Careers and IAG Policy

Date established by governing body	Autumn Term 2026
Date for full implementation	Immediately
Date for review	Autumn Term 2028

Aims/Rationale/Purpose:

"Have the courage to follow your heart and intuition. They somehow already know what you truly want to become."

Steve Jobs

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 accurate, impartial and objective advice and guidance to inform choices about their future.

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

- Empower young people to plan and manage their future pathways
- Respond to the needs of the learner
- Provide appropriate and practical information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenges of stereotypes
- Help young people progress
- Provide effective LMI (Labour Market Information) to aid decisions

Effective IAG will provide opportunities for pupils to:

- investigate and implement career/post school prospects.
- experience the working world and personalised opportunities
- have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should be able 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.
- make imaginative, creative and innovative use of new technologies to raise the quality of learning within the subject and the wider school curriculum.
- give pupils opportunities to understand and explore values, beliefs and their own cultural and social values through curriculum links to SMSC.

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

- encourage the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think and work creatively and solve career-related problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility with the appropriate IAG
- enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for the working world or their personalised pathway
- give updated IAG on further educational facilities, work experience opportunities and LMI to parents

Legislation, Statutory Requirements or Guidance:

This policy aligns with:

- Section 42B of the Education Act 1997
- The Skills and Post-16 Education Act 2022
- The Department for Education's Careers Strategy 2017
- The eight Gatsby Benchmarks for good careers guidance

Procedures and Practice:

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are met
- the amount of time for teaching the curriculum is adequate and reviewed annually
- the governing body is informed on the breadth and balance of the curriculum
- this policy is implemented and monitored and the governing body is reported back to
- a positive learning culture in which all children believe that they can succeed is promoted in school
- there are high standards of teaching and learning
- the school is compliant with legislation and to enable an annual evaluation of Careers within the school

The **Careers Leader** will ensure that:

- guidance is followed in line with an annual appropriate careers audit using the Gatsby career benchmarks and update when necessary throughout the year
- termly review of provision using tools such as Compass+
- pupil's summative progress is monitored and evaluated in school diaries through discrete lessons
- pupils have access to a deep learning careers week
- appropriate accredited courses are followed where applicable
- all long and medium term plans for the subject are kept up to date on the school portal
- pupils have the opportunity for individual, impartial careers guidance interviews with experienced staff at key decision points
- subject resources are kept up to date and available for all staff

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- teaching of careers is relevant across all stages in school
- pupils from year 8-13 have access to encounters with a variety of employers and businesses
- relevant FE providers have access to pupils from year 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails
- Provide students with functional communication in order to access community involvement incorporating possible voluntary services and local community activities

The **teacher** must ensure that:

- pupils gain an understanding of the world of work and will understand their entitlement to continued learning
- pupils know and understand how to access sources of career/post school information and decision making support
- pupil's work is assessed and their progress tracked
- assessment informs pupils of their next steps in learning
- pupils have access to a variety of opportunities in investigating other careers, e.g. self-employment
- pupils have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area

The **teaching assistants** will ensure that:

- they assist teachers in the delivery of the lesson and support pupils in their learning
- use specific skills and assist where necessary in vocational learning lessons

The **governing body** will ensure that:

- it considers advice from the head teacher when approving this curriculum policy
- the progress of pupils is monitored and evaluated
- the breadth, balance and financing of the curriculum is regularly monitored
- test and assessment data is monitored
- parents and carers receive regular reports regarding the progress of their child for the subject
- a person is named as governor link for Careers and IAG to monitor effectiveness of provision

Monitoring Arrangements:

Evaluation has a crucial role to play in ensuring that the pupil's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes. CEIAG provision is reviewed termly using tools like Compass+. Student destination data informs programme development.

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.

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Evaluation also includes the views of work experience employers, training providers, meeting with the designated governor, pupils and parents. Their views are elicited via, discussions, surveys, and questionnaires.

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

- Termly review/evaluation
- Subject audits and policies
- Visits from the School Improvement Partner and Ofsted inspection arrangements.
- The governing body will receive an annual report from the head teacher with information on:
    - the curriculum on offer at Cleaswell Hill
    - standards achieved by pupils and their progress over time
    - standards reached by different cohorts of pupils
    - national test and examination results
    - changes to statutory requirements

Links to other Policies:

This IAG policy embraces policies and procedures for teaching and learning, school visits, curriculum, behaviour, special educational needs, equality, assessment and recording and reporting.

Author: Charlotte Calcutt

Headteacher: Mike Jackson

Chair of Governors: Tim Chrisp

Date: Autumn 2026