



CEIAG Policy and Careers Programme, August 2023

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 to help them to achieve ambitions and teach them to manage their careers.

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 students 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. (**Provider Access Legislation Jan 2023.**)

Development and Review

This policy was developed and will be reviewed in discussion with SLT, Faculty Managers, College Careers staff, 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 1:1 guidance interview with the college careers adviser (delivered via a self-referral system)
- Understand different career pathways, entry requirements and make contingency plans
- Access a series of careers speaker sessions through Pathway groups, both in person and virtual
- Use careers resources and software available via Microsoft Teams
- Independently attend careers talks, UCAS exhibitions, university open days and taster days
- Acquire work placements – told of opportunities via Teams and through Pathway strands.

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 Extra and Clearing
- Notified of Higher and Degree Apprenticeships in a timely manner, advertised via MS Teams

Implementation

Leadership

The Careers programme within College is lead by **Paul Grainger**, Faculty Manager for Progression. Paul is responsible for strategic leadership of CEIAG across the College. He is also the Careers Lead for the Guisborough site. Pre 16 guidance for prospective students is the responsibility of both **Caroline Anderson**, Schools Liaison Manager and **Sam Matthews**, Liaison Support Manager. They have responsibility for all liaison activities for Year 10 and 11 pupils in Partner schools. For students on level 1/2 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. Her deputy, **Sophie Crawford** tends to organise the EHCP reviews.

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

Delivery Staffing

Diane Bate – Careers Coordinator (Y13 UCAS queries)

Level 7 qualified adviser

Approximately 80% of Diane's working hours include 1:1 guidance for currently enrolled students at college. She works 4 mornings a week. Her specialism is within UCAS and HE Guidance. She also reports to SLT on Russell Group progression as well as discusses gap year opportunities and other education provision. She is also responsible for Year 13 leaver destinations.

Beth Cairns - Careers Coordinator (Y12 guidance, Y13s seeking apprenticeship and Primary school trust work)

Working towards Level 6 guidance

Beth works within our Partner primary schools to provide age-appropriate activities to raise aspirations. In addition, during busy periods (namely the Autumn term) Beth sees Y12 students seeking course changes and those Y13 who are determined on an Apprentice route. Beth works Wednesdays at the Guisborough site.

Claire Powell - Careers and Work Experience Coordinator

Working towards Level 6 guidance

Claire works full time. She signposts students to current work experience opportunities as well as offering guidance / information to those who seek NHS career opportunities 4 afternoons a week in the Careers room. She has additional hours for work experience.

Joanne Thompson - Endeavour Job Coach

Level 6 qualified adviser

Jo manages a group of supported internship students based in the Endeavour faculty and has focus on employability. She also has some time to spend with EHCP students in Y13 to offer advice best matched to their ideas on progression.

Kerry Robson - Tutorial Lead

Kerry works closely with college Careers advisers in the delivery, review and planning of the Pathways programme and ensuring that the content covered adheres to the 8 Gatsby benchmarks.

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.

Assessment and Accreditation

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

Partnerships

- **Tees Valley Combined Authority Careers Team** – we work closely with this external organisation who guide us towards the meeting of the 8 Gatsby benchmarks and provide a link to their database of employers when we need industry speakers into college. Through this, we complete a termly Careers Audit and termly case study of best practice, plus annual review of careers provision.
- **Progress Careers** - The College 'Strive' Team work with a small group of pre -16 students who are disengaged from mainstream school provision (for a wide variety of reasons) and as part of this, College has links with Progress Careers, whose advisers work with students to find best progression opportunities for them, often progression into the Endeavour Faculty as post 16 level 2 students to continue missed education.

- **Partner Schools** - The College Schools Liaison Managers work in close partnership with 13 Partner schools, providing Year 11 students with information about sixth form study and help with applications. They organise all the Open events and Preview Day too.
- **Access Universities** – we have agreements with a number of universities (including but not limited to Durham, Northumbria, Newcastle, Leeds and York) to provide opportunities for reduced offers through programmes which certain eligible students can apply for and participate in. These are well advertised but do apply to limited numbers (typically around 10-30 places per scheme)
- **Ask Scheme** - 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. Paul Grainger holds 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 are undertaken regularly. Diane and Paul work with a small group of parents through a 'focus group' to better evolve the careers provision in college, taking into account their feedback.

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)</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 used weekly by careers advisers (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.</p> <p>Students on the Pathways programme are invited to receive a 1:1 guidance interview (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) including LGBTQ+, History Month talk, Eva Women's Aid (covering Gender Pay gap etc)</p> <p>Equality and Diversity themed activities are delivered for Year 13 (November) including Prevent agenda, equality laws in workplace, National Minimum Wage, hours and holiday entitlement.</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</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</i></p>	<p>Youth Matters steering group advertised n Careers Team (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>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</p>

	<i>enrichment activities including visiting speakers, mentoring and enterprise schemes.</i>	<p>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 for Yrs 12 and 13 (January)</p> <p>Year 12 Work Experience tutorials (December) and 13 Work Experience Survey delivered in tutorial sessions (February)</p> <p>Year 13 Apprenticeship awareness raising – Higher, Degree and Local/Tees Valley videos shown in tutorial (November)</p> <p>Year 12 Apprenticeship talk with Tees Valley Learner Provider Network (February)</p>
6. Experiences of Workplaces	<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>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>
7. Encounters with Further and Higher Education	<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>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, and others recruited (October-January)</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, 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 Morrisby 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 career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.</i></p>	<p>Fully 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> <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 (November)</p>

Signed:

Helena Walker
Board of Governors

Asma Shaffi
Principal

Hamza Arshad
SU President/SU Vice President

Date approved: June 2023

Date by which review is needed: June 2024