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1. Statement of intent

The main aims of Careers Education, Information, Advice and Guidance (CEIAG) at Wider Ambition are to:

- Prepare students to manage their future career and education path through adult life and through a good programme of careers education and work-related learning.
- Help students to develop an understanding of different career paths and challenge stereotypes.
- Help students to develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their aspirations.
- Help students to access information on the full range of post-16 and post-18 education and training opportunities.
- Support students after leaving school.
- Instil a healthy attitude towards work.
- Achieve excellence in this area of the curriculum

2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.

- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Headteacher, Proprietor, Pastoral Lead, Curriculum and Assessment Lead, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.
- 2.12. All references to parents within our policies should be interpreted to include parent carers.

3. Roles and responsibilities

- 3.1. The Headteacher of each setting is responsible for:
 - 3.1.1. Ensuring that all registered students are provided with independent impartial personalised careers guidance from Year 8 onwards.
 - 3.1.2. Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
 - 3.1.3. Ensuring that arrangements are in place to allow a range of education and training providers to meet students and inform them about future options, including approved technical or academic education qualifications and apprenticeships.

3.1.4. Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.

3.2. The Careers Leader is responsible for:

- 3.2.1. Abiding by the Careers Leader job description.
- 3.2.2. Advising Headteachers on policy, strategy and resources for CEIAG
- 3.2.3. Reporting on CEIAG to Headteachers, Director and governors
- 3.2.4. Reviewing and evaluating CEIAG
- 3.2.5. Preparing and implementing a CEIAG development plan
- 3.2.6. Planning bespoke schemes of work for careers education; through liaison with the Curriculum and Assessment Leader, and other relevant parties
- 3.2.7. Briefing and supporting the Key Persons delivering careers education
- 3.2.8. Monitoring teaching and learning in careers education
- 3.2.9. Supporting Key Persons providing initial information and advice
- 3.2.10. Monitoring access to, and take up of, careers guidance through student case studies
- 3.2.11. Managing the provision of careers information
- 3.2.12. Liaising with other professionals to identify students' needs and tailoring guidance accordingly
- 3.2.13. Establishing and developing links with employers, FE colleges, apprenticeship providers and universities

3.3. Teaching staff are responsible for:

- 3.3.1. Ensuring careers education is planned into the curriculum and aligned to school policies.
- 3.3.2. Creating an environment that facilitates and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- 3.3.3. Planning curriculum delivery in a way which supports each student's personal aspirations for their future options.
- 3.3.4. Participating in careers related training to enhance their knowledge and delivery of CEIAG.

4. Labour market information

- 4.1. Wider Ambition will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 4.3. Wider Ambition will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information. Students and their parents will be

provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

4.4. Wider Ambition will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options appropriate to the individual student.

4.5. To support social mobility, Wider Ambition will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs and to develop an increased awareness of the range of careers that STEM qualifications lead to.

5. Addressing the needs of students

5.1. Wider Ambition's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim high and make choices relevant to what they feel they can achieve and their personal interests, values, and aspirations.

5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

5.3. Destinations data will be retained by Wider Ambition for three years.

6. Financial support

6.1. Wider Ambition will provide students with access to information about the financial costs associated with further and higher education and programmes which are available to help with these costs.

6.2. As appropriate and with the consent of students, Wider Ambition will share student data with the LA and local post-16 education or training providers to facilitate financial support.

7. Students at Wider Ambition Settings

7.1. Wider Ambition will ensure that careers guidance is differentiated appropriately and based on high aspirations and a personalised approach.

7.2. The teacher will work closely with other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.

- 7.3. Wider Ambition will work with families of students to help them understand what career options are available and how they can support the student.
- 7.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.5. Wider Ambition will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations.
- 7.6. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.7. Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.
- 7.8. When arranging work experience for students, Wider Ambition will work with the employer to determine and arrange any additional support that will be needed during the work placement.
- 7.9. Transitions between year groups and key stages will be carefully planned and managed, in co-production with the student, parents, therapists and school staff.
- 7.10. Students will be carefully prepared for onward transitions to further education or training opportunities, for example through staff supporting students in transition visits in the term prior to transition.
- 7.11. Where appropriate, personalised careers advice is offered to students by our own Careers Adviser and through our links with independent organisations. Students are provided with information on how to access assistance from the Young Person's Advisor at SENDIASS.

8. Curriculum

- 8.1. Wider Ambition aims to embed careers education and guidance into subjects across the curriculum. All teachers will support the career development of young people in their role and through their subject teaching.
- 8.2. Students will be taught social and communication skills to assist them in work experience placements and their future career and education options.
- 8.3. Students will be encouraged to use technology across the curriculum and to develop familiarity with software which is routinely used in workplaces and with specialist Careers software.

- 8.4. Students will be assisted to develop skills associated with electronic communication, including social and written skills for emails and social communication skills for video and phone conferences.
- 8.5. Wider Ambition will ensure that every student is exposed to the world of work, for example through visiting speakers, careers fairs, case studies, voluntary activities in the community and work experience opportunities where appropriate to the needs of students.
- 8.6. Students will be educated about the Equality Act 2010 and their rights to support and adaptations in employment, further and higher education, and apprenticeships and how to go about accessing these.
- 8.7. Wider Ambition will engage with local employers, businesses and professional networks, and will invite visiting speakers throughout the academic year where appropriate to meet the needs of students.
- 8.8. Wider Ambition will support students to attend careers fairs, either in person or online, and to interact with employers and further education providers at these events where appropriate to meet the needs of students.
- 8.9. The Careers curriculum will include preparation for entering the employment market, for example covering areas such as CVs, mock interviews and receiving interview feedback.
- 8.10. Students will be encouraged in entrepreneurial activities, for example through Wider Ambition seeking opportunities for students to engage in business games and enterprise competitions and through students being encouraged to set up mini-business ventures which reflect their interests and current skills.
- 8.11. Students are provided with access to a wide range of GCSEs and BTECs, enabling them to optimise their achievements in areas of strength and interest while still following a broad and balanced curriculum.