

## Priory Hurworth House School



### **'Inspiring for success'**

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people's characters in order to fulfil their ambitions

## Career Education/IAG Policy

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### **Priory Hurworth House School**

Westfield Drive  
Hurworth  
Darlington  
County Durham  
DL2 2AD

**Tel: 01325 729080**

**Fax: 01325 729081**

**Registration Number 841/6006**

**Email: [hurworthhouse@priorygroup.com](mailto:hurworthhouse@priorygroup.com) June 2018**

<b>Procedure for</b>	<b>Information &amp; Guidance</b>		
<b>Associated Priory policy</b>		<b>Number</b>	
<b>Associated Regulation/Standards</b>		<b>Number</b>	
<b>Unit</b>	Hurworth House School	<b>Signature (Author)</b>	Claire Blackett
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## **Introduction**

Hurworth House aims to help all students fulfill their potential and experience success through an educational environment, which responds to individual need and stimulates and challenges each and every student. The processes of informing, advising and guiding students are accorded as high priority and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.

In the delivery of Careers Education and Guidance, all learners are of equal worth. It is important to encourage and motivate learners from all backgrounds, whatever their social, economic and cultural differences, to attain their place in society.

## **AIMS**

Learners will be able to:

- Develop knowledge and understanding of opportunities, options and progression routes in education, training and employment, both locally and nationally.
- Develop self-esteem and skills of self-assessment, self-awareness and skills of personal effectiveness and self-presentation.
- Develop skills and abilities to make informed choices and decisions which are reasoned and realistic. Implications for Post-16 choices are considered part of this process.
- Address ongoing issues of equality of opportunity irrespective of gender, race, religion, disability, sexual orientation, ability and social background when considering future career and educational opportunities.

The statutory requirement ensures clarity, coherence and quality of provision. All young people should receive work-related learning that is individually appropriate as part of a broad and balanced curriculum.

At Hurworth this is delivered through accredited work related courses, work experience provision tailored to individual needs, careers interviews, taster sessions at further education colleges and training providers, short and long term vocational and academic College courses, guest speakers from post 16 education and industry. Partnership work is carried out with local and national employers to overcome barriers to learners entering the world of work.

Careers Education and guidance emphasises the development of critical analysis of negative and stereotypical representation of groups of people. Careers Education and Guidance promotes the role of the individual to seek to attain their vocational goal and be successful in the world of work and in society. Careers Education and Guidance in our school reflects the educational aims of

the school, we value the worth of each individual person and seek to enable them to have a secure foundation for their progress in the world of work.

Learners in all key stages, through the 'PSHE and Citizenship' programme will:

- reflect on their personal qualities and skills
- investigate knowledge, skills and opportunities related to the world of work
- develop skills which will enable them to organise information, record their achievements and set realistic targets
- develop self reliance to enable them to seek and use information to make decisions about their own learning; this will help them to shape their future plans

Learners will have access to a progressive guidance programme that places increasing emphasis on career development and:

- develops an understanding of the importance of equal opportunities in working life, recognising the risks of stereotyping and discrimination and accepting the responsibility for their actions
- provides continuing support and access to specialist and independent advice as necessary including information on opportunities locally, nationally and internationally
- opportunities to access relevant information
- gives learners opportunities to develop planning and decision making skills
- involves learners in review, recording achievement, target setting and meeting targets within an agreed timescale
- ensures that action points from different plans inform careers guidance interviews
- offers a planned programme of Works Experience which links to career action planning
- helps learners achieve targets by providing advice

### **Work related learning**

At Hurworth House we place an importance on work-related learning as we feel this is an essential part of fully preparing for an adult life in which all young people will contribute to the country's economic well-being. We raise awareness of the role of education in occupational success. We ensure young people's education will relate to their future lives. They want assurance that what they are learning is developing their employability. Work-related learning provides the connection between learning and earning – a strong motivator for many and enterprise education develops innovation, creativity, drive and flair.

Learning about work and enterprise is only one aspect of work-related learning. Some basic economic understanding is essential for all citizens. All young people

need to understand how the economy functions, and the role of business and financial services. Many of the skills that are valuable for both higher education and future employment can be developed through work-related activities.

Work experience and enterprise programmes, with their focus on social and personal skills, offer opportunities to stretch the ablest students. One of the barriers to participation in higher education is the low self-esteem and limited aspirations of many intelligent 14- to 16- year-olds. Improved knowledge of the labour market and employers' needs will raise the aspirations of some and help others make more informed decisions about suitable learning programmes post-16.

Career Advice is embedded into all curriculum areas. Hurworth House recognizes the importance of learners knowing why they are learning and how different subjects can contribute to career goals.

### **Collaboration**

Hurworth House works collaboratively with a range of providers within the learning community to enhance its curriculum offer to students. School is committed to developing quality IAG provision in agreement with its partners, to ensure that the best range of progression opportunities are available and that consistency of delivery ensures all students receive impartial high quality IAG. For the purposes of this policy the term Information, Advice and Guidance (IAG) is used as an umbrella term to denote a range of guidance activities and processes. The following definitions have been used:

### **ACCESS TO GUIDANCE AND INFORMATION**

All learners will have access to IAG from in house IAG Officer, and external impartial advisors. These external advisors include FE and Sixth Form College Career Advisors, Local Authority SEN Career Advisors and Business representatives.

Senior Leadership Team will attend Parents Consultation meetings and PEP plans.

**Advice** – This involves:

- helping a student understand and interpret information
- providing information and answers to questions and clarifying misunderstandings
- understanding students' circumstances, abilities and targets
- advising on options or how to follow a given course of action

- identifying needs – sign posting and referring students who may need more in- depth guidance and support to others who can help

Advisory work is usually provided on a one-to-one basis but may also be in groups.

**Guidance** – Guidance aims to support students to:

- better understand themselves and their needs
- confront barriers to understanding, learning and progression
- resolve issues and conflicts
- develop new perspectives and solutions to problems
- be better able to manage their lives and achieve their potential.

Guidance usually involves the exploration of students' circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting, or confusing them.

### **Entitlement**

Work-related learning is a statutory requirement at key stage 4. Students will complete accredited courses that prepare them for employment. Young people will have bespoke packages arranged for them that will empower them to be successful in their chosen pathway to employment.

All learners will access Work Related Learning and IAG in line with Gatsby Benchmarking. Advice will be given to support young peoples chosen pathways, raise aspirations and increase knowledge about opportunities.

Elements of provision for all students

- Students recognise, develop and apply their skills for enterprise and employability.

Students are entitled to:

- investigate learning and career opportunities
- make informed judgements about learning and career options
- understand how these choices will help them achieve their aspirations
- succeed in managing key transition points
- gain an understanding of the world of work and enterprise

Students, parents/carers and others will be made aware of this entitlement through:

- Regular contact with young people's key workers and Senior Leadership Team
- Scheduled EHCP, PEP, LAC meetings
- Parents evenings.
- Newsletters
- Opportunities will be given for feedback from Parents, students and Employers.

## **Delivery of the Entitlement**

The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the student
- Equality of opportunity
- Transparency
- Accessibility

We hold a Careers fair consisting of employers, Further Education and Higher Education organisations and apprenticeship providers. Pupils are able to ask questions and find out how to enter certain professions etc.

Our school liaises closely with the local colleges and we take pupils on visits to do taster sessions enabling pupil to get a good idea of what each course involves and get a taste of student life.

Information and Guidance (IAG) is available to students at a time and in a format and style which is appropriate to their needs. Students receive impartial IAG in both formal and informal settings.

## **Management and Co-ordination**

IAG is a whole school responsibility and is embedded into the curriculum. It is delivered in partnership with multi agencies including.

- Local Authority Careers Advisors
- Armed Forces Careers Advice
- Barnados
- Middlesbrough College
- Stockton Riverside College
- Bishop Auckland College
- Learning Curve
- NACRO
- Darlington College
- NETA

- Nissan