

The **matrix** Standard

Guidance for Schools

ELEMENT 1 - LEADERSHIP AND MANAGEMENT

This element is about the way in which the organisation is led and managed to develop an effective service

Criteria	What this might mean	What this might mean in practice
<p>1.1 The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims</p>	<p>Management and staff are able to describe and give examples of measurable aims and objectives of the service and how they link to the wider organisational strategic aims. Managers and staff can describe how they are involved in developing the aims and objectives of the service.</p>	<p>Milestones or targets for the IAG service need to be clear. For example, the school aim in the School Improvement Plan might be to raise achievement at GCSE /support students to realise their potential by raising aspirations and preparing them for adult life. However, you need to be clear about the contribution IAG makes to the achievement of your school aims. So, a measurable IAG service objective could be to provide enhanced mentoring and pastoral support to re-engage, motivate and so reduce the level of those young people who are classified as NEET. Another IAG objective might be to increase the number of 6th form students successfully gaining a place at a Higher Education Institution/or an advanced apprenticeship.</p> <p>Your Assessor will want to speak to a senior person within your organisation to confirm the overall strategic aims and how the IAG service fits with these. Useful documents may include School Mission and Values, the School Improvement / Development Plan and your IAG strategy or policy.</p> <p>This criteria links closely to 3.2 and 4.1</p>
<p>1.2 The service is provided with clear leadership and direction</p>	<p>Managers can describe how they lead and direct people in the delivery of the service. Staff can describe how well managers lead them to deliver the service.</p>	<p>Your leadership team has effectively communicated what the school is striving to achieve and how this relates to the service/s being delivered. Staff can clearly describe what the school is trying to achieve and have a clear understanding of where it is heading. Senior leaders or link Governor(s) might have an understanding the role of IAG in supporting the raising of attainment and aspirations of students.</p>

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<p>1.3 The organisation implements policies to promote equality and diversity, impartiality, confidentiality and professional integrity in all aspects of service delivery</p>	<p>Managers and staff can describe and give examples of how the systems and processes in place promote equality, diversity, impartiality, confidentiality and professional integrity.</p>	<p>The implementation of equality and diversity could be demonstrated by providing materials in a range of formats, or by using monitoring data to target specific groups; for example you may have found through monitoring that there is an attainment gap between different types of student and so you implement new approaches to address this, such as the Aim Higher approach or similar.</p> <p>You could give examples of how you refer students to other help and support (such as a Connexions/careers adviser) that the school can't directly provide to demonstrate impartiality.</p> <p>Confidentiality can be demonstrated by staff explaining how they cover it at the start of an interview, by being described in materials for students, records stored in locked cabinets or by students confirming their understanding of how the service is confidential.</p> <p>You can also describe how you uphold any professional codes of practice in your work with students.</p>
<p>1.4 The organisation complies with existing and new legislation which might impact upon the service</p>	<p>Managers and staff can describe and give examples of legislation including how it impacts on the service.</p>	<p>Appropriate legislation is likely to vary depending upon the nature of the service/s being delivered and the school community. However, it is likely to include areas such as health and safety, equal opportunities, data protection and employment legislation as a minimum.</p> <p>Additionally, you might explain how RPA is being implemented to support students beyond year 11.</p> <p>It is important that all staff, including volunteers, can provide examples of appropriate legislation and how they are updated with any changes.</p> <p>For example, staff should be able to describe how the school has ensured rigorous safeguarding, and/or how health and safety legislation is an integral part of day-to-day activities.</p>

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<p>1.5 The organisation defines client outcomes and uses them as a measure of success for the service</p>	<p>Examples of definitions of client outcomes are provided. Managers can describe how they are set and who is involved. They can describe how they are reviewed.</p>	<p>You can describe how as part of your planning process you have identified the impacts/outcomes you expect your IAG service to achieve for your students.</p> <p>These could include:</p> <ul style="list-style-type: none"> • awareness of progression routes • confidence and motivation to achieve goals • ability to apply to Further or Higher Education or Apprenticeships • ability to write an effective CV and covering letter • understanding of where to apply for jobs including internet sites • understanding of how to conduct themselves in an interview • awareness of what employers are looking for <p>This is about the other added value benefits you offer through IAG and will have been identified at the beginning of the students' journey / intervention. Consider the intended client outcomes in the context of the aims and objectives you have established for your organisation and your service/s.</p> <p>This criterion is linked closely to criteria 3.1 and 4.2.</p>

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<p>1.6 The organisation promotes the service in ways which are accessible to all those eligible to use it</p>	<p>Managers and staff can explain different methods of how the service is promoted - what works well and why in relation to the eligible client group.</p>	<p>Consider how your IAG service is promoted including how different methods of marketing and promotion have been used to ensure that information about the service is accessible to all students. You should be able to describe which promotional activity works best and why in relation to the different student group/s.</p> <p>Examples could include your website, leaflets, Virtual Learning Environments (VLE), school planners, via tutorials, assemblies explaining the service, social media such as Facebook and Twitter, attendance at events or parents' evenings, methods of promoting the service to internal partners such as teaching staff. If referral from another organisation is a key feature, consider how you keep them up to date with your current IAG service offer.</p> <p>Depending on the method of promotion, this criterion may link to criteria 4.7.</p>
<p>1.7 Clients and staff influence the design and development of the service</p>	<p>Service design and delivery reflects the views and experiences of staff and clients. Staff and clients are able to describe how they are involved in the design and development of the service and give examples of how they have influenced both.</p>	<p>This is about the opportunities you provide for students and staff to influence the service. For example, you may have a student voice strategy which outlines the different ways in which students are involved in developing the service, and your staff may input their ideas at staff / team meetings.</p> <p>You will need to give examples to demonstrate changes as a result of this involvement and show how this feedback has helped shape the current service.</p>

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<p>1.8 The organisation establishes effective links with other appropriate partnerships and networks to enhance the service</p>	<p>Managers and staff are able to describe how they establish links with other partnerships and networks and measure the effectiveness of the relationship. Representatives from partnerships and networks are able to give examples of how well their relationship is working with the service.</p>	<p>You can describe the partnerships and networks you are involved with and how these benefit your service. This could be organisations with whom you have a contractual relationship, for example counselling services and / or those that you network with in order to provide wider support to your students, or information sharing to inform your own practice. This can also include internal partnerships and networks formed to support / enhance the service, for example with parents and employers.</p> <p>This criterion links closely to criterion 4.4 so you will need to describe how you evaluate the effectiveness of the relationships.</p>

ELEMENT 2 - Resources

This element describes the assets invested and applied in providing an effective service

Criteria	What this means	What this might mean in practice
<p>2.1 The organisation uses its resources effectively to deliver the service</p>	<p>Managers and staff are able to explain what resources – including human, physical and financial are needed to deliver the service/s. Managers and staff are able to explain how the level of resource, in relation to client needs, are established and can give examples of how effectively resources are used.</p>	<p>You need to demonstrate how when planning service delivery, you ensure there are sufficient resources to deliver the IAG service effectively across the school.</p> <p>For example, when you may want to consider how staff are supported with appropriate equipment and time to ensure they can operate as effectively as possible or what your Learning Resource Centre has to offer in your delivery. Do you buy in any specialist resources?</p>
<p>2.2 Clients are provided with current, accurate and quality assured information which is inclusive</p>	<p>Clients and staff are able to describe and give examples of the types of information they were able to access and explain how appropriate it was to their needs.</p> <p>Managers and staff are able to describe what quality assurance systems are in place to ensure information is current, accurate and is written in plain language, free from bias and takes account of diversity. Managers and staff delivering the service are able to explain how they support clients and how the resources they use are quality assured</p>	<p>You need to describe the resources you use, (both paper-based and electronic) for example, current labour market information, occupational job profiles and training and provider prospectuses, UCAS support resources, apprenticeship guides, careers and job search websites, leaflets from local agencies and also the systems used to maintain them.</p> <p>You could review resources as part of team meetings, or a staff member could have responsibility for reviewing new and existing resources periodically.</p> <p>You could also be using only reputable websites that you know are quality assured.</p>

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This element describes the assets invested and applied in providing an effective service

Criteria	What this means	What this might mean in practice
<p>2.3 The organisation defines the skills, knowledge, competencies and qualifications, in line with current national recognised professional qualifications and frameworks, for individual staff roles, linked to the aims and objectives of the service</p>	<p>Managers can describe and give examples of how they identify and define the skills, knowledge and competencies of staff roles linked to achieving the aims and objectives of the service/s including being aware of the boundaries of their role. Managers and staff can describe the qualifications and frameworks which are appropriate to their role in delivering the aims and objectives of the service/s. For careers guidance staff in England this should include professional standards and qualifications determined by the Career Development Institute or other representative bodies.</p>	<p>You need to describe the skills, knowledge, competencies and / or qualifications needed for each job role. These do not necessarily have to be IAG qualifications; for example, mentoring qualifications for progress coaches who deal with enquiries.</p> <p>Careers Advisers may be asked to have or be working towards appropriate CDI qualifications.</p> <p>You could also show examples of job descriptions to demonstrate how you have defined the skills, knowledge and competencies; or you may be using a competency-based performance review framework which defines what is required for each job role.</p>
<p>2.4 Staff are supported in undertaking continuous professional development and provided with opportunities for career progression</p>	<p>Managers and staff can explain and give examples of how they are supported in continually developing their skills, knowledge and competence including any appropriate qualifications for their role. Managers and staff are able to describe how they are involved in the process of identifying their needs and appropriate learning and development activities, including career progression opportunities.</p>	<p>Examples here could include short courses (such as motivational interviewing techniques or using career aptitude tests with students), shadowing, development activities during team meetings, informal training, reading, contribution to professional journals, sharing best practice, attending conferences, peer observation of service delivery as well as formal qualifications.</p>

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Criteria	What this means	What this might mean in practice
2.5 Effective induction processes are in place for all staff	Managers are able to describe the induction process for all roles including staff employed by the organisation and any volunteers. Newly recruited staff and those who have recently changed roles can describe the induction process and how this has helped them perform effectively.	Any member of staff or volunteer who has recently joined your school should be able to outline the effectiveness of their induction. They will need to be able to discuss how the knowledge and skills required to do the job were made available to them and whether they had been introduced to the organisation in an effective way. Also, anyone changing role within the school or IAG service or who has returned from long term absence will be able to confirm that they have been given the support and development necessary to enable them to understand their role and carry it out.

ELEMENT 3 - Service Delivery

This element describes the way in which the service is delivered effectively

Criteria	What this means	What this might mean in practice
<p>3.1 The service is defined so that clients are clear about what they might expect</p>	<p>Managers and staff are able to define the service/s offering, in relation to their client group including prospective / potential clients and give examples how they ensure clients understand the service/s offering. Clients can describe and give examples of how they know what to expect from the service/s.</p>	<p>Staff need to be able to explain the IAG service. This may be an IAG service and/or a service that includes pastoral support, safeguarding, health and wellbeing, tutorial/PHSE etc. Your staff can provide examples of how they ensure students understand possible outcomes that can be achieved by the IAG service delivered.</p> <p>Students can describe and give examples of how they know what to expect from the service as explained to them at the beginning of their journey.</p> <p>For example, young people are aware of the support available for their year group, e.g. 1-1 interviews, and understand how it would help them in making decisions about their next steps.</p> <p>This criterion is linked closely to criteria 1.5 and 4.2.</p>
<p>3.2 The service is delivered effectively to meet its aims and objectives</p>	<p>Managers and staff can describe and give examples of the service/s delivery in place which supports the delivery of the aims and objectives.</p>	<p>Staff can describe how the IAG service that has been provided was delivered in ways that meet the aims and objectives as described within criteria 1.1. So, some illustrative examples might be that IAG delivery is undertaken to support the achievement of the IAG service objectives through:</p> <ul style="list-style-type: none"> • Year 9 – whole year group pre-option choices presentation/discussions • Year 10 – 20 form-based group work sessions • Year 11 – delivery of 120 x 40 minute one to one interviews • Deliver three parents' evenings for Years 9, 10, 11 <p>This criterion is linked closely with criteria 1.1 and 4.1.</p>
<p>3.3 The service provided is impartial and objective</p>	<p>Managers and staff are able to describe how they ensure the service/s is impartial, free from bias and objective. Clients can describe how they are made aware of any potential conflicts of interest in the advice provided and understand the limitations of the service/s.</p>	<p>Consider how you would explain to an Assessor that the service delivery is centred upon the individual and their needs and goals and how your IAG service is free from bias.</p> <p>You may wish to show examples of student outcomes and destination data to emphasise the breadth of progression pathways and / or impartiality and offer instances where complaints have been dealt with to satisfactory resolution.</p>

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Criteria	What this means	What this might mean in practice
<p>3.4 Clients are given appropriate options to explore and understand that they are responsible for making their own decisions</p>	<p>Clients are able to describe and give examples of how they have benefited from support process and how they were able to explore different options that met their expectations. Clients are able to describe what support they were given to understand and make appropriate choices. Clients are able to describe how they came to their decisions</p>	<p>Staff delivering your IAG service should be able to describe how they check that students have understood the options open to them and the consequences of alternative courses of action. Students should also be able to describe their experience and how they made up their own mind without any pressure.</p> <p>They may refer to what has been delivered in order to find out about the options at key transitions points e.g. assemblies, one to ones, presentations, options booklets etc.</p>
<p>3.5 When exploring options, clients are provided with and supported to use appropriate resources including access to technology</p>	<p>Clients are able to describe and give examples of what resources were made available when exploring different and appropriate options.</p>	<p>Staff and students can give examples of the resources used, for example, researching useful websites for information such as the National Careers Service, National Apprenticeship Service, job search and college or university websites, or using software packages or similar to help young people make choices.</p> <p>Other examples could include Apps for smart phones and hardcopy resources such as prospectuses and job vacancies.</p>
<p>3.6 Clients benefit from signposting and referral to other appropriate agencies or organisations</p>	<p>Clients are able to describe the benefits they received by being referred to other appropriate agencies or organisations. Representatives from partnerships and networks are able to explain what benefits and services clients referred to them have received.</p>	<p>Staff should describe examples of when they have referred students and how they know that students have benefited from this. This may be for targeted IAG support or to other providers.</p> <p>Students and partners can also describe how effective such referrals have been.</p> <p>For example, if you refer students to an alternative curriculum offer during the school week, how do you check out that they are benefiting from this experience?</p>

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice
<p>4.1 The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements</p>	<p>Managers and staff are able to explain and give measurable examples of the extent to which the aims and objectives have been met. Managers and staff can describe how all aspects of the service/s are reviewed against the measurable aims and objectives including promotion/engagement, service delivery, resources, leadership/management.</p>	<p>There are strong linkages between this criterion, 1.1 and 3.2.</p> <p>Linked together, the criteria help to demonstrate the 'plan, do, review' cycle. You need to provide information on the measurement of the aims and objectives you set in criterion 1.1 and, knowing the results, what improvements you have put in place.</p> <p>The emphasis here is on knowing what you have achieved against the objectives you set and implementing changes as a result. You may have this information in Management Information statistics, reports to Governors etc. Your staff should be able to explain how monitoring and evaluation has identified improvements and informed the future planning and review processes.</p> <p>So, linking to the examples suggested in 1.1 your school might determine that the IAG service contributes to the reduction of NEETs and demonstrated that there had been a 0.5% decrease from the previous year. However, through analysis it has been identified that there is a difference between girls and boys, with boys more likely to become NEET than girls. Therefore, in discussion with the school, targeted support to engage with boys at risk of becoming NEET has been planned for the next academic year which will use more kinaesthetic learning approaches in order to engage this cohort.</p> <p>Further examples may be how IAG is linked to improved attendance, punctuality and whole school GCSE targets.</p>

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice
<p>4.2 The organisation monitors and evaluates client outcomes to support and improve service delivery</p>	<p>Managers, staff and where appropriate clients are able to describe and give examples of how client outcomes are used to improve the service.</p>	<p>There are strong linkages between this criterion, 1.5 and 3.1. The linkage of the criteria helps to demonstrate the student's journey and the outcomes realised. You need to provide information on how your students have achieved the outcomes you defined in criterion 1.5 and what improvements you have implemented as a result. You may have this information in survey results, through using distance travelled tools or other monitoring processes. The emphasis is on what improvements you have implemented as a result of knowing the outcomes of your students. An example to illustrate this might be career action plans and feedback questionnaires used by the school that confirm young people's progress in their career management, with young people having a clear planned destination and able to confirm the employability skills they had gained.</p> <p>Career action plans and feedback are discussed and the School Careers Co-ordinator monitors and evaluates the difference that the support is providing.</p> <p>Through this you may have been able, for example, to identify that although the young people are more aware of internet job search sites, due to the limited access to IT during career guidance interventions, young people stated they wished to have the opportunity to access these sites during career sessions.</p> <p>It has been agreed that this will be built into the IAG curriculum for the next academic year and that these sessions will be timetabled in rooms with IT access.</p>

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice
<p>4.3 The organisation evaluates feedback on the service to build upon its strengths and addresses any areas for improvement</p>	<p>Managers and staff are able to explain how all forms of feedback and evaluation information are used to establish areas of strength and areas for improvement. Clients are aware of who to contact with a compliment, comment or complaint and the process the organisation will follow in dealing with them. Managers and staff are able to explain how complaints are recorded, investigated and what action is taken.</p>	<p>There are strong linkages between this criterion, 1.1, 1.5 and 1.7. You will need to describe how you collect feedback and give examples of how it has been used to improve the IAG service. Students, parents and staff can also help by describing things that have changed as a result of their feedback.</p>
<p>4.4 The organisation evaluates the effectiveness of its partnerships and networks to improve the service</p>	<p>Clients, staff and other stakeholders are able to describe the evaluation process and give examples of how the information is used to improve the service. Examples should show measurable outcomes and link to improvements.</p>	<p>This criterion links to criterion 1.8. You will need to describe how you review the effectiveness of your partnership working; how you know that the relationships benefit both parties and your students. You will also need to share any changes you have made as a result of this evaluation.</p>
<p>4.5 The organisation defines quality assurance approaches which are used to improve the service</p>	<p>Managers and staff are able to describe how the service is quality assured and what plans, policies, procedures and/or processes are in place and how they are implemented.</p>	<p>You will need to describe the systems you have in place to monitor the quality of service delivery and how these processes help you to improve your information, advice and/or guidance. For example, observations of staff, feedback methodologies etc. You may have achieved a regional or local IAG quality mark that helps structure and quality assures some of your provision.</p>
<p>4.6 Staff performance, linked to their role within the aims and objectives of the service, is reviewed and evaluated to improve the service</p>	<p>Managers and staff can describe the process for evaluating performance in relation to roles, aims and objectives of the service. Managers are able to give measurable examples of how effective staff performance has been in relation to service aims and objectives.</p>	<p>Staff will need to describe the process used for performance review, such as appraisal, and give examples of the objectives they agreed / were set as a result. They will also need to explain how these link to the IAG service aims and objectives.</p>

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice
<p>4.7 Effective use is made of technology to improve the service</p>	<p>Clients, managers and staff are able to describe and give examples of how technology has enhanced the way they deliver the service.</p>	<p>Staff should describe the technology used to support service delivery and give examples of how things have improved as a result.</p> <p>For example, use of I-Pads to increase access to careers websites during lunchtime drop in sessions or the use of SIMS to share IAG outcomes</p>
<p>4.8 The organisation continually reviews improvements to help inform the future aims and objectives of the service</p>	<p>Managers and staff are able to provide examples of actions which have been taken to improve the service on an on-going basis.</p>	<p>This criterion is the overarching review cycle that closely relates to criteria 1.1, 1.5, 3.2, 4.1, 4.2, and 4.3.</p> <p>You will need to describe how your processes enable you to 'plan, do and review' in order to improve your IAG service to students. You will need to describe examples of how such reviews have influenced planning and led to further changes.</p>

The matrix 6 Box – Example of Schools Based Careers Service

Plan	Do	Review
<p>Criteria 1.1</p> <p>Organisation aim: To raise aspirations.</p> <p>Service objective: to reduce the level of those young people who are classified as NEET by x by x</p>	<p>Criteria 3.2</p> <p>Delivery is undertaken to support the achievement of the service objectives through:</p> <ul style="list-style-type: none"> • Year 9 – deliver pre-option talk • Year 10 – deliver 35 x 40 minute one to one interviews • Year 11 – deliver 40 x 40 minute one to one interviews • Year 11 – Two days adviser time for follow up interviews • Deliver three parents' evenings for Years 9, 10, 11 	<p>Criteria 4.1</p> <p>The service contributes to the reduction of NEETs and demonstrated that there had been a 0.5% decrease from the previous year. However, through analysis it has been identified that there is a difference between girls and boys, with boys more likely to become NEET than girls. Therefore, in discussion with the school, targeted support to engage with boys at risk of becoming NEET has been planned for the next academic year which will use more kinaesthetic learning approaches in order to engage this cohort.</p>
<p>Criteria 1.5</p> <p>Individual outcomes:</p> <ul style="list-style-type: none"> • Aware of progression routes • Confidence and motivation to achieve goals • Ability to write an effective CV and covering letter • Understanding of where to apply for jobs including internet-based sites • Understanding of how to conduct themselves in an interview; awareness of what employers are looking for 	<p>Criteria 3.1</p> <p>Young people were aware of the support available for their year group, e.g. 1-1 interviews, and understood it would help them in making decisions about their next steps.</p>	<p>Criteria 4.2</p> <p>Career action plans and feedback questionnaires confirmed young people's progress in their career management with young people having a clear planned destination and confirmation of the employability skills they had gained. Career action plans and feedback are discussed and the School Careers Co-ordinator monitors and evaluate the difference that the support is providing. Through this it has been identified that although the young people are more aware of internet job search sites, due to the limited access to IT during career guidance interventions, young people stated they wished to have the opportunity to access these sites during career sessions. It has been agreed that this will be built into the CIAG curriculum for the next academic year and that these sessions will be timetabled in rooms with IT access.</p>