internet safety and drug awareness workshops, Higher Education Sessions and options evenings.
2. Information on IAG is contained in the school prospectus/website.
3. The Connexions Adviser attends parents' evenings where appropriate. Consultations with parents are available using the same booking procedure as for subject staff.
4. Information meetings are held at key times i.e. Year 9 Options Evening, year 10 Work Experience, Transition sessions/workshops.
5. Parents and Carers can attend their child's Connexions interview on request.
6. Parents and Carers are encouraged to find suitable placements for the work experience and work shadowing activities.

E. Contribution of Outside Bodies

1. Staff responsible for IAG collaborate with IAG providers in the planning and provision of IAG and in the delivery in the curriculum.
2. Professional bodies and institutions supply reference material for the Connexion Resource Centre.
3. Employers support the WRL programme and are used to enhance enterprise links across the curriculum.
4. Nationally accredited providers train pupils in coaching skills.
5. Pupils have the opportunity to attend a range of careers presentations/activities, e.g. college experience, army presentations
6. Information about Universities' open days and employment vacancies are displayed in the Connexions Resource Centre.
7. A series of mock interviews are organised for Year 11 and Year 12/13 pupils using local employers.
8. Trident are contracted to conduct the necessary Health and Safety checks for the work experience programmes.

F. Training

1. All staff delivering IAG receive regular training. This is the responsibility of the Key Stage Learning Co-ordinators/Connexions Adviser/School Health Nurse. Staff are kept up to date with labour market information and current developments.
2. The Personal Development Faculty Leader is responsible for identifying the training needs of the team delivering the formal IAG programme.
3. CPD needs relating to IAG will be identified through the Performance Management Cycle.
4. The School is committed to developing coaching opportunities and coaching skills. Training is provided to staff through the focus groups and by external CPD providers.

G. Procedures for Monitoring and Review

1. This is done through self evaluation procedures , e.g. line manager meetings, the department Improvement Plans (DIP) and team reviews. This information feeds into the whole school self evaluation cycle as appropriate.
2. The Connexions Partnership Agreement is reviewed on an annual basis.
3. Lesson/Mentoring observations provide an indication of the quality of IAG being delivered.
4. Pupil voice enables young people to be engaged in the design, delivery and evaluation of IAG.
5. Re-validation of the National Health Schools standards and the Quality kitemark for CEG provides opportunities for external monitoring and review of IAG provision.
6. Parents'/Carers questionnaires also provide information on IAG provision.

H. Other Sources of Information

1. The school provides an IAG display area and high profile noticeboard.
2. All students receive a 'Who will I be Where will I go?' information card.
3. The school employs a Work Related Learning Coordinator.

I. Complaints Procedure

Complaints about the delivery of IAG should be addressed to the Headteacher.

Hjs and Ejs Careers education & guidance 2009

10th June 2009

Appendix note IAG in the curriculum

Curriculum units provided include:

PSHE modules:

Y7 IAG The Future

Y8 Looking for Work

Y9 Careers

A ½ GCSE equivalent

Year 11 Complete an AQA; Level 1 to 2; Certificate Course in Preparation for Working Life