



Bungay High School...

Aspirations Policy



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Opportunity and Excellence for All





Aspirations Policy

This Aspirations Policy incorporates Careers Education, Information and Guidance Policies.

Aims

The 1997 Education Act places a duty on schools to give students in Years 9 to 11 access to Careers Education, Information and Guidance. Bungay High School offers a similar provision for students in Years 12 and 13.

'The aims of the New Secondary Curriculum are to enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make positive contributions to society.

Careers education, supported by personalised information, advice and guidance (IAG), lies at the heart of the educational process and plays an important role in delivering these outcomes. It also has a significant contribution to make to the achievement of the five Every Child Matters outcomes.' (The Statutory Guidance October 2009 - Impartial Careers Education)

In a fast changing world of choice and opportunity, Bungay High School endeavours to develop an Aspirations Culture. Information Advice & Guidance (IAG) will form part of the learning journey and be delivered through a diverse range of activities outlined below.

Entitlement

In summary, the Aspirations Initiative/Careers programme will have the "whole child" at its heart and encourage each student to develop a dynamic Individual Aspirations Plan (IAP) built around personal interests and motivations. Each student will have a form tutor who will act as a personal tutor and 'critical friend' in supporting the student's development of their IAP, exploring career and education pathways and encouraging each student to take responsibility for their own learning as well as the setting of personal aspirational short and long term targets.

The appointment of an Aspirations Coach provides on-going careers information and guidance to students, staff and parents.

Student entitlement includes:

- daily access to our Aspiration Coach
- work experience
- careers week activities (careers across the curriculum)
- dedicated IAG web site containing a range of resources
- daily access to our careers library
- range of visiting speakers and career talks
- visits to industry
- 1:1 tutorials with personal tutor
- interview practice
- PHSE programme in Year 9



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- Teenage Health Information Service
- Focus Days which include developing work skills and understanding
- Students' and parents' information evenings
- an interview with our Connexions Advisor.

Students will be entitled to Information, Advice and Guidance that is impartial and confidential. This will be supported by the School's Connexions Personal Adviser interviewing each student in Year 11, attending all transition planning sessions and available to students in all Years on request. They will also have access to the school's intranet and the ASK AGI website that links to a wide range of other websites covering:-

- diagnostic information
- career advice and information
- educational advice and information
- personal teenage information

They also have access to careers library manned during lunch hours by our Aspirations Coach for 1:1 advice.

All students have access to the wide range of vocational courses at our 21st century facility and partnership resource, North Suffolk Skills Centre, in addition to on-site vocational programmes.

Students will have access to Bungay High School's 'Work Related Learning' Pathway offering a targeted work experience on request for either short taster sessions or over KS4 leading to a recognised qualification

All students in Year 10 will be offered a work experience placement of two weeks duration.

Students in Years 12 and 13 will be able to request work experience.

Students in KS4 and KS5 will be offered an opportunity to participate in the schools Enterprise Activities.

Careers Education and Guidance Policy Statement

Bungay High School sets out to offer a 'Careers Education that helps young people to develop the knowledge, confidence and skills that they need to make well-informed, considered choices and plans that enable them to progress smoothly into further learning and work, now and in the future'. (The Statutory Guidance October 2009 - Impartial Careers Education)

The Careers Information and Guidance programme will enable the students to:

- Understand themselves and develop their capabilities**
In thinking about education, training and work, students will assess their own needs, interests, values, aptitudes and aspirations.
- Investigate the changing patterns and trends of career pathways**
Students will experience a range of learning opportunities that will inform students and parents of the changing face of employment.



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c) **Implement careers planning**

The need to develop the skills necessary to implement, with access to good information, career planning and the ability to review and evaluate decisions in the light of change.

The Context and Principles Underpinning the Aspirations Policy

'The principles underpinning our approach to IAG are: excellent, personalised and impartial careers information, advice and guidance in schools; support for parents to help them help their children to make the right decisions; state-of-the-art on-line IAG resources, accessible 24/7 by young people and their parents, with links to a 1:1 advice; many opportunities for young people to get a feel for different courses and careers, through taster sessions and high quality experiences – including both HE and workplaces; opportunities to build a relationship with a respected adult through mentoring or shadowing, especially important for disadvantaged young people who often underestimate their own abilities and how far these can take them; access to specialist local help for vulnerable young people and those with additional needs'.

(Quality, Choice and Aspiration DCSF October 2009 – A Strategy for Young People's information, Advice and Guidance)

Bungay High School fully endorses these principles within our policy and has used them to guide resource allocation and planning.

Bungay High School sets out to, 'transform IAG requiring a new approach, one that brings together young people, those working in business and older peers, because they are often best placed to provide an understanding of all the different types of jobs young people might aspire to and the qualifications they need to fulfil their ambition'.

(Quality, Choice and Aspiration DCSF October 2009 – A Strategy for Young People's Information, Advice and Guidance)

This will be achieved through using a range of past students, industry speakers, careers week activities (careers within the context of subjects studied) and our work experience programme.

'This generation of young people look to the internet for knowledge in most areas. So this strategy signals a step change in on-line advice and guidance so that we can deliver a truly 21st century IAG service with young people'.

(Quality, Choice and Aspiration DCSF October 2009 – A Strategy for Young People's information, Advice and guidance)

By developing a Web IAG resource (ASK AGI) on the school web site accessible by students parents and friends on a continual basis, available at all hours of the day. To ensure full support is available to all users, a link on the website resource known as ASK AGI will be made to our Aspirations Coach.

Aims

Bungay High School instigated its Aspirations Culture Initiative in the Summer of 2009. A planned programme of CPD will support the developments required to fully embrace the following aims which will be in place by September 2010



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Key aims are to (note: skills in italic and underlined are not yet fully secure and form part of our development plan):

1. Empower young people to plan and manage their own futures

- 1.1 are able to investigate opportunities for learning and work on their own
- 1.2 are able to interpret information and to identify partiality and bias
- 1.3 make challenging but realistic plans for their future learning and work
- 1.4 recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.5 are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.6 feedback that they have the skills that they need to plan and manage their careers.

2. Respond to the needs of each learner

- 2.1 understand what motivates them, their strengths and their learning/work preferences
- 2.2 know how to access personalised information, advice and guidance
- 2.3 understand the skills and qualifications that they need to pursue their ambitions
- 2.4 have an individual aspirations plan (IAP) that they keep under review and update as they approach each transition
- 2.5 influence the design and delivery of careers education/information and advice services
- 2.6 feed back that they have received the personalised support that they have needed to make informed choices.

3. Provide comprehensive information and advice

- 3.1 understand the opportunities afforded by, and are provided with easy access to:
 - the Connexions service
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with special educational needs and disabilities)
 - Business Link
 - UCAS
- 3.2 understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)
- 3.3 understand the opportunities for progression to further learning afforded by each course/pathway, including to Higher Education
- 3.4 understand the work opportunities and rewards afforded by each course/pathway
- 3.5 understand the opportunities afforded by self-employment
- 3.6 know how to access information about community and voluntary opportunities
- 3.7 understand, and are able to claim, the financial support that they are eligible to receive to support their learning
- 3.8 understand the concept of labour markets
- 3.9 are aware of opportunities within local, regional and national labour markets
- 3.10 understand their rights and responsibilities at work
- 3.11 feed back that they have had the information and advice that they have



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needed to make informed choices.

4. Raise aspirations

- 4.1 have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or “taster” sessions and through visits to employers, work based training providers, universities etc.)
- 4.2 set challenging but realistic learning and work goals
- 4.3 understand the benefits of economic independence
- 4.4 have positive expectations of work
- 4.5 understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)
- 4.6 recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 feed back that they are excited by, and committed to, further learning.

5. Actively promote equality of opportunity and challenge stereotypes

- 5.1 are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 understand that stereotypical decision-making can have financial implications
- 5.3 consider learning and work options that are not generally associated with their school
- 5.4 consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socioeconomic background
- 5.5 make successful transitions when they choose non-traditional opportunities
- 5.6 feedback that they recognise, and reject, learning and work stereotypes.

6. Help young people to progress

- 6.1 understand the relevance to their future lives of each part of the curriculum
- 6.2 understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 can follow applications procedures and prepare for interviews
- 6.5 understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer
- 6.6 understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 understand the Common Application Process and are able to use it as required when applying for post 16 provision
- 6.8 progress smoothly into further education/training or employment after leaving school
- 6.9 feed back, after leaving school, that they are satisfied with the decisions that they have made.

(Key Aims of Statutory Guidance: Impartial Careers Education Oct 2009)



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Implementation

Management

Mr M. Attenburrow (Assistant Head Teacher) will direct the Aspirations Culture initiative. Mrs. J. Crowley (Aspirations Coach) will co-ordinate activities and support initiative. Learning Leaders will lead the transition from tutors to 'personal tutors' role and support the IAP process

Staffing

- All staff are encouraged to contribute to the building of the Aspirations Culture and building careers pathway information in their roles as subject teachers and tutors.
- Careers week provides a focus to work. During this week all subjects will give over one period to explore career pathways in their subject area.
- The Work Related Learning module in year 9 is delivered by the dedicated PSHE team.
- The Connexions Personal Adviser delivers specialist guidance on a one-to-one basis.

Evaluation

At the end of each careers activity, students and practitioners will be encouraged to provide feedback, which will be used to implement improvements where necessary.

Student Feedback

Student feedback will be sort after each learning experience offered and be used to shape the development of our IAG programme.

Partnerships

A partnership agreement will be negotiated annually between Bungay High School and Connexions. It will identify the contributions each partner is to provide. Links with local business and training providers and the wider community will be maintained and developed with the assistance of our partnership Work Related Learning Co-ordinators and Community Manager.

Resources

The Careers Resource Centre is updated annually via the addition or replacement of books, software, audiovisual resources, pamphlets and posters. This is facilitated by discussion with the Connexions Personal Advisers who, through their expertise, provide valuable insight into resources which work well for young people. ICT facilities are available in the careers library.

Staff Development

IAG CPD has been a focus area in 2009/2010 and will be constantly reviewed as a priority to ensure the quality delivery and support of our Aspirations Culture initiative.



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Parents and Carers

Parents and carers are encouraged to participate and facilitate their children's use of IAG by attending the Options, Pathways, Open, Parents' evenings. The Aspirations Coach and Connexions deliver impartial information and guidance to parents.

March 2010