Percy Hedley School Careers, Information and Guidance Policy

Approved by: John Steward Date: September 2026

Next review due by: September 2028

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 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 stereotypical, cultural, age, sex, ability, or disability to make informed decisions at all stages of their experience and development.

Percy Hedley takes the view that IAG (Information Advice and Guidance) must:

• Empower young people to plan and manage their future pathways

• Provide appropriate and practical information and advice

• Raise and broaden aspirations

• Actively promote equality of opportunity and challenges of stereotypes

• Provide effective LMI (Labour Market Information) to aid decisions

• Challenge expectations with dynamic opportunities, and challenges

Aims

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.

Relationship to other policies

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

Roles and Responsibilities of Headteacher, Careers leader, teachers, teaching assistants and Governors

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 termly.
• 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 appropriate careers audit using the Gatsby benchmark scheme and updated when necessary throughout the year
• pupil's summative progress is monitored and evaluated in school work files
• Individual benchmarks are completed and updated annually
• Individual outcomes are updated each term
• 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
• 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
• 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.
• Report progress within SLT and the progress group to show progress and actions for the year

The **Staff Team** will ensure that**:**

• Pupils gain an understanding of the world of work and will understand their entitlement to continued learning.
• Link the curriculum learning with careers (contextualising)
• Emphasise the importance of succeeding in English and Maths
• All subjects that are taught, should highlight the relevance of the subject for a wide range of future career paths
•Vocational Curriculum to focus on aspects of careers.
• Pupils know and understand how to access sources of career/post school information and decision making support.
• Assessment informs pupils of their next steps in learning.
• They contribute a subject comment to pupil reports.
• Develop transferable skills
• Pupils have access to a variety of opportunities in investigating other careers,
e.g self-employment

• Pupils have an awareness of a variety of curriculum pathways that they can follow in order to achieve success in a chosen employment area.

The **Local Advisory Board** 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

Arrangements for Monitoring and Evaluation

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.

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, governors, pupils and parents. Their views are elicited via, discussions, surveys, cluster council meetings 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 reviews
• Subject audits and policies
• Visits from the School Improvement Partner and Ofsted inspection arrangements.

The local advisory board will receive an annual report from the head teacher with information on:
• The curriculum on offer at Percy Hedley School
• Standards achieved by pupils and their progress over time
• Standards reached by different cohorts of pupils
• National assessment and examination results
• Changes to statutory requirements