

Good Apple
Information,
Advice and
Guidance
Policy

Next Review of Policy	July 2019
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IAG Policy

Information, Advice and Guidance (including Careers and Work Experience)

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Information, Advice and Guidance Policy

This policy replaces the Careers, Education and Guidance (CEG) Policy

'In a complex and changing world all young people need access to good quality, comprehensive and impartial Information, Advice and Guidance (IAG). They need good quality IAG to help make the right learning and career choices so that they can succeed in work, and they need it to help them find answers to the questions and issues that can arise in their personal lives.' Quality standards for Young People's Information, Advice and Guidance (IAG).

It raises aspirations, self confidence, enterprise and initiative, reflecting the unit's vision to inspire.

Linked Policies – Behaviour Curriculum, Special Needs, Equal Opportunities (pupils) Disability Equality, Race Equality, Pastoral Care

Entitlement

Referral will lead to a 1:1 interview which will lead to the gathering of further information, the involvement of other agencies and if appropriate work placement and or work shadowing . Referrals will use evidence from discussions and progress checks, reviews, progression planning sessions etc.

Referral can be self-referral by students or from any stakeholders in their personal development to include: Key stage 3 and 4, Mentors, Connexions, careers advisors, management and Parents

A. Purpose

1. IAG covers the range of activities and interventions that help young people become self reliant and better able to manage their personal career development and learning.
2. It includes the provision of accurate, up to date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice, and how to access it.
3. IAG includes the provision of advice through activities that helps young people to gather, understand and interpret information to their own situation. This is delivered through Immersion days, Work Related Learning and Enterprise, multi cultural and citizenship activities.
4. Impartial guidance and specialist support is also provided.
5. IAG underpins the Every Child Matters Agenda.

B. Organisation and content

1. Programmes of career and personal development are delivered through the formal PSHE and Citizenship curriculum.
2. Guidance occurs on an individual/group basis during mentoring sessions. The mentor is the key manager of this guidance. This process includes 'learning conversations' which will be led by mentors and unit staff.
3. Pupils will be provided with information on how to access IAG services. This will include local and national prospectuses, websites and help lines that offer support with career, personal and lifestyle issues e.g. 14-19 area prospectus, websites, Connexions, Talk to Frank etc.
4. Information about personal and economic well being and financial capability is provided to all pupils and then parents/carers. This is done through parents' evenings, leaflets and the external Advisors.
5. Drop in sessions run by the external Advisors and School Health Nurse are available to all pupils. Mentors/Learning Managers will work with external agencies and multi disciplinary agencies to refer pupils to the targeted and specialist services on offer.
6. All Year 10 pupils participate in a week's work experience programme. Preparation and debriefing for this programmes takes place during PSHE lessons. If the referring school permits
7. The use of work related learning to engage learners across all curriculum areas is encouraged. e.g. the establishment of business/industry links.

8. Staff are encouraged to participate in professional development placements (PDP) to increase their awareness and to create a 'vibrant learning environment'.
10. Targeted pupils are provided with coaching and mentoring opportunities. This includes Gifted, Able and Talented (GAT) pupils and those under performing.
11. Peer mentors and peer coaches undertake training programmes which enhance IAG provision across the school.
12. The external advisors provide pupils with up to date and impartial advice on learning and career options, progression opportunities, the labour market, community and voluntary activities and financial support.
13. IAG is provided confidentially and in an appropriate setting.
14. The unit works in partnership with external IAG providers to achieve a coherent, multi agency approach.

C. Responsibilities

1. The responsibility for the formal IAG programme delivered through PSHE and Citizenship lies with the Leader for Personal Development.
2. Mentors are responsible for the delivery of IAG during mentoring sessions.
3. Faculty Leaders are responsible for developing Enterprise and IAG through their specialist areas.
4. Transition activities at each key stage are devised by the Learning
5. Co-ordinators.
6. IAG is also the responsibility of the SENCO from the referring school and the member staff from the referring school overseeing the Every Child Matters agenda. The Senior Leadership Team (SLT) will be responsible for the quality assurance mechanisms for IAG within the referring school. This will include analysis of destination data, transition activities, and multi disciplinary working.
7. External advice is reviewed on an annual basis by the unit. This sets out clearly the respective roles and responsibilities of each stakeholder.

D. Parents and Carers

1. Parents and carers are encouraged and supported to help their children to become self reliant and better able to manage their personal and career development. This is done through information booklets, e.g. It's your Choice, Which Way Now?, Information evenings and Workshops e.g. internet safety and drug awareness workshops, Higher Education Sessions and options evenings.
2. Information on IAG is contained in the units management system
3. A careers adviser attends parents' evenings where appropriate. Consultations with parents are available using the same booking procedure as for staff.
4. Information meetings are held at key times i.e. reviews and parent evening/ open days if required.
5. Parents and Carers can attend their child's career interview on request and it is agreed with the referring school that Good Apple is to hold careers interviews
6. Parents and Carers are encouraged to find suitable placements for the work experience and work shadowing activities if agreed with the referring school that this is suitable.

E. Contribution of Outside Bodies

1. Staff responsible for IAG collaborate with IAG providers in the planning and provision of IAG and in the delivery in the curriculum.
2. Professional bodies and institutions supply reference material for the unit.
3. Employers support the programme and are used to enhance enterprise links across the curriculum.
4. Pupils have the opportunity to attend a range of careers presentations/activities, e.g. college experience, army presentations if agreed by the referring school.
6. Information about Universities' open days and employment vacancies are displayed in a variety of accessible areas.
7. A series of mock interviews are organised for Year 11 pupils using local employers with the agreement of the referring school
8. Stallard cain are contracted to conduct the necessary Health and Safety checks for the work experience programmes.

F. Training

1. All staff delivering IAG receive regular training through in house training days and CPD
2. The CURRICULUM HEAD is responsible for identifying the training needs of the team delivering the IAG programme.
3. CPD needs relating to IAG will be identified through the Performance Management Cycle.
4. The School is committed to developing coaching opportunities and coaching skills. Training is provided to staff through the focus groups and by external CPD providers.

G. Procedures for Monitoring and Review

1. This is done through self evaluation procedures , e.g. line manager meetings, the department Improvement Plans (DIP) and team reviews. This information feeds into the units self evaluation cycle as appropriate.
2. Partnerships with external parties are reviewed on an annual basis.
3. Lesson/Mentoring observations provide an indication of the quality of IAG being delivered.
4. Pupil voice enables young people to be engaged in the design, delivery and evaluation of IAG.
5. Re-validation of the National Health Schools standards and the Quality kitemark for CEG provides opportunities for external monitoring and review of IAG provision.
6. Parents'/Carers questionnaires also provide information on IAG provision.

H. Other Sources of Information

1. The unit provides an IAG display area and a notice board within the canteen area.
2. All students receive a who am I booklet in agreeance with the referring school

I. Complaints Procedure

Complaints about the delivery of IAG should be addressed to the CURRICULUM HEAD of Good Apple Education.

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