



Careers Education, Information, Advice & Guidance (CEIAG) Policy

Responsibility of: Careers Leaders (each college)
Date of Approval: 15th January 2019
Review Cycle: Every 3 years

Entitlement Statement:

The New Collaborative Learning Trust is committed to providing every student with high quality careers education and guidance. Our aims include helping students to make informed and realistic decisions about their education and employment plans; helping them to develop their employability skills in preparation for their next steps beyond college; and providing opportunities for encounters and real-life experiences of work to all students.

1. Introduction

- 1.1. The New Collaborative Learning Trust (NCLT) is committed to providing students with a high quality Careers Education and Guidance Service.
- 1.2. This policy sets out how we aim to comply with our statutory duties regarding CEIAG, and how we aim to achieve an outstanding provision for students.

2. Context

- 2.1. Under the Education Act 2011, NCLT is subject to a legal requirement to secure access to independent careers guidance.
- 2.2. NCLT is also legally required to provide all learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities.
- 2.3. As from January 2018, NCLT is legally required to publish a Provider Access Policy, detailing how providers can access the Careers Programme to inform all learners about apprenticeship, vocational and other FE opportunities.
- 2.4. Ofsted are legally required to comment on careers guidance in an inspection report. The way in which Ofsted will consider careers guidance is set out in the Common Inspection Framework and the Ofsted FE and Skills Inspection Handbook.
- 2.5. Department for Education (DfE) guidance provides a framework for colleges, using the Gatsby Foundation's eight benchmarks for careers education, to provide a high quality careers provision for all learners.
- 2.6. The Careers and Enterprise Company have been tasked by the DfE to support schools and colleges in meeting the Gatsby Benchmarks by 2020.

3. Careers Leader

- 3.1. Each college within the Trust will appoint a Careers Leader (see APPENDIX 1).
- 3.2. The role of the Careers Leader is to lead on and oversee the Careers Programme across all eight Gatsby Benchmarks. The Careers Leader will regularly review the effectiveness of the CEIAG strategy in supporting young people in their preparation for their next steps beyond college.
- 3.3. The contact details of the Careers Leader at will be published on the websites of each college respectively.

4. Careers Programme

- 4.1. Each College within the Trust will have their own embedded programme of career education and guidance, that has the explicit backing of the Senior Leadership Team, and that is promoted to and understood by learners, parents, teaching staff, employers and other agencies.

- 4.2. Each college will publish their Careers Programme on their respective websites to allow learners, parents, college staff, employers and other providers to access and understand it.
- 4.3. The Careers Programme will be reviewed and evaluated at the end of each academic year. Feedback and performances measures, such as destinations data, will be used to evaluate the effectiveness of the Careers Programme.
- 4.4. Progress Tutors through the Tutorial programme will deliver the majority of Careers education. Progress Tutors play an important role as a first point of contact and source of support in helping students with their career choices, and in communicating with parents/guardians. Progress Tutors are able to refer students to other career services, such as the Careers Adviser or the Work Placement Coordinator, if more specialist support is required.

5. Labour Market Information

- 5.1. Every learner will have access to good quality information about future study options and labour market opportunities during the course of their study programme. This will be embedded in both curriculum areas and through tutorials.
- 5.2. Parents/guardians will be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.
- 5.3. College staff, including Progress Tutors and Careers Advisers, will be trained to support learners and their parents/guardians in using this information to make informed decisions.

6. Addressing the Needs of All Students

- 6.1. The Careers Programme at each college will aim to actively seek to challenge stereotypical thinking and raise aspirations. Performance data analysis will be used to identify any trends that need to be addressed each year, and where appropriate goals will be fed into the overall college Equality and Diversity objectives.
- 6.2. Learner engagement with careers events will be systematically logged through Cedar, allowing students to reflect on their experiences and for staff, and parents/guardians to support students in their career choices.
- 6.3. Feedback will be used to ensure the Careers Programme meets the needs of all students.

7. Linking Curriculum Learning to Careers

- 7.1. An Employability Strategy will set out the keys areas for development across the Trust for embedding careers, employability and progression in curriculum areas. This will form part of the Personal Development and Wellbeing Curriculum.
- 7.2. Careers, employability, and progression will be embedded in curriculum areas in the following ways (but not limited to):
 - Designation of an Employability Lead in each School. The Employability Lead will be a point of contact within the School for employability and progression, who will help maintain displays and information in their area, and champion employability and progression.
 - Careers & Progression display board in each curriculum area
 - Employability posters that promote five key employability skills; Organisation, Problem-Solving, Teamwork, Initiative, and Communication (OPTIC)
 - LMI displays in each curriculum
 - Learning walks to include career aspects
 - Heads of School to include career-related activity in the SAR and QUIP

- APR targets focussed on Career & Progression related activity, where appropriate

8. Encounters with Employers

- 8.1. Students will have opportunities to have meaningful encounters with employers throughout their time at college, and these opportunities will be clearly set out in the Careers Programme.
- 8.2. In addition, curriculum areas will provide students with at least one or more opportunities for meaningful encounters with employers relating to their subject.
- 8.3. Progress Tutors will record and take account of students' own part-time employment and the influence this has had on their development.

9. Experiences of Workplaces

- 9.1. All students will have the opportunity to undertake meaningful work experience placements with an approved provider. Each College will have a member of staff assigned to coordinate placements (see the Work Placement Policy).
- 9.2. Each subject will provide students with at least one experience of a workplace throughout the course of the Academic Year.

10. Encounters with FE and HE Providers

- 10.1. During the course of their learner programme, and as appropriate to each learner's career aims, each learner will have had a number of opportunities to encounter a range of providers of learning and training that may form the next stage of their career. This includes Further Education providers, Higher Education Providers and apprenticeship and training providers.
- 10.2. Each subject will provide students with at least one encounter with a Higher Education Provider throughout the course of the Academic year.

11. Personal Guidance

- 11.1. Every student will have the opportunity to discuss their career options with a qualified Careers Adviser.
- 11.2. A Careers Adviser will be available to students whenever there is a significant study or career choice to be made, such as at Enrolment, Year 12 Progression Day, and Year 13 Results Day.
- 11.3. The Careers Adviser will be trained and qualified to at least a Level 6 in careers advice.

12. Staff Training and CPD

- 12.1. Any staff involved with supporting students in their career education will have the opportunity to reflect on their training needs through the Annual Performance Review process, in discussion with their line manager.

13. Targeted Support Students

- 13.1. Disadvantaged and vulnerable students, students with Special Educational Needs, and EAL students are identified on Cedar.

13.2. The Careers Leader in each college will work closely with the lead for Safeguarding and Looked After Children, and the Trust SENCo, to monitor and review student progression for those identified as vulnerable, disadvantaged or as having a special educational need. Targeted measures will be put in place for individual students that meet their needs and requirements, and these measures will be recorded on Cedar.

14. Reviewing the Careers Programme

14.1. The Careers Programme will be reviewed on an annual basis towards the end of the academic year. This is to allow changes or alterations to the Careers Programme for the next academic year, in line with feedback from students, parents, staff and external providers.

14.2. Destinations data will be analysed, and the Careers Programme will be updated in line with any needs identified in this analysis.

15. Parent/Guardian involvement

15.1. Parent/Guardian feedback is a crucial aspect in supporting students in making career decisions, and the Trust aims to help inform and update parents/guardians about career options and opportunities open to students through the following:

- Higher Education/Apprenticeship Evening Events
- Parent Careers newsletter
- General correspondence (i.e. emails, regular contact home)
- Information added on Cedar
- Parents' Evenings

16. Opportunities for Feedback

16.1. Students, college staff, parents and providers will all have the opportunity to feedback about aspects of the Careers Programme. This will be done through, but is not limited to;

- Feedback forms following events
- Parents Evenings
- Communication with Progress Tutors

17. Policy Review

17.1. This policy will be reviewed every 3 years by the Careers Leaders at each college.

18. Other documents relating to this policy:

Provider Access Policy
Admissions Policy
Progression Policy
Work Placement Policy

APPENDIX 1

New College Pontefract

Careers Leader: Jeff Finnigan (Manager for Resources, Careers and Data Protection for the Trust)

Helen Lonsdale (Careers Lead & Excellence Academy Tutor)

Emma Chappell-Davies (Careers Adviser and Progress Tutor)

New College Doncaster

Careers Leader: Daniel Wood (Assistant Principal)

New College Bradford

Careers Leader: Naureen Aslam (Assistant Principal)