



INFORMATION, ADVICE AND GUIDANCE POLICY 2025



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**Signed by Chair of
Trustees**

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FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

1. AIMS, SCOPE AND PRINCIPLES

The purpose of the policy is to ensure that all staff and students are aware of our careers strategy and practices. We provide high quality, independent and impartial, stable careers education, information, and guidance to motivate our students and provide them with a clear idea of the routes to jobs and careers available. This careers policy also aims to widen student's horizons, challenge stereotypes, and raise aspirations to support students to make successful transitions to the next stage of their life.

2. POLICY PRINCIPLES

Careers policy and practice will benefit all students and potential students by ensuring that:

- Delivery and management of service is consistent.
- Students and potential students receive high quality, independent and impartial careers education, information advice and guidance that provides students with a variety of training options including but not limited to apprenticeship and technical education routes.
- Awareness of the service is raised through providing information to all candidates
- Services promote equality of opportunity for individuals and groups and reflect a diversity of candidate needs which considers issues connected with race, religion, sexual orientation, age, disability and gender. Students are provided with impartial, external sources of information.

3. ROLES AND RESPONSIBILITIES

3.1 THE SENIOR LEADERSHIP TEAM

Senior leaders will:

- Maintain overall responsibility for the Careers Policy and its implementation.
- Provide staff delivering the careers strategy with opportunities to develop and maintain competence through continual professional development opportunities.
- Publish details of the LLET careers programme on the company website.
- Ensure that accurate progression data for each student is kept for at least three years after students leave school.

3.2 THE HEAD OF PROVISION/CAREERS LEADER

The Head of Provision/Careers Leader will:

- Engage with the Virtual School to identify students who are Looked After and to ensure that their additional needs are being supported and that their personal educational plan helps inform their careers advice.
- Ensure that students with Education, Health, and Care Plans (EHCPs) have annual reviews with a focus on adulthood, including employment.
- Identify young people who need more targeted support or who are at risk of not participating post-16. This will include students who are looked after, known to social care or on an EHCP. Schools will support these students by referring for further support and training offered locally.
- Embed careers throughout the curriculum.
- Ensure students access impartial advice via appointments with their career's advisor.

3.3 STAFF

Staff will:

- Ensure that they have the skills and knowledge to look after students' needs.
- Take responsibility for the front-line delivery of the career's strategy.
- Ensure students attend impartial advice via appointments with their career's advisor.
- Log and monitor all careers related work

4. CONFIDENTIALITY

All Careers advice and guidance will be delivered, recorded, and monitored as detailed within the school's Confidentiality Policy.

5. CAREERS STRATEGY

5.1 CAREER AND LABOUR MARKET INFORMATION

All students have access to labour market information to inform their decisions on study options. We will explain the value of researching the labour market to both students and parents/carers and will support them in accessing and understanding this information.

5.2 ADDRESSING THE NEEDS OF EACH STUDENT

Personalised plans are in place for students with SEND and that support is provided in helping students with SEND to understand different career paths, and the ways in which adults with SEND or disabilities can be supported in the workplace.

We will:

- Build relationships with businesses, employers, employment services, and disability and other voluntary organisations to help broaden students' horizons.
- Ensure that students are aware of and prepared for the costs associated with staying in post-16 further education (for example, transport, accommodation, books, equipment, and childcare). Advice and guidance on available bursaries and funding will be made available to students.
- Raise student aspirations by providing impartial careers guidance that is tailored to individual needs to ensure that students from all backgrounds, gender, and diversity groups, including those with special education needs and disabilities, consider the widest possible range of careers.
- Provide careers advice and guidance for all students, particularly around girls and STEM, is focused on tackling gender stereotypes (for example, by providing students with opportunities to meet with men and women in non-stereotypical jobs).

5.3 LINKING CURRICULUM LEARNING TO CAREERS

We have an ambitious curriculum which provides students with several opportunities to access careers provision through individual development and training on the skills and progression necessary to achieve their goals. Students are provided with opportunities to achieve a variety of vocational qualifications including Occupational Studies which allows students to choose vocational units in an industry of their choice.

5.4 ENCOUNTERS WITH EMPLOYERS, EMPLOYEES AND WORKPLACES

All students are provided with several encounters with employers between years 7 and 11 and that these opportunities include STEM and technical trade employers.

All students are exposed to the world of work and that students gain the confidence needed to compete in the labour market. This includes providing opportunities for students to develop entrepreneurial skills for self-employment and establish real world connections with local employers and professional networks.

Students will be given opportunities to take part in work experience placements in different stages in key stage four.

5.5 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

We will work closely with post-16 providers to support students in transitioning to post-16 training and education.

We will support providers in understanding student needs and ways to best support our students in their transitions.

We will provide students with opportunities to visit local colleges and/or will arrange for local colleges to attend the school and hold information sessions. See provider access statement for more information.

5.6 PERSONAL GUIDANCE

Independent and impartial personal careers advice and guidance will be provided for all students with the support of careers leaders as well as the use of external careers advisors from local agencies and Progress Careers (see Section 8).

6. CAREERS EDUCATION, INFORMATION, ADVICE, AND GUIDANCE (CEIAG)

We provide high quality, independent and impartial services or if necessary, make referrals to external organisations.

This policy recognises that high quality CEIAG improves retention and achievement in learning programmes and outcomes.

6.1 RESPONSIBILITIES

Senior leaders are responsible for providing staff delivering the CEIAG service with opportunities to develop and maintain competence.

Staff are responsible to ensure that they have the skills and knowledge to look after students' needs or refer them to alternative providers of CEIAG.

The delivery of CEIAG is the responsibility of front-line delivery staff and managers.

Delivery of CEIAG will be through clear communication and referral services as follows:

- Initial Pre-course CEIAG Discussion, which is recorded on the student's Individual Learning Plan (ILP)
- Induction Process
- Completion of ILP
- Referral to CEIAG alternative provider where necessary o On-going Assessment and Support
- Progression CEIAG Discussion, which is recorded on ILP

CEIAG policy and practice will ensure that:

- Aims and objectives for service delivery are identified and targets established
- All students and potential students have access to specialist, independent and impartial advice, and guidance services through referral as appropriate to meet their needs
- All staff are aware of and comply with the CEIAG processes and procedures
- Delivery of CEIAG is logged and monitored, in line with the requirements of Local Authorities and Government guidance, by completion of:
 - IEDP
 - Progress Reviews
- A range of information on internal and external learning opportunities is maintained and up to date.
- CEIAG is available throughout all stages of learning
- CEIAG is accessible to all students in all year groups

7. POLICY STATEMENT ON PROVIDER ACCESS

7.1 PURPOSE

This statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act (2011).

7.2 STUDENT ENTITLEMENT

All students are entitled:

- o to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- o to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through events, assemblies, group discussions, 1:1 discussion with an adviser and taster events.
- o to understand how to make applications for the full range of academic and technical courses

7.3 MANAGEMENT OF PROVIDER ACCESS REQUESTS

A provider wishing to request access to one of our schools to provide careers advice or guidance to our students should contact the head of provision,
mcolemanjones@lilyalighthousetrust.co.uk

7.4 OPPORTUNITIES FOR ACCESS

Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. All planned events will be published on individual school apps and parents/carers will be notified by telephone or in writing of upcoming events.

7.5 PREMISES AND FACILITIES

The school will make classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the school. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school.

8. GATSBY BENCHMARKS AND RESPONSIBILITIES

We work closely in-line with the Gatsby Benchmarks to support Lilya's schools in ensuring that students have access to:

- A stable careers programme that enables young people to make well informed decisions about education, training apprenticeship and employment opportunities.
- Learning from career and labour market information to inform future study and employment options for students and parents/carers.
- Advice addressing the needs of each student through bespoke guidance support sessions.
 - o Opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- Experiences of workplaces with work visits, work shadowing and/or work experience to help their exploration of career opportunities.
- Advice on the full range of learning opportunities available in their local area and routes into colleges, universities, apprenticeships, and work.
- Personalised independent and impartial guidance which provides each student with guidance interviews with a career's advisor and coaching, including how to write a CV and prepare for a job interview.
- Personalised support in completing job and college applications and action planning following the release of exam results.
- Psychometric assessments with personalised feedback.
- Workshops for students and parents on key career issues (weighing up costs and benefits of various choices including college and other options).
- Access to employers and providers with the use of 'Careers Cafes' which provide an informal way to interact with employers and providers.
- Access to resources and information via plasmas, displays, and written materials to ensure that key facts reach students in a timely manner.

