Careers and IAG Policy 2024-2025

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Amendments to previous approved version

See highlighted sections Additions

to Rational Additions to Aims

Link to other policies

Additions to Management Assurance

Our Vision

Lighthouse School is a pioneering, dynamic, and progressive school. We strive for unequivocal excellence in everything we do, and as such, our aim is to be recognised as a sector leader at a national level for students who have a diagnosis of autism. Our vision is to deliver transformative experiences - that are destination led – for all of our students and their families.

Our Mission

We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing, and stimulating learning environment. This is achieved through exceptional teaching, unwavering support, outstanding work experience, and positive interactions and role models. We repeatedly instil good behaviours in order to encourage resilience, independence, self-advocacy, confidence, and wellbeing in all of our students.

Rationale

The world of work and employment is changing rapidly. Young people face a bewildering range of career opportunities and an equally confusing amount of careers information. Given this environment, it is vital that our students have access to appropriate, accurate, impartial and objective advice and guidance to inform choices about their future.

The school must be able to help all individual students, irrespective of ability, to make informed decisions at all stages of their experience and development. Lighthouse School takes the view that Information Advice and Guidance (IAG) must:

- Empower young people to plan and manage their future pathways,
- Respond to the needs of the student,
- Provide appropriate and practical information and advice,
- Raise aspirations,
- Actively promote equality of opportunity and challenges of stereotypes,
- Help young people progress,
- Provide effective Labour Market Information (LMI) to aid decisions,
- Be centred around the young person their family,
- Align with the outcomes and ambitions of the student,
- Support Preparation for Adulthood.
- Ensure students understand what a Supported Internship is and routes to access them.

The school is committed to providing all pupils in Years 7-14 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby Benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory careers guidance, January 2023

The Gatsby Benchmarks

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

Aims

Effective IAG will provide opportunities for students to:

- Investigate and implement career/post-school prospects.
- Experience meaningful and personalised world of work, Further Education and Higher Education opportunities, including apprenticeship, traineeship and internship opportunities, as appropriate.
- Have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should have the opportunity to plan their future choices and understand how to access IAG to improve their life chances.
- Understand how educational achievements are linked to maximising their potential future choices.
- Understand and explore values, beliefs and their own cultural and social values through experiences and curriculum links to Spiritual, Moral, Social and Cultural development (SMSC).
- Develop skills, confidence and attitudes necessary for adult and working life.
- Achieve their chosen destination post-school and that this is sustained pathway.

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all students.
- Enable students to make connections across different areas of learning.
- Help students to think and work creatively and solve career-related problems.
- Develop students' capacity to learn and work independently and collaboratively.
- Enable students to respond positively to opportunities, challenge and responsibility with the appropriate support and IAG.

- Enable students to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for the working world or their personalised pathway.
- Support students to gain confidence and resilience in the work place and further education settings.
- Support students in their Preparation for Adulthood.
- Give updated IAG on further educational facilities, supported Internships, work experience opportunities and LMI to parents.

Links to other policies

- Work Experience and Work-Related Learning
- Teaching, Learning and Assessment guidance
- Educational Visits
- Positive Behaviour
- Special Educational Needs
- Equality and Diversity

Roles and Responsibilities:

The Principal and Senior Leaders will ensure that:

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Gatsby Benchmark Compass tool.

- The school careers programme aligns with the Preparation for Adulthood framework.
- Student's summative progress is monitored and evaluated.
- Students have access to a dedicated careers week with opportunities to meet a range of providers and take part in careers activities across the curriculum.
- Students and their families are aware of the opportunities that Supported Internships present to them as part of their Education Health and Care Plan provision.
- Appropriate accredited courses are followed where applicable to support students' next step pathways.
- Students from year 9 – 14 have the opportunity for individual, impartial careers guidance interviews with experienced staff qualified to deliver CEIAG.
- Teaching of careers is relevant across all stages in school and is planned as part of the Skills and Experience curriculum.
- Students from year 7-14 have access to a range of meaningful encounters with

a variety of providers, employers and businesses, in line with the minimum number of encounters set out in the DfE guidance. Relevant providers are able to inform students about the varied career options open to them and courses and qualifications they offer and what each option entails.

- Achievement of the Gatsby Benchmarks is monitored and reviewed.
- Good practice in careers education is shared at local, regional and national level.
- Our dedicated Careers Advisor will access external supervision.
- Parent / Carers are involved at every stage, as well as the School SENCo.

The teachers and coaches will ensure that:

- Students gain an understanding of the world of work and will understand their entitlement to continued learning.
- Students know and understand how to access sources of career/post school information and decision-making support.
- Student's work is assessed, and their progress tracked.
- Assessment informs students of their next steps in learning.
- Students have access to a variety of opportunities to investigate other careers, e.g. self-employment.
- Students have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area.
- Parents and carers receive regular reports regarding the progress of their child for the subject.

Tutors / Key Workers and wellbeing staff will ensure that:

- They assist teachers in the delivery of the lesson and support students in accessing and progressing in their learning.
- Students are supported with preparation for, and attendance of, careers meetings.
- Students are supported with preparation for, and attendance of, off-site opportunities.
- Pupil passports are updated regularly and include information around careers.
- Students are supported with any follow up work identified on the careers action plan (e.g. attending open days, researching opportunities, completing application forms).
- Staff supporting students on their off-site placements liaise appropriately with others to feedback on areas for development and further teaching, as well as celebrating successes.

The Trustee body will ensure that:

- It considers advice from the Principal when approving this policy
- The progress of students is monitored and evaluated
- The breadth, balance and financing of the curriculum, including work experience, is regularly monitored
- Test and assessment data is monitored
- There is a commitment to CEIAG at every level within the organisation The advice, information and guidance provided will promote the best interests of the students to whom it is given and be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.

Arrangements for Monitoring and Evaluation

Evaluation has a crucial role to play in ensuring that the student's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes. The aims and outcomes are defined by the Gatsby Benchmarks, assessed via the Compass tool.

Evaluation of the IAG programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning.

Evaluation also includes the views of work experience employers, training providers, trustees, students and parents. Their views are elicited via discussions, surveys, cluster council meetings and questionnaires.

The success of this policy and the school's careers provision for its students will be evident in the school self-evaluation process and reporting activities such as:

- Termly Gatsby data
- Subject audits and policies
- Careers Action Plans
- Pupil passports
- Visits from the School Improvement Partner and Ofsted inspection arrangements
- Destination data and alumni information

The Trustee body will receive regular update and reports for scrutiny via the Student, Family and Staff Support Comm