



Castle Donington College

Careers Education Guidance Policy

Date agreed by Full Governing Board

26th November 2018

Date for review

November 2019

Signed by Chair of Governors

This College follows Guidance and Advice given by the Local Authority and Government when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date. Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

Contents

1. Introduction
2. Aims and Objectives
3. Delivery see Appendix 1
4. Counselling and Guidance
5. Information / Entitlement
6. Equal opportunities
7. Parental Involvement
8. Staff Training
9. Resources
10. Evaluation and Review
11. Responsibilities

1. Introduction

'Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.'

Careers Guidance and Access for Education And Training Providers DfE Jan 2018

At Castle Donington College, we aim to enable our students to learn about the world outside the College so that they are aware of the possibilities open to them and to develop a range of skills, which will enable them to make the transition from the College into the next phase of their lives. We recognise that guidance should be provided that is in the best interests of the young person, is presented in an impartial manner and that good careers guidance is distinctive to the needs of individual students.

Students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their 14-19 pathways and to enable them to manage their careers and sustain employment throughout their lives. This will take into account each student's abilities, needs and preferences.

The College recognises the significant contribution that careers can play in raising achievement and striving towards equality of opportunity and outcome. For this reason, implicit and explicit careers links are made within the curriculum as well as through the pastoral support students receive.

This Policy is under-pinned by the following documents:

- Careers Guidance and access for education and training providers Jan 2018
- Careers Guidance and Inspiration in Schools, DfE April 2017
- Participation of Young People in education, employment or training DfE April 2014
- Careers Strategy: making the most of everyone's skills DfE Dec 2017
- Careers guidance in schools, colleges and universities. House of Commons Briefing Paper 5 July 2016
- Gatsby Foundation report on Good Career Guidance 2014

The College uses the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to strive for a standard of excellence.

2. Aims and Objectives

1. To provide a range of activities that inspire young people
2. To enable students to develop knowledge and understanding of themselves as individuals – their strengths and limitations, abilities, personal qualities, potential, needs, attitudes, values
3. To raise aspirations and increase awareness of the world in which students live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices.
4. To build strong links with employers and employees who can help to boost young people's attitudes and employability skills and inform them about the range of roles and opportunities available
5. To enable students to make informed choices about their own continuing progression and development in education or employment.
6. To enable students to cope with change and manage effectively the transition from school to continuing education, working and adult life.

3. Delivery of the Careers Curriculum

Careers Education is delivered through PSHEE, which is taught by Tutor teams in Years 7-11, through Enrichment Days, tutor time, assemblies, Information Evenings and sessions with visitors. The curriculum is also seen as an opportunity for all teachers to link curriculum learning with careers guidance and opportunities.

The College supports students to make choices about the range of options at 14 and 16. Information is provided on education or training options, including apprenticeships and technical education routes. As well as supporting progression to Post 16 providers the College makes students aware of post 18 pathways such as universities, Higher Apprenticeships and jobs with training to enable them to make informed choices.

The College maintains appropriate working relationships with Further and Higher Education providers, employers, the voluntary and community sector, training providers and other schools and colleges through meetings, email contact and cross-curricular work. Students are made aware that if they do not gain a grade 4 or above in English and Maths at GCSE Level they will be required to continue working towards obtaining them up until the age of 19.

The Careers Education programme is designed to meet the needs of students at the College. It aims to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at the College.

The College aims to create a learning environment, which allows and encourages students to tackle real life challenges that require them to manage risk and to develop their decision-making, team building and problem solving skills.

Castle Donington College acknowledges that there is strong research evidence about the impact of employer engagement on students' future prospects and earnings in adult life.

Opportunities to make contact with real employers and employees are provided to inspire students and to challenge pre-conceived ideas about jobs.

4. Counselling and Guidance

The College provides educational and vocational guidance to all students. Students benefit from face-to-face discussions with a range of people, including:

- Role models and inspiring individuals from the careers to which they aspire
- Former students who can pass on the benefits of their experiences
- Mentors and tutor in school
- Independent Careers Advisor

All teachers/ tutors play an important role in counselling and guidance. Teaching staff deliver careers work relevant to the subject being studied and signpost students as appropriate.

Face-to-face guidance will be accessed where it is the most suitable support for students to make successful transitions. Additional / ongoing careers interviews are arranged for those students who are identified as needing additional input.

The College is mindful that young people with particular vulnerabilities, including Looked After, those on a Child in Need or Child Protection Plan, with SEND or on alternative Provision will need additional support and will ensure that careers guidance is differentiated, where appropriate, and based on high aspirations and a personalised approach.

Where a student has an Education Health Care Plan, all reviews of that Plan from Year 9 onwards will provide a focus on preparing them for adulthood, independent living, employment and participation in society. Targeted Support is accessed for those identified vulnerable students at risk of becoming NEET (Not in Education, Employment or Training)

5. Information

Students will be given good quality information about future study options and labour market opportunities and be encouraged to use this to inform decisions on study options and career paths. Our Careers Library is accessible and provides a gateway to careers, learning and training information.

6. Equal opportunities

Castle Donington College takes particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment. Diversity is celebrated.

7. Parental Involvement

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through the Phoenix Newsletter and at Open Evenings and Information Evenings

8. Staff Training

The College is committed to accessing high quality training for all those involved in CEAIG. Opportunities for staff development and training are provided through INSET and regular Year Team meetings.

9. Resources

Funding is allocated in the annual budget.

The College has accessible careers resources on display and a notice board as well as access to a private office for careers interviews. Our Careers Adviser visits weekly providing independent and impartial careers advice.

Past students and parents are a valuable resource and come in to help with careers work. We also access support from local and national industries and higher education institutions.

10. Evaluation and Review

The careers programme (Appendix 1) is monitored regularly and amended. The College will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at each transition stage and feedback through student and parent surveys.

Current and projected local and national labour market information will be used to inform the CEAIG programme.

11. Responsibilities

Governors

It is the responsibility of Governors to:

- Establish and review the policy on Careers Education Guidance.
- To monitor the application of the policy and in particular to ensure that activities undertaken by students are safe.
- To review outcomes of the policy regularly and up-date it as appropriate.

Senior Leadership Team

It is the responsibility of the SLT with the Pastoral team to establish the framework for Careers Education Guidance; to ensure that it develops in the College; to monitor and review its effectiveness; and to report regularly to governors

They will:

- Ensure that Careers Education Guidance takes place within the structure of the timetable and the school year.
- Ensure that Careers Education Guidance including information on economic factors and enterprise education in its widest sense are embodied in schemes of work and activities across the curriculum.

- Ensure that there is adequate time available on the timetable and outside for Careers Education Guidance.
- Ensure that there is liaison with appropriate schools and colleges, to bring about effective progression routes for students.
- Ensure that there is liaison with providers of advice and guidance to young people such as Prospects to make advice accessible to students.
- Monitor and assess the quality and effectiveness of Careers Education Guidance and make appropriate reports to governors as required.
- To review regularly the operation of the policy and propose changes if necessary.

Heads of Year

Year Heads are responsible for the practical implementation of this policy including the development of work related learning; for encouraging the development of Careers Education Guidance across the curriculum and for liaison with outside agencies and further education providers.

They will:

- Create the programme of study and scheme of work for Careers Education Guidance
- Keep a record of activities across the College
- Be responsible for the effective teaching of Careers Education
- Make arrangements for visits related to the world of work
- Make arrangements for visits by adults, other than teachers
- Create opportunities for students to prepare for, share and reflect on work-related experiences
- Create opportunities that give students insight into post 16 courses, further education, apprenticeships and training
- Create a guidance programme, which gives students the chance to identify their aptitudes and search careers data bases through the use of ICT
- Train students to be able to present themselves in varying situations
- Monitor, evaluate, review and report on the effectiveness of Careers Education Guidance
- Ensure that all students are given general guidance and mentoring to promote high aspirations and good work habits
- Assist in managing a programme of visits and work experience, where appropriate
- Ensure that parents are involved in their children's choices on careers and future education

Heads of Department

Heads of Department will:

- Ensure that their subject contributes to Careers Education through appropriate curriculum activities
- Ensure that, through the assessment, feedback and reporting of students' achievement, students are given a clear understanding of their strengths, talents and aptitudes to be able to make realistic choices about future education, training and careers.

Appendix 1

Student Entitlement

All students in years 8-11 are entitled:

- to find out about Post 16 options including technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Key Stage 3

	Year 7	Year 8	Year 9
Careers Education	PHSEE - Gender stereotyping lesson aimed at widening aspiration for young people	Assembly: What does it mean to be successful? Assembly: Attendance, punctuality and earnings PHSEE Careers module: Career pathways, world of work role plays, CV and letter writing, working in the future	Enterprise Day challenge external provider assists in delivering a day where all students participate in a careers themed event CV Writing update
Work Related Learning			Presentations/meetings with careers professionals Working in the NHS
Careers Information	Encounter with an employer	Encounter with an employer	The Skills show visit Option Evening Assembly: University options Assembly: Options at 14 University trip
Action Planning	Aspirations – PHSEE lesson aimed at asking students to think about where they see themselves in the future		Introduction to JED programme – identify specific, personal skills and interests related to the world of work and explore different career interests

Key Stage 4

	Year 10	Year 11
Careers Education	Careers sessions focused on researching careers, looking at different types of job adverts, application forms, covering letters, preparing for interviews, difference between employed and unemployed, health and safety at work, gender equality and entrepreneur business tasks	Post 16 applications Post-16 interviews Technical/vocational tasters at local college/s, training providers
Work Related Learning	Work experience preparation sessions Work experience week Work experience evaluation	
Careers Information	Assembly: Applying for College, VI Form and Apprenticeships Overview of post 16 options Website links to useful information and live careers updates and advertised jobs and apprenticeship vacancies	Market stall event giving overview of local, regional and national opportunities and skills requirement Apprenticeships information Website links to useful information and live careers updates and advertised jobs and apprenticeship vacancies
Careers Advice and Guidance	Meetings with careers professionals	One to one interviews with careers guidance counsellor
Action Planning		Introduction to UCAS Progress UCAS Progress personal statements Oxbridge presentation