



CEIAG Policy and Careers Programme, Feb 2019

Introduction

Rationale

Our aim is for all students to achieve their very best: this includes making the right choices for progression. There has never been a time when careers guidance has been as important for young people, with such a huge range of choices open to them. We provide impartial information and guidance about the range of options most likely to help them to achieve their ambitions, and teach them to manage their careers throughout their working lives.

Commitment

The College is committed to providing a planned CEIAG programme for all students (based on the eight Gatsby Benchmarks). We have a duty to ensure that all registered pupils are provided with independent careers guidance through to year 13. (**Section 42A of the Education Act 1997**). In addition, the college needs to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 12 and 13, informing them about apprenticeships. (**The Technical and Further Education Act 2017**).

Development and Review

This policy was developed and will be reviewed in discussion with SLT, Faculty Managers, the College careers Coordinator, students, governors, and other external partnerships.

Links with other policies

The policy for CEIAG is underpinned by a range of college wide policies especially those for teaching and learning, assessment, equal opportunities, special needs /LDD and safeguarding. We also have a Statement of Provider Access for CEIAG, and this is published on our website.

Objectives

Student Needs

The careers programme is designed to meet the needs of the students at the college. It is differentiated and personalised and designed to strengthen student motivation, aspirations and attainment. It is tailored as required to meet the needs of any individual pupil with any disability.

Entitlement

Students are entitled to good quality CEIAG. We adhere to the Career Development Institute's Code of Ethics which include impartiality, confidentiality, transparency and competence. It will be integrated into the student experience of the whole curriculum and will raise aspirations, challenge stereotyping and promote equality and diversity.

Year 12

Students are encouraged to:

- Consider all post 18 options including University, Gap year opportunities and Higher/Degree apprenticeships
- Consider how LMI is relevant to their post 18 options.
- Have a one to one guidance interview with the college careers adviser (self-referral)
- Understand different career pathways, entry requirements and make contingency plans
- Access a series of careers speaker sessions on Tuesday afternoons
- Use careers resources and software available via the college Moodle
- Attend careers talks, UCAS exhibitions, university open days and taster days
- Acquire work placements – told of opportunities via tutorial, email, Student News publications, Moodle and on noticeboards

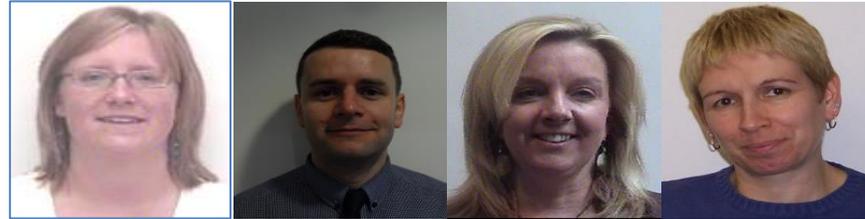
Year 13

Students are:

- Kept up to date with UCAS deadlines, and appropriate internal and external careers events
- Supported to make UCAS applications, use UCAS Extra (where appropriate) and advised on Clearing
- Notified of Higher and Degree Apprenticeships in a timely manner, advertised via email and noticeboards

Implementation

Leadership



Olivia

Paul

Caroline

Anne

The Careers programme within College is lead by **Olivia Wytcherley**, Faculty Manager for Progression. She is responsible for strategic leadership of CEIAG across the College. Olivia is supported in her role by **Paul Grainger**, the Deputy Faculty Manager. Paul has responsibility for the Careers Ready Programme. Pre 16 guidance for prospective students is the responsibility of **Caroline Anderson**, Schools Liaison Manager and she has responsibility for all liaison activities for Year 11 pupils in Partner schools. For students in Pathways and level 2 programmes, and students under the care of an ECHP plan, **Anne Donovan** (Faculty Manager for Endeavour) is the lead for ensuring the correct careers support for these students.

The named Careers Lead for the Guisborough site is Paul Grainger.

Delivery Staffing



Diane Bate

Gavin Rogers

Debs Wyke

Janet Husband

Delivery of personal guidance for enrolled students is the responsibility of **Diane Bate** (Careers Coordinator 16-19). Approximately 80% of her working hours include 1:1 guidance. She also reports to SLT on Russell Group progression and promotes higher and degree apprenticeships. **Debs Wyke and Gavin Rodgers** (Careers Coordinators pre 16) develop relationships with year 9 and 10 pupils in Partner schools and provide age appropriate activities to raise their aspirations. **Janet Husband**, Careers Advisor, Redcar & Cleveland Council SEN Team provides support to SEN students to help them generate individual careers action plans, review them with their parents, and ensures the careers leader understands the college's statutory responsibility to students with SEN. **All teaching staff** have the responsibility to link curriculum areas to careers and support the development of employability skills, and feedback specific student needs (or opportunities) to the CEIAG team.

Curriculum

The careers programme is identified in the Statement of Service leaflet which outlines what students are entitled to, and also outlined during Freshers Fair in September and again on Progression Launch days in July.

Assessment and Accreditation

The Career learning outcomes are based on the eight Gatsby Benchmarks.

Partnerships

In terms of SEND students, SEN team from Redcar and Cleveland Council have a statutory obligation to continue working with young people with EHCPs who attended special schools so they attend EHCP reviews and advise on health, care and education. The College also works in close partnership with 13 Partner schools and the following Universities (for Access scheme purposes): Durham, Northumbria, Newcastle, Leeds and York. We also access the TVLPN (Tees Valley Learner Provider Network) for help with promoting apprenticeships. The College has also recently joined the Careers and Enterprise Company, and have access to a bank of businesses who are involved in the Careers programme.

Resources

Funding is allocated in the annual budget. Olivia Wytcherley will hold the budget for careers within the College.

Monitoring, Review and Evaluation

The programme is reviewed annually and monthly reports are submitted to the senior leadership team. Evaluation of different aspects of CEIAG is undertaken regularly.

The Careers Programme

The College is committed to providing a planned CEIAG programme with clear outcomes for all students (based on the achievement of the eight Gatsby benchmarks):

Benchmark	Benchmark content	Evidence
1. Stable Careers Programme	<i>An embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.</i>	<p>Careers Programme uploaded on college website for all prospective, current students, parents and employers</p> <p>Statement of Provider Access for CEIAG on website, which outlines the process by which Providers can access college pupils.</p> <p>Careers interviews are evaluated (every 10th student given a feedback sheet) (September onwards)</p> <p>Year 12 Tutorial induction: Careers 'Statement of Service' is discussed (September) and re-emailed to all students (February)</p> <p>Year 12 Freshers Fair – Careers Adviser available for discussion as well as Statement of Service Leaflets (September)</p> <p>Year 12 Progression Launch, student entitlement to Careers support is outlined (June)</p>
2. Learning from Career and Labour Market Information	<i>Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information</i>	<p>Section on LMI included on the college website with links to Tees Valley key sectors and national employment growth areas</p> <p>The latest Tees Valley LMI bulletin is printed and displayed on the Jobs board each week (September onwards)</p> <p>Year 12 'The changing world of work' activity delivered in tutorials (February/March)</p> <p>Year 13 'Employability skills Audit' activity, based on PWC professional framework (February)</p> <p>Year 13 'Growing and declining careers sectors and why this matters' - activity in tutorials (February)</p> <p>Year 12 Looking at careers and workplaces that will fit their skillset – tutorial activity (February)</p>

<p>3. Addressing the Needs of Each Student</p>	<p><i>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.</i></p>	<p>Students are provided with information in varying formats in person, careers fair, online, with parents (by arrangement)</p> <p>Tutorial activities to challenge gender stereotypes and to raise student aspirations. (September onwards)</p> <p>Records of individual guidance are kept on the student's ILP (which they and college staff have access to) but only with prior agreement with the student – via the careers Confidentiality Statement.</p> <p>Year 13 Leaver destinations are collected annually. The percentage breakdown of progression into various destinations are available on the College website.</p> <p>Students on the Pathways programme all receive a 1:1 guidance interview and this is delivered within class tutorial times to maximise attendance (January-April)</p> <p>Gifted and Talented students in Additional tutorial groups to focus on bettering Oxbridge, Russell Group or Competitive course applications, and the Oxbridge Conference attended annually (March)</p> <p>Skills Audit is delivered via tutorials, to encourage students to consider their own strengths (October)</p> <p>Equality and Diversity themed activities are delivered for Year 12 (November)</p> <p>Equality and Diversity themed activities are delivered for Year 13 (November)</p> <p>Year 12 Use of Unifrog software (January) year 13 use of Unifrog (September)</p>
<p>4. Linking Curriculum Learning to Careers</p>	<p><i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.</i></p>	<p>'STEM Moodle' for the STEM subject areas – all students have access to this</p> <p>'Careers by Subject' Moodle – careers information and likely Progression routes are identified for each college subject taught.</p> <p>'Careers using...' factsheets available for every college student. Handed out in careers interviews and on subject noticeboards</p> <p>Majority of college subjects have links with employers and actively teach their subjects relating to real work examples. Please see attached sheet (to be available by July 2019)</p>

<p>5. Encounters with Employers and Employees</p>	<p><i>Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i></p>	<p>Youth Matters steering group advertised in Student News (September onwards)</p> <p>All students - Hamper campaign – encourages student involvement with disadvantaged communities (December)</p> <p>James Cook Hospital Work Placements advertised (November) and volunteering scheme advertised (January)</p> <p>Realising Opportunities - every month RO features a graduate who outlines a 'day in their life' to students via a blog post (January onwards)</p> <p>High Tide Foundation – summer work placements (applications January, Interviews March)</p> <p>Realising Opportunities National Student Conference - session focussing on effectively using careers services when in higher education and features graduates speaking about their careers. In the exhibition, employer organisations speak to students in small groups. (March)</p> <p>Freshers Fair—employers come in to publicise their services and recruit volunteers e.g. Mind (September)</p> <p>Year 12 Road safety Presentation –road awareness and introduction to Fire Service (March/April)</p> <p>Year 13 Fire Safety Presentation – Fire safety when living independently and introduction to Fire Service (January/February)</p> <p>Employability skills sessions (January)</p> <p>Year 12 Work Experience tutorials (December)</p> <p>and 13 Work Experience Survey delivered in tutorial sessions (February)</p>
<p>6. Experiences of Workplaces</p>	<p><i>Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.</i></p>	<p>James Cook Hospital Work Placements advertised (November) and volunteering scheme advertised (January)</p> <p>Year 12 Progression Fair – a number of employers invited each year, including Armed Services (June/July)</p> <p>Year 12 Law Supreme Court Activity (via Skype) March</p> <p>Career Ready programme launch event matches students with employers/mentors (January)</p> <p>Yr 12 and 13 - High Tide Foundation summer placements advertised (January) and interviews in college (March)</p>

<p>7. Encounters with Further and Higher Education</p>	<p><i>All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</i></p>	<p>The full range of post 18 opportunities is outlined for all students in written form on the Careers Moodle</p> <p>Year 12 University WP schemes (Realising Opportunities, Durham Progression, Cumbria Futures recruited (October))</p> <p>Yr 12 Realising Opportunities gives students access to 14 leading universities across the country, the opportunity to visit RO universities at least twice as compulsory parts of the programme and offers a range of taster sessions, residential events and open days. Students also complete a study skills module, and are given opportunity to speak to current undergraduate students. (January onwards)</p> <p>Year 13 University WP schemes (Access to Leeds, Newcastle Partners) recruited (October-Feb)</p> <p>Year 12 Oxbridge Conference Newcastle, attended annually (March) and UniQ and Headstart summer courses advertised (November)</p> <p>Year 12 Progression Fair– a range of providers in college, including local FE providers. All students encouraged to attend and attendance is captured by survey during Progression Launch. (June/July)</p> <p>Year 12 encouraged to attend UCAS Exhibition at Teesside Uni in May – absence authorised (advertised January onwards) Also University Open Days attendance encouraged throughout the year</p> <p>Year 12 Progression Launch– Student half-day session looking at their preferred progression route (June/July)</p> <p>Year 12 - The Uni debate Adv/disadv of Uni activity tutorials (February)</p> <p>Year 12 and 13 look at different providers (FE and HE and Apprenticeships) via Unifrog software</p>
<p>8. Personal Guidance</p>	<p><i>Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or</i></p>	<p>Level 7 qualified Careers Adviser available 4 days each week, drop in times advertised for Self-referral (Sept onwards)</p> <p>Priority is given to Year 12's wanting to discuss course changes in the first half of the Autumn term (September-October)</p> <p>Priority is given to Year 13 applying to University to advise on the UCAS process (September – November)</p> <p>FMs and Progress Tutors signpost and refer students in need of careers advice to the Careers Adviser (Sept onwards)</p> <p>Guidance interviews are evaluated by pupils, every 10th student is given an anonymous feedback sheet (Sept onwards)</p> <p>Careers Adviser is based in the Enrolment Hall, for all student, parent and tutor (August)</p> <p>Oxbridge applicants and all competitive course applicants are placed on a Tracking sheet and progress is followed up weekly. If 3 rejections are reached, an offer of careers support is sent by email, copied to progress tutor. (November onwards)</p>

	<i>career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.</i>	<p>Careers adviser identifies those not progressing to HE to invite them to discuss their non-HE options. (January onwards)</p> <p>TVLPN delivers a session for those applying for Higher and Degree Apprenticeships (March)</p> <p>Vocational Interest group sessions for Year 12s delivered by Careers Adviser each Tuesday tutorial (New for April-July 2019)</p>
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Signed:

Paul Gavens
Board of Governors Chair
Date approved: July 2018

Joanna Bailey
Principal

Ethan Burt/Georgeina Grant
SU president/SU Vice President

Date by which review is needed: May 2021