

INFORMATION, ADVICE & GUIDANCE (IAG) POLICY

Adopted by AAC:

Spring 2021

High Expectations, Support, Challenge
Part of Ambitions Academies Trust

1. Aims:

This careers Information, Advice and Guidance Policy has the following aims:

- To contribute to strategies for raising attainment, especially by increasing enthusiasm and ambition
- To support inclusion, challenge categorising and promote equality of opportunity
- To inspire participation in continued learning including Further Education, Apprenticeship training and even Higher Education.

2. Objectives

- To improve students chances of employment and increase their social responsibility
- To increase retention in education and training
- To contribute to the financial success of individuals and societies
- To meet the needs of all our students through appropriate CEIAG
- To encourage students to achieve their future goals

3. Roles, Responsibilities and Accountability

- All staff contribute to Careers Information, Advice and Guidance through their roles as tutors, subject teachers and IAG professionals. Specialist's sessions are delivered by trained staff or outside agencies.

4. Student Entitlement

The eight Gatsby benchmarks are a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance.

1. By the end of Year 11 students will have received:

A stable careers programme

2. Learning from career and labour market information

Every pupil, and their parents, will have access to good quality information about future study options and labour market opportunities.

3. Advice addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each pupil.

4. Linking curriculum learning to careers

All teachers will link curriculum learning with careers. STEM subject teachers will highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Every pupil will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

6. Experiences of workplaces

Every pupil will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities.

7. Encounters with further and higher education

All pupils will understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance

Every pupil will have opportunities for guidance interviews with a career adviser.

5. Resources and Further Detail

- Careers information, advice and guidance is delivered most clearly in the curriculum and through ensuring that all internally-appointed CEIAG staff are able to act with impartiality and always in the best interests of the young person, and that they subscribe to a relevant code of practice.
- This is complemented by a range of organised IAG in-house events. Every year the IAG Advisers meet with all classes. The school provides a Careers Meetings for both parents and students attracting mainly Parents and students in Years 10-11 but open to all. Further provisions throughout the year include visits to college facilities to access further educational opportunities, encounters with Apprentice schemes both in the school and arranged events, work experience opportunities that inspire students and give them the opportunity to learn about what work is like and what it takes to be productive in the workforce. Shadowing, workshops and other activities that develop the skills needed to deal with career choice challenges are also available. These all go towards providing further possibilities for students to learn about their future options, the routes open to them and how to access them effectively.
- Students are encouraged to research the type of careers they want and the qualification needed through the Careers information resources provided within the school as well as many online resources.

- Within the main school building there is a Post 16 careers notice board which is updated regularly with information for the students on all aspects of careers.
- Year 10 and 11 students are encouraged to participate in the National Citizens Service (NCS) to enable them to develop their employability skills, self-confidence and social enterprise skills. Tregonwell Academy hold information events to introduce students to this service.
- Many individual department subject areas such as Construction, Hair & Beauty and Food Technology. There are also organise trips / workshops for students in Years 7-11 that provide insight into careers within that subject and allow students to work with professionals.

6. Links with other Policies

- This policy supports and is underpinned by significant school policies including those for Teaching and Learning, Assessment and SMSC. Through our school ethos and learning both within and beyond the classroom, we provide opportunities for students to develop the skills, knowledge, understanding, characteristics and attitudes they need to be active and employable young people.

7. Equality and Diversity

- Careers Information, Advice and Guidance is provided to all students and provision is made to allow all students to access the programme on offer. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is always supported.

	Year	Skill Evidence	Independent face to face and group careers guidance	Specific focus on employability skills, aspiration, cv writing, interview practice in school.	Employer led projects
GATSBY Recommendations			<p>Benchmark 3: addressing the needs of each pupil</p> <p>Benchmark 8: personal guidance</p>	<p>Benchmark 1: a stable careers programme</p> <p>Benchmark 6: experience of work place</p> <p>Benchmark 7: encounters with further and higher education</p>	<p>Benchmark 2: learning from career and labour market information.</p> <p>Benchmark 5: encounters with employers and employees</p>
Ready to be me	7	Development of PiXL learning skills reflection time during form.	Discussions around career paths	<p>Careers week teacher references to Careers linked to subjects.</p> <p>Aspire Lessons focusing on employability skills.</p>	
	8	<p>Professional profile developed</p> <p>Begin Careers Plan aspirations and goals.</p>	<p>Independent career talks focusing on possible career pathways and employability skills</p> <p>Creation of agreed career action plans</p>	<p>Leadership – Talk in front of class about individual ideas</p> <p>Obtain First Aid Qualification</p> <p>Form tutor mentoring – aspirations.</p>	<p>Aspirations and reflection around goal setting</p> <p>Labour market information</p>

				Careers week	
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Ready and able	9	Professional profile developed Begin Careers Plan on paper – aspirations and goals	Independent career talks focusing on possible career pathways. Individual Careers advisor appointments	Aspiration and goals Life Ready Day. Tutorial – finance & Economics – Starting a business Careers week	Life Ready Days specifically developing problem solving skills. Communication skills – produce an e-safety campaign
	10	Careers Plan – aspirations and goals	Careers questionnaire/psychometric testing. Appointments begin with careers Advisor and assemblies. Independent career talks focusing on possible career pathways. Revisit or create individual agreed career action plans	Visits from Apprenticeship providers Individual department events Construction, Hair & Beauty and Food Technology Tutorial – Jobs & Salaries Create a business with £20 investment Careers week	Letters of application for 'imaginary jobs' arranged with local employers. Interview preparation team building activity Return to update/improve CV's. Interview practice and cv workshops.

11	Careers Plan – aspirations and goals	<p>Careers questionnaire. Revisit agreed career action plans</p> <p>Appointments with careers Advisor to create or review action plans.</p> <p>Visits to Colleges and training providers</p> <p>Advice for post 16 Pathway</p>	<p>Aspiration and goals discussions</p> <p>Events on range of options – apprenticeship, entrepreneurialism, Vocational routes, A levels.</p> <p>Form tutor mentoring – Goals. Visits from Employers/Apprenticeship providers</p> <p>Individual department events in Construction, Hair & Beauty and Food Technology</p> <p>Careers week</p>	<p>Employer / Employee Led assemblies from a range of careers throughout the year.</p> <p>Support to apply for Apprenticeships/training courses</p> <p>Support with CV and interview skills</p>
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Appendix A

Careers education and guidance

a) Rationale

Our Careers Education and Guidance programme provides life skills and knowledge to access training or employment, make informed choices and enables students to overcome barriers to participation. It is a planned programme of curriculum activities and learning experiences which typically take place in school timetable but some involve special events. This planned programme of activities and events allows students to choose a post 16 pathway that suit their interests and skills and motivates them to consider a range of career paths to help ensure continuous employability throughout their working lives.

b) Commitment

Tregonwell Academy students have a comprehensive programme of Careers Education, Information, Advice and Guidance (CEIAG) and work related learning (WRL) accessible for all students across years 7 – 11. The curriculum is structured to directly link to the attributes that can be developed through the PiXL edge scheme, this provides a systematic framework to enable schools to develop and capture the student attitudes, attributes and skills which are so important for employment and life beyond school.

As a result, all areas of learning are focussed on developing: Leadership, Organisation, Resilience, Initiative and Communication within students. These attributes underpin the qualities that both colleges and employers are looking for in post 16 students. The shared vision of PiXL Edge Programme is that students leaving Tregonwell Academy will have the skills, knowledge and drive to reach their full career potential, to meet the needs of employers and to contribute to the economic growth of the local area.

We deliver independent, impartial advice and guidance for students in Years 8 – 11. The primary focus is on Years 10 & 11, but students in Years 8-9 will benefit from this service as part of their curriculum.

The school is committed to supporting pupils who:

- Have a statement of special educational needs for behavioural, emotional and social difficulties
- Pupils with autism
- Pupils who find it difficult to cope in their mainstream schools
- Pupils who are on a fixed term or permanent exclusion.

Appendix B

Work Experience

a) Rationale

Tregonwell Academy appreciates the importance of creating opportunities for students to learn about the world of work. Work experience placements, in particular, have great value in providing a student with the opportunity to gain insights into the world of work and to develop the skills that employers look for and want demonstrated by students.

Although work placement is the generally used term, it is important to recognise that it is not the same as a temporary job, as by definition it is a period of *unpaid* work. It is an arranged opportunity for a student to gain an awareness of the type of work carried out in different organisations to see the way the business is managed and ideally to participate in some aspects of the work. The work experience scheme should seek ways to improve and develop quality links with local industry and commerce and to be able to share ideas on the changing nature of work and how it affects the local economy and labour market.

b) Legal requirements and recommended best practice

There are certain legal requirements and recommended best practices that are in place to ensure the safety of all parties involved in a work placement. The main areas to be aware of are:

i. Health and Safety at Work

The Health and Safety (Training and Employment) Regulations 1990 state that all those receiving training or work experience from an employer in the workplace are deemed to be 'employees' for the purposes of Health and Safety legislation. This legislation imposes responsibilities on the employer but also on the student as an 'employee':

- To take responsibility for their own health and safety and that of others who may be affected by what they do or do not do.
- To co-operate with the employer and to follow instructions on Health and Safety.
- Not to interfere with or misuse anything provided for their health, safety or welfare.

The employer should be asked to confirm that they have a current Health and Safety Policy and that they will go through the relevant sections with the student at the start of the placement. It is important that this is confirmed, the student is given a work experience booklet to enable them to record and reflect on what they have learnt.

ii. Working Time Regulations

Under the Working Time Regulations 1998 there are stringent daily and weekly working time limits for young workers (those that are over compulsory school age but under 18). Young workers may not work for more than 8 hours in any one day and 40 hours in any one week. Young workers are also entitled to a daily rest of 12 consecutive hours, a weekly rest of 48 hours and a rest break of 30 minutes where daily work time is more than 4½ hours. The employer should comply with the Working Time Regulations and should not require the student to work in excess of the limits set out above.

iii. Risk Assessment

The employer should be asked to confirm that a risk assessment will be completed for the duties being undertaken by the student, taking into account the age and limited experience

of the young person and that the key findings will be communicated to the student before the commencement of the placement. The employer should be informed of any medical conditions the student has, which could result in an increased risk to the student or an employee's health and safety during the placement. The employer will then be able to identify any significant risk and the necessary control measures put in place to ensure the safety of the student.

iv. Disclosure and Barring Service (DBS)

For Post-16 work experience DBS checks are not required. Paragraph 99 of the DfE's statutory safeguarding guidance states: Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. This is reiterated in a DfE advice document about post-16 work experience, published in March 2015. It explains, on page 13, that as of July 2012, work experience providers are no longer required to carry out enhanced DBS checks on staff supervising young people aged 16 to 17. However, we would advise a student against a placement where they will have substantial unsupervised contact with an employee or supervisor on a 1:1 basis, particularly if located in an isolated environment or whilst travelling. In addition where the placement has a residential element, unless in an educational setting where staff will have DBS status, for example, University department.

v. Employer's and Public Liability Insurance

Employer's Liability Insurance covers the firm's legal liability for injuries sustained by employees (including students on work experience) whilst at work. Confirmation should be requested and received that the prospective 'employer' does have both Employer's and Public Liability Insurance in force and that the latter does not exclude abuse. The employer must notify their insurers that they participate in work experience placements. If the employer does not confirm that these Insurances are in place, students should not attend such establishments. It should be noted that Sole Traders have no requirement for Employers' Liability Insurance and a student would not have the protection available under such insurance. Placements with Sole Traders should therefore be avoided unless such insurance was confirmed as being in place.

vi. Motor Vehicle Insurance

If the student will travel with an employee or their supervisor during the placement, it is essential that the vehicle is insured appropriately to cover the work experience student for business travel.

vii. Child Protection

The employer is responsible for the welfare of the student during a work placement and is aware of child protection issues, particularly responsibility under the Criminal Justice and Court Service Act 2000 to disclose the names of individuals who are disqualified from working with children, where known to them.

Please Note:

As placements are organised by the student and parents, parents need to be aware of these matters and should satisfy themselves that they are happy with the employers' arrangements for the work experience. Tregonwell Academy sends out letters to parents providing all the information concerning the placement and individual health & safety checks are carried out by CSW group.

Appendix C

Work Experience Template Letter to Employers

<DATE>

Dear <insert name>

Year 10/11 Work Experience Placement

Thank you for offering a work experience placement to <name of student> from <Monday ?? to Friday ?? July 20??>. Work experience is an invaluable opportunity to extend students learning and we are very grateful to you for making this commitment and giving your time.

Our main aim for students is to give them an awareness of working life and to give them the opportunity to work alongside adults, undertaking new tasks and developing their self-confidence in an area that is relevant to their future career path. In addition, students have been given a list of employability skills on which to focus. These include:

- personal presentation
- enthusiasm and commitment
- communication and learning
- Time management and organisation skills development.

Whilst on their placement students will record their learning in a work experience log and we would appreciate your support in helping them to complete this. Towards the end of the log is an 'Employer Assessment' form and it would be very helpful to the student and us if you could complete this with them at the end of the placement.

Staff from Tregonwell Academy may telephone during the placement to ensure that everything is going well. We would also value any feedback about the administrative arrangements which would help us in future planning.

Thank you again for your help and support.

Yours sincerely,

Irene Smith
Information and Guidance Lead
Tel 01202 424361 ex 406
Tregonwell Academy
Part of the Ambitions Academies Trust

Appendix D

Work Experience Agreement Form



WORK EXPERIENCE AGREEMENT FORM

STUDENT DETAILS

Name: _____ **Group:** _____
School: _____ **Placement** _____

EMPLOYER DETAILS

Company: _____ **Contact Name:** _____
Address: _____ **Mobile/Direct Line:** _____
_____ **Email:** _____
_____ **Employer Tel:** _____

Town: _____

Postcode: _____

Placement Job

Title: _____

Brief description of work experience tasks (please continue on a separate sheet if necessary): _____

In order for a company to take a student on work experience they **MUST have** Employers Liability Insurance (ELI) and Public Liability Insurance (PLI). Please provide us Insurance _____

ELI Policy No: _____ Expiry Date: _____

STUDENT

As the student named above I agree to:

- attend this work experience placement and hold in confidence any information about the employer's business that I may obtain and not to disclose such information to another person without the Employer's permission.
- observe all safety, security and other regulations laid down by the employer and made known to me either by the employer's representatives or by displayed instructions.

Signed: _____ Date: _____

PARENT/GUARDIAN

As parent/guardian of the above named student, I confirm I have read and understood this form and the accompanying documents, agree to his/her attending this placement and he/she will observe the conditions set out. I confirm that:

- * He/she DOES NOT suffer from any medical condition which could result in an unnecessary risk to his/her health or safety or to the health or safety of another person.
- * He/she DOES suffer from the following medical condition, which the employer will be advised of (details attached).

*Please delete as appropriate. Should you be in any doubt please consult the teacher responsible before signing this form

Signed: _____ Date: _____

Name: _____

EMPLOYER

As representative of the employer, I agree to the student named above working on my premises in accordance with the Letter of Understanding. We agree to abide by all relevant/current legislation including Health and Safety, Sex Discrimination, Race Relations, Disability and the Children's Act. We will ensure that our Employer's Liability Insurance will be in place to cover the student and will accept or insure against liability for loss, damage or injury caused by the student, in the same way as for paid employees.

Signed: _____ Date: _____

Name: _____ Position: _____

This work experience is co-ordinated by CSW Enterprise on behalf of local schools and colleges in line with the national curriculum objectives to help young people gain skills for life. (CSW Enterprise is part of CSW Group Ltd).

This form must be signed and returned to the school before the work experience begins.

Appendix 5

Letter of Understanding

LETTER OF UNDERSTANDING

Between CSW Enterprise and the Employer providing Education Business Link Activities

OPPORTUNITY

1. The learner will carry out meaningful work, as described in the job description discussed. We will ensure that the work will be planned by a responsible person and the learner will receive appropriate induction, instructions and supervision during the period of the work experience.
2. Pre 16 and Post 16 students attached to a school's work experience programme will not receive any payment for this work, in accordance with the current Education Act.
3. Young Workers Directive limits time to 8 hours a day and max 40 per week, normally these can be between 6am–10pm. CSW Enterprise advises that specific arrangements between the school, parents and employer should be in place for placements that occur outside of 8am-8pm or at weekends. This is particularly important for learners under the age of 16.

HEALTH, SAFETY, WELFARE AND SECURITY

4. We recognise that a learner on work experience is regarded as an employee for the purposes of Health and Safety legislation and the associated duty of care. We will ensure that the learner does not operate any hazardous machinery, or carry out work of an unsuitable nature, and that any protective clothing/equipment is supplied where necessary and instruction given on its use.
5. We recognise the need for risk assessments to be carried out for learner before the placement, and that these are communicated to the parent/guardian. Where the significant risks have been recorded on the job description, we would expect the Educational Establishment to pass this information onto the learner/Parent/Guardian. We also agree to undertake, monitor and modify risk assessments for the placement to take account of an individual student's capabilities and any changes to working practices.
6. We will expect the learner/parent/guardian/Educational Establishment to inform us of any medical or other condition so that we can adjust our risk assessments and/or tasks accordingly.
7. In case of absence, accident or sickness we will immediately notify the learner's educational establishment. The learner will have access to welfare and other staff facilities including first aid.

SAFEGUARDING

8. We accept and understand the duty of care in respect of safeguarding of young people and will consider the suitability of staff who works with them. We will disclose staff, where known, who are disqualified from working with children, where appropriate, in accordance with The Criminal Justice and Court Services Act 2000 and Protection of Children Act 1999.

INSURANCE

9. We maintain Employers and Public Liability Insurance policies, as required to indemnify our business. We will ensure that these policies are current, in place for any period during which we have learners on placement and that this will cover the learner. We will (as for any paid employee) accept or insure ourselves against the loss, damage or injury caused by the learner whilst a work experience employee of the company.

DATA PROTECTION

10. In accordance with the Data Protection Act 1998, learner's personal details are confidential and should be safeguarded.
11. The learner will be reminded by the Educational Establishment that they must not disclose any information confidential to the Employer without the employers' approval.

STATUTORY OBLIGATIONS

12. The employer agrees to observe all relevant/current legislation, in particular relating to Health & Safety, and legislation in respect sex discrimination, race relations, disability and the Children Act.