

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

Version 2

This policy applies only to Post-16 New Collaborative Learning Trust institutions.

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1.0 Statement

1.1 New Collaborative Learning Trust is committed to providing every student with high quality careers education and guidance. This policy aims to demonstrate our approach to careers support within our colleges and how we aim to comply with our statutory duties regarding CEIAG. 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.

2.0 Careers Leader

2.1 Each college within the Trust will appoint a Careers Leader.

2.2 The 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. 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.

2.3 The contact details of the Careers Leader at will be published on the websites of each college respectively. (see APPENDIX 1).

2.4 Each college has a Governance lead for careers on their Advisory Group.

3.0 Careers Programme

3.1 Senior Leaders will ensure an embedded programme of careers education and guidance, that has the explicit backing of the Senior Leadership Team, and that is promoted to and understood by learners, parents/carers, teaching staff, employers and other agencies.

3.2 Each college will publish their Careers Programme on their respective websites to allow learners, parents/carers, college staff, employers and other providers to access and understand it.

3.3 The Careers Programme will be reviewed and evaluated at the end of each academic year. Feedback and performance measures, such as destinations data, will be used to evaluate the effectiveness of the Careers Programme.

3.4 Careers education will be delivered through tutorials and in curriculum areas through enrichment opportunities. Progress Tutors are able to refer students to other career services, such as the Careers Adviser(s) or the Work Placement Coordinator, if more specialist support is required.

4.0 Labour Market Information

4.1 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.

4.2 Parents/carers 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.

4.3 College staff, including Progress Tutors and Careers Advisers, will be trained to support learners and their parents/carers in using this information to make informed decisions.

5.0 Addressing the Needs of All Students

5.1 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.

5.2 Where possible, learner engagement with careers events will be logged through Cedar, allowing students to reflect on their experiences and for staff, and parents/carers to support students in their career choices.

5.3 Feedback will be used to ensure the Careers Programme meets the needs of all students.

6.0 Linking Curriculum Learning to Careers

6.1 The Careers Programme for each college will set out the key areas for careers, employability and progression in curriculum areas.

6.2 Careers, employability, and progression will be embedded in curriculum areas in the following ways (but not limited to):

- A 2-year subject enrichment plan which incorporates trips, visits and encounters with apprenticeship providers, industry and Higher Education.
- Careers & Progression display board in each curriculum area.
- Promotion of the five key employability skills; Organisation, Problem-Solving, Teamwork, Initiative, and Communication (OPTIC) .
- Learning walks to include the development of employability skills, career aspects and learning beyond the curriculum.
- Heads of School to include career-related activity in the SAR and QUIP.
- APR targets focussed on Career & Progression related activity, where appropriate.
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7.0 Personal Guidance

7.1 Every student will have the opportunity to discuss their career options with a qualified Careers Adviser.

7.2 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.

7.3 The Careers Adviser will be trained and qualified, or working towards, a Level 6 qualification in careers advice.

8.0 Staff Training and CPD

8.1 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.

9.0 Targeted Support Students

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

9.2 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.

10.0 Reviewing the Careers Programme

10.1 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/carers, staff and external providers.

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

11.0 Parent/Guardian involvement

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

- Progression related evening events
- Parent/Carers newsletter
- General correspondence
- Information added on Cedar
- Parent/carer Consultation Events

12.0 Opportunities for Feedback

12.1 Students, college staff, parents/carers 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
- Parent/carer Consultation Events
- Communication with Progress Tutors

13.0 Policy Review

13.1 This policy will be reviewed every 3 years by Trust Director for Education and Curriculum.

14.0 Other documents relating to this policy

Provider Access Policy
Admissions Policy
Curriculum Policy

APPENDIX 1

New College Bradford:

Assistant Principal (Careers Leader): Jim Robinson
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