



Aspirations Policy

Adopted:	1 December 2015
Review Date:	December 2017
Responsible for Review:	Aspirations Coach/AHT Teaching and Learning
Committee for Review:	Teaching and Learning
Frequency of Review:	2 Years
Statutory:	No

This Aspirations Policy incorporates Careers Education, Information and Guidance Policies. Bungay High School instigated its Aspirations Culture Initiative in the Summer of 2009. A review of the policy occurred in 2013

Aims

The 1997 Education Act places a duty on schools to give students in Years 8 to 13 access to Careers Education, Information and Guidance. Bungay High School sets out to meet this obligation through a range of intervention strategies.

The key aims of the Bungay High School Aspirations initiative is to:

- Motivate learning through providing a context for learning
- Inform students of employability criteria
- Support students in developing a career pathway to realise their individual aspirations
- Support students in developing their understanding of the labour market
- Support students in being able to sell themselves to an employer and gain meaningful employment

These will be achieved through:

- Early Bird sessions
- Careers Week
- 1:1 Interviews
- Visits to employers and HE
- Organisation of a 'pathways evening', involving a range of training providers for our year 11 students
- Organisation and support of year 12 careers day
- UCAS & student finance support
- Representation on the SLT
- Support SEN student progression
- Parent careers evening focused at informing parents of the resources and services available to support their child build a career pathway
- A section on Moodle is devoted to careers, aimed at offering up-to-date information on a wide range of information and support
- Direct email opportunities for both parents and students to seek advice from the school Aspiration Coach

The Education Act 2011 places schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external and expert providers. **(THE EDUCATION ACT 2011)**

This will be achieved through:

- Every year 11 student receiving an independent careers advice session
- An independent careers advisor being available at parents evenings



- Careers parents evenings held to inform parents of how to access careers information and gain independent careers advice
- Government web site contact details being made available on the school Moodle careers pages
- Careers week – where employers talk directly to students
- Pathways evening – where outside providers are invited to present to our student body
- Visits to employers and HE

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 including access to independent advice.

With the raising of participation age (RPA) students will receive advice and guidance on career development and training opportunities in the locality.

Entitlement

In summary, the Aspirations Initiative/Careers programme will have the “whole child” at its heart and encourage each student to develop their own dynamic and Individual Aspirations, 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 aspirations, 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
- Independent work experience
- careers week activities (careers across the curriculum) which includes visiting speakers
- dedicated IAG web site containing a range of resources
- daily access to our careers library
- range of visiting speakers and career talks
- Industry visits
- 1:1 tutorials with personal tutor
- interview practice
- PHSE programme in Year 9
- Students’ and parents’ information evenings
- Head of House support and guidance
- Access to independent advice & guidance will be delivered through - The National Careers Service, pathway evenings where we will invite in a wide range of local providers and having a qualified professional available at key parents evenings to support students and parents, HE visits.



Students will also have access to the school's intranet and the ASK AGI website that links to a wide range of other websites covering:-

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

All students have access to the wide range of vocational courses at our, North Suffolk Skills Academy, in addition to on-site vocational programmes eg. BTEC Sport (Outdoor Education), ASDAN.

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 and/or a Chamber of Commerce certificate (developed by Bungay High School with the Ipswich Chamber).

Students in Years 12 and 13 are encouraged to request work experience, which the school will help develop.

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:

- Develop their capabilities**
Through offering a: broad curriculum, excellent advice and guidance programme, opportunities to gain additional experience and understanding of the world of work, pastoral support, 1:1 mentoring.
- Investigate the changing patterns and trends of career pathways**
Through the delivery of our 'Early Bird' programme which includes a wide variety of information and advice. The local and national job market will be investigated.
- Implement careers planning**
Through: advice and guidance sessions, careers week, internet research, 1:1 interview practise, CV writing support, pathways evening, Aspiration coach and independent advisor guidance.



The Context and Principles Underpinning the Aspirations Policy

'The principles underpinning our approach to IAG are: excellent access to our Aspiration Coach offering personalised careers information supported with independent careers advice; 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 access by email our Aspirations Coach directly or the Government Independent Careers adviser; 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, especially important for disadvantaged young people who often underestimate their own abilities and how far these can take them; access to specialist local help (Advanced Youth Support worker) for vulnerable young people and those with additional needs'.

(Based upon: **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, visits, careers week activities (careers within the context of subjects studied) and independent work experience.

'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 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.

Objectives

Key objectives are to:

- 1. Empower young people to plan and manage their own futures**
- 1.1 Through providing up-to-date guidance and support on employability criteria, labour markets and training opportunities.



- 1.2 Through helping students to interpret information and to identify partiality and bias
 - 1.3 Through 1:1 tutoring process and our careers advice programme
 - 1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome
 - 1.5 Students are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
 - 1.6 Student feedback will be sought on the effectiveness of our Aspiration Programme
- 2. Respond to the needs of each learner**
- 2.1 Through 1:1 interview process supported by our Aspiration Coach
 - 2.2 Through tracking of student progress and development and identifying those most at risk of becoming NEET
 - 2.3 Supporting the development of the skills and qualifications that students will need to pursue their ambitions
- 3. Provide comprehensive information and advice – through:**
- 3.1 Aspiration Coach, Apprenticeships Vacancies On-Line, other information sources used locally, the transition support team (for young people with special educational needs and disabilities), Business Links, UCAS
 - 3.2 understanding 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 understanding 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 understanding 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 understanding the concept of labour markets
 - 3.9 being aware of opportunities within local, regional and national labour markets
 - 3.10 understand their rights and responsibilities at work
 - 3.11 feedback sought regarding the effectiveness of the Aspirations delivery programme
- 4. Raise aspirations**
- 4.1 Students to 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 Students set challenging but realistic learning and work goals
 - 4.3 Students understand the benefits of economic independence
 - 4.4 Students to have positive expectations of work



- 4.5 Students to understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)
- 4.6 Students recognise the need to seek impartial advice
- 5. Actively promote equality of opportunity and challenge stereotypes**
- 5.1 Students are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 Students understand that stereotypical decision-making can have financial implications
- 5.3 Students consider learning and work options that are not generally associated with their school
- 5.4 Students 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 Students make successful transitions
- 6. Help young people to progress**
- 6.1 Students understand the relevance to their future lives of each part of the curriculum
- 6.2 Students understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 Students understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 Students can follow applications procedures and prepare for interviews
- 6.5 Students 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 Students understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 Students progress smoothly into further education/training or employment after leaving school

Implementation

Management

An Assistant Head Teacher will direct the Aspirations Culture initiative.
An Aspirations Coach will co-ordinate activities and support initiative.
Heads of House will lead the transition from tutors to 'personal tutors' role

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.



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 to shape the development of our IAG programme.

Physical Resources

The Careers Online Resource is updated annually.

Staff Development

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

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 provides information and guidance to parents and will inform both parents and students about the National Careers Service independent advice service.

Updated November 2015 Next review November 2017 (2 years review frequency)

Reviewed by the Care and Achievement Committee on 5 November 2015

Adopted by the full Governing Body on 1 December 2015