

Careers at PPC

CEIAG Policy and Careers Programme, May 2018



Expanding opportunities
Enhancing futures

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

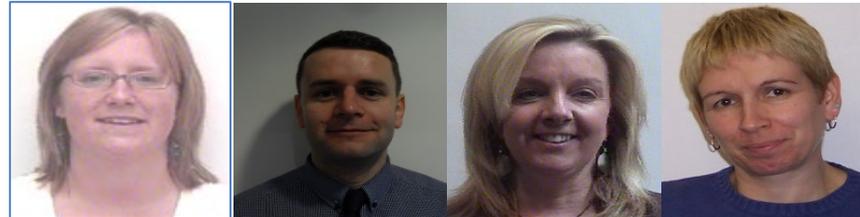
Year 13

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.

Action: to decide who is to be the 'named Careers Leader' By September 2018.

Delivery Staffing



Diane

Gavin

Debs

Jo Thompson

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. **Joanne Thompson**, 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	Activities common to both year groups	Activities – specific to Year 12	Activities – specific to Year 13
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>Written Careers Programme uploaded on college website for all prospective and current students and their parents (by Sept 2018)</p> <p>PPC’s Statement of Provider Access for CEIAG is available, which outlines the process by which Providers can access college pupils.</p> <p>Evaluation and Feedback Careers interviews are evaluated (every 5th student given a feedback sheet)</p>	<p>During the tutorial induction, the Careers ‘Statement of Service ‘ leaflet is discussed</p> <p>Annual Freshers Fair – Careers Adviser is available for discussion as well as Statement of Service Leaflets.</p> <p>Year 12 Progression Launch – within the tutor powerpoint, student entitlement is outlined</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 the national employment growth areas (Recruitment Buzz)</p> <p>The latest TV LMI bulletin is printed and displayed on the Jobs board each week. This is in a prominent position outside the Resource Centre (where student traffic is heaviest)</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 to match differing learning styles – careers interviews, careers fairs, Moodle, by email, with parents (by arrangement)</p> <p>Tutorial programme includes activities to challenge gender stereotypes and to raise student aspirations. ???</p> <p>Records of individual guidance are kept by the Careers Advisers private spreadsheet plus on the student's ILP (which they and college staff have access to) but this is with prior agreement with the student – via the careers Confidentiality Statement (revised/updated annually).</p> <p>Year 13 Leaver destinations are collected and stored annually. The percentage breakdown of progression into various destinations are available upon request and the latest figures are included on the College website under the Careers entry.</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</p> <p>Gifted and Talented students are placed in an Additional tutorial group to focus on bettering Oxbridge, Russell Group or Competitive course applications.</p> <p>Skills Audit is delivered via tutorials before October half term, to encourage students to consider their own strengths</p> <p>Equality and Diversity themed activities are delivered for Year 1s after October half term.</p>	<p>Equality and Diversity themed activities are delivered for Year 2s after October half term.</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' exists for the STEM subject areas – all students have access to this</p> <p>'Careers by Subject' Moodle exists – 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 too.</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 Parliament advertised – to get young people to engage with local political parties</p> <p>Guisborough Town Hall project</p> <p>Hamper campaign – encourages student involvement with disadvantaged communities</p> <p>South Tees NHS Trust – placements and volunteering schemes advertised</p> <p>High Tide Foundation – STEM related work experience 2 week summer placements</p>	<p>Year 12s are surveyed to identify their experiences of work – including part time employment, work experience placements and volunteering.</p> <p>Road safety Presentation for year 12s – encouraging road awareness</p> <p>Freshers Fair In September – a number of employers come in to publicise their services and recruit volunteers e.g. Mind</p> <p>Work Experience Survey delivered in tutorial sessions in January</p> <p>Employability skills are delivered as part of the tutorial session in late Jan.</p>	<p>Fire safety for year 13s, under independent living part of tutorial programme</p> <p>Work Experience Survey delivered in tutorial sessions in January</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>South Tees NHS Trust – placements and volunteering schemes advertised</p>	<p>Progression Fair – a number of employers invited each year, including Armed Services, Nestle, Santander, local councils etc.</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, including HE, Employment, Apprenticeships, Gap Year and Study Abroad.</p>	<p>Oxbridge Conference at St James, Newcastle, attended annually. All students invited to express interest</p> <p>Progression Fair in July – a range of providers come into college for the day, including Universities, Training Providers and Employers. All Year 12s are encouraged to attend and attendance is captured by survey the next day during Progression Launch.</p> <p>Progression Launch in July – Students have a half day session looking at their preferred progression route – either HE, Employment/Apprenticeship or Gap Year.</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 career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.</i></p>	<p>Level 7 qualified Careers Adviser available 4 days each week, 5 days in busy Autumn/UCAS application term.</p> <p>Careers Adviser's drop in times advertised via email, on Student News, on Moodle and on all tutor bases from Sept onwards.</p> <p>As well as self-referral, FMs and Progress Tutors signpost and refer students in need of careers advice to the Careers Adviser from Sept onwards.</p> <p>Guidance interviews are evaluated by pupils, every 5th student is given an anonymous feedback sheet to complete and give back to a third party (resource centre staff) to encourage honesty.</p>	<p>College Careers Adviser is based in the Enrolment Hall, on hand for all student, parent and tutor queries for the duration of enrolment.</p> <p>Priority is given to Year 12's wanting to discuss course changes in the first half of the Autumn term and Progress tutors contacted to advise of this.</p>	<p>Priority is given to Year 13 applying to University in Autumn term to advise on the UCAS process</p> <p>Oxbridge applicants and all applying for competitive courses 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.</p> <p>From January onwards, the careers adviser works to identify those not progressing to HE to invite them to discuss their non-HE options.</p> <p>March: TVLPN delivers a series of sessions for those applying for Higher and Degree Apprenticeships</p>

Signed:

Paul Gavens
Board of Governors Chair

Joanna Bailey
Principal

Ethan Burt/Georgeina Grant
SU president/SU Vice President

Date approved: July 2018

Date by which review is needed: May 2021