

Careers Education, Information, Advice & Guidance Strategy

2018/19

This strategy will be reviewed annually by the External Partnerships and Events Manager in conjunction with the Assistant Principal and College Senior Management Team

Date of Strategy: June 2019

Date of review: June 2020

START

The City of Stoke-on-Trent Sixth Form College recognises that good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them.

The College is committed to improving the life chances of all students by providing a planned programme of high quality, impartial careers education to all students by a dedicated team of staff, working with external agencies as necessary.

The City of Stoke-on-Trent Sixth Form College is also committed to working towards meeting and achieving the Quality in Careers Standard which incorporates all eight Gatsby benchmarks.

Careers leads for the City of Stoke-on-Trent Sixth Form College

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College Mission Statement and Strategic Ambitions

A caring community, delivering excellence and inspiring futures.

The City of Stoke-on-Trent Sixth Form College strives to become the first choice provider of outstanding 16 – 19 general education within the City and across North Staffordshire. This will include the development of a broad, rich curriculum and a vibrant learning community in which every individual is important and valued.

The College will build the capacity of staff to enhance the student experience and to become the specialist provider of 16 – 19 Level 3 programmes of study whilst also developing expertise within T Levels, our Level 3 Foundation programme and in the area of degree Foundation Year courses.

The City of Stoke-on-Trent Sixth Form College aims to make powerful contributions to partnership working across the city and the region to ensure an efficient and sustainable future by the effective use of financial and human resources.

The CEIAG strategy is an integral part of the college mission and commitment to learners and as such has been designed to reflect the mission statement and strategic ambitions of

the College and wider Potteries Educational Trust (PET) but specifically falls within the scope of Personal Development.

Statutory Duty to provide CEIAG

The Education Act 2011 inserted a duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 9-11. From September 2013 this was extended to years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeships. For those over compulsory school age, information should include higher education and employment options post-18, including Apprenticeships. Schools will be held to account for the destinations of their leavers through the annual publication of Destination Measures. The statutory duties have been further strengthened by the DOE's publication Careers strategy: Making the most of everyone's skills and talents (December 2017).

Commitment

The College is committed to promoting the value of careers education within the college ethos in order to raise student attainment and successful progression to higher or further education, employment or training. The College aims to effectively support learners in their choices in order for them to achieve personal and economic wellbeing throughout their lives. This commitment has the full support of the Governors, the Principal and the Senior management Team. We have recently appointed a designated link from the PET Board of Trustees and we are currently seeking to appoint a Link Governor to work alongside the Futures Zone Team.

The City of Stoke-on-Trent Sixth Form College recognises that we have a responsibility to provide careers education to students in Years 12 & 13 as well as those studying our Level 3 Foundation Programme. We also have a duty to provide learners with access to high quality impartial careers education, information, advice and guidance (CEIAG). We are committed to providing a planned programme of impartial careers education by a dedicated team of staff working with external agencies as necessary. The College's Futures Team which is made up of:

- Assistant Principal - member of Senior Management Team (SMT)
- External Partnerships & Events Manager – member of College Management Team (CMT)
- Futures Coordinator
- Career and Progression Advisor (equivalent to 4 days per week)
- Work Experience Officer
- T Level Industry Placement Coordinator

The area has a wide range of resources: careers literature, HE prospectuses, apprenticeship literature, open event information and work experience opportunities. Students can also access information online via the College's online intranet (MySFC/Cedar) at any time. The Futures Zone is located in a central area which is easily accessible to students and is open Monday to Friday 8.30am -4.30pm. Students are able to book appointments to discuss their career options or drop-in for advice.

Development

This strategy has been developed by the Assistant Principal and External Partnerships and Events Manager, who, (along with the College Careers Leadership Team) take a strategic and operational lead in the execution of the College's CEIAG strategy.

In June 2019 the College agreed a new approach to the leadership of CEIAG to ensure the careers policy is embedded across the college and reflects the mission statement and strategic ambitions of the College and wider Potteries Educational Trust (PET) with specific reference to Personal Development. ([Annex A](#))

Our strategy will be reviewed annually and updated to reflect any key changes in college policies and current aims and objectives.

Links with other policies

The strategy for CEIAG supports national and local policy initiatives and frameworks as well as a number of internal College policies which directly affect the student experience.

Statutory and inspection frameworks that inform our CEIAG delivery:

- Education Act 2011 – statutory duties on schools to include Yr 8-13.
- Careers guidance: Guidance for further education college and sixth form colleges.
- Post-16 work experience as a part of 16 to 19 study programmes and traineeship. October 2018 (DfE)
- The Gatsby Charitable Foundation: Good Career Guidance, Holman, J. (2014)
- Ofsted changes to education inspections from September 2015
- Careers Strategy: making the most of everyone's skills and talents. Dec 2017 (DfE)

Links with Internal Documentation

- CEIAG Entitlement and Plan
- Careers Leadership Team and Futures Team structure ([Annex A](#))
- Stoke 6th Graduate Programme

- Employability Policy
- Teaching & learning TLA - STOKE 6th WAY
- Strategic Plan
- Personal Development and behaviour and attitudes

Aims (Gatsby Benchmarks)

The Careers programme at the City of Stoke-on-Trent Sixth Form College is updated annually to ensure that it is meeting the needs of learners and is in line with statutory guidance and best practice. The Gatsby Benchmarks provides a clear framework to work towards:

1. The College should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers
2. Every student and their parents should have access to good quality information about future study options and labour market information opportunities.
3. Opportunities for advice and support need to be tailored to the needs of each student. Our programme should embed equality and diversity considerations throughout.
4. Our programme should support teachers in linking careers with curriculum learning
5. Every student should have multiple opportunities to learn from employers about the world of work and the skills valued in the workplace.
6. Students should be inspired through real life contacts with the world of work to help them understand where different choices can take them in the future.
7. All students should understand the full range of opportunities that are available to them and pathways to their future careers. This includes FE, HE and apprenticeships.
8. Students should have the opportunity for IAG with a professionally trained Careers Adviser.

Objectives

The College has recently reviewed and restructured how we plan to deliver high quality CEIAG to all students at the College ([see Annex A](#)) and set key priorities and objectives for the college as

- All students are provided with a CEIAG Entitlement statement and careers education calendar which clearly states the activities that are scheduled throughout the year. These are accessible from the College website so that students, parents, teachers and employers are aware. ([see Annex B](#))
- Parents are informed and updated about work experience opportunities, HE & employment events, talks and other career related activities that are taking place

throughout the year via Parent Portal/Cedar and the College website. Parents are informed about important deadlines that may affect their son or daughter and given greater understanding about the career choices open to them.

- To promote equality of opportunity, all students have access to a range of activities and IAG that inspire them to consider the widest possible range of career choices irrespective of their gender or ethnic backgrounds.
- The Careers programme links with the curriculum and activities are designed to promote the value of the employability skills gained from different academic and/or vocational and technical subjects. Teaching resources will be used to raise self-awareness, identify skills and increase motivation and attainment. We will be providing further CPD training for staff and to develop resources to support Gatsby Benchmark 4 Linking Careers with the Curriculum.
- A careers Adviser from the Local Authority to provide independent, impartial advice and guidance through the delivery of a wider range of IAG services, to include 1-1 personal guidance, CPD for staff, Parents' evenings, employability group sessions and industry days
- Staff development to deliver an effective CEIAG programme. The role of the Careers Leaders/Leadership Team is to identify the Careers and Work-Related Education training needs for staff & SMT and, where possible, arrange or provide appropriate CPD. CPD for staff is determined through evaluating the programme and services provided.
- Careers education, information advice and guidance considers current trends in the labour market to ensure that students are able to make realistic and informed choices thereby improving their prospects of success and economic wellbeing. This contributes to positive destinations for students, better outcomes in the labour market and they are less likely to become NEET.
- Students benefit from a range of work experience opportunities, insight days, motivational talks, employer visits, as well as regular in-house sessions and resources on employability skills, which will inform their decision-making so that they can emerge from the College prepared for the world of work.
- Students are given resources and receive information about FE, HE and Apprenticeships through multiple channels including tutorials, email, the Futures Zone, MySFC/Cedar and directly from HE providers and employers. Students are able to book an appointment to discuss any of their FE, HE or employment options and receive specialist careers advice.
- An Employability and Apprenticeship week is scheduled for the Spring Term
- A Higher Education and UCAS Convention taking place in Summer Term.
- All students should be encouraged to visit the Futures Zone for information and advice about their career options either through drop-in enquires or for a face to face interview with a Careers & Progression Adviser. As part of the induction programme for new students, Progress Coaches should make students aware of the Futures Zone and the team can brief them on the services available to them.

- The Futures Team and College staff should also utilise the space & desktops in the Futures Zone to carry out group work either for general careers research on National Careers service, UCAS, National Apprenticeship service or any other careers websites.
- Promote more student engagement in careers related learning by asking all staff to log student involvement in HE or employment activities e.g. number of University Open days visited, employer visits, work experience carried out or in house careers/guest speaker presentations.
- Implement effective methods of advertising in-house career opportunities to students through email, the Futures MySFC/Cedar site, bulletins and posters.
- Increase student engagement in activities that will enhance their career success through effective tracking and monitoring systems.
- Gather feedback from students and parents on the quality of the CEIAG programme to inform future planning and development.

Entitlement

Students are entitled to impartial and confidential CEIAG which is person-centred, delivered by professionally trained staff and meets the professional standards of practice.

The College publishes a CEIAG Entitlement statement which is displayed at the entrance to the Futures Zone and is advertised on the college website, the Futures Zone MySFC/Cedar site and incorporated into the student handbook (Annex B).

The Futures Zone - Roles & Responsibilities

In addition to the college Careers Leadership Team (Annex A) the Futures Zone Team will be responsible for the day-to-day running and delivery of the College's Careers Strategy. The Futures Zone Team includes:

- Deputy Principal is the college named Careers Lead with strategic responsibilities and a member of the College Senior Management Team. They are responsible for the effective strategic leadership of the College's careers strategy ensuring the college's more junior careers leaders oversee its successful delivery.
- External Partnerships & Events Manager - is the college named Careers Lead for strategic and operational responsibilities of the Careers strategy including the leadership of the College Careers Leadership Team. Ensuring the college careers strategy and entitlement is offered to all students. Responsible for the tracking and monitoring of in year intended destinations and end of year college destinations report.
- Futures coordinator - is responsible for day-to-day operational leadership of the Careers service and coordination of the careers programme.
- Careers & Progression Advisor - is employed via the local authority and provides all students with high quality impartial IAG for students progressing to FE, HE or into

- apprenticeships or employment.
- Work Experience Officer - provides specialist support on organising work experience opportunities, insights and encounters with the world of work.
- T Level Industrial Placement Coordinator - works with students on T levels to organise extended industrial work placements; responsible for building capacity for the delivery of industry placements in preparation for the T levels from 2020. This role is part of the college's Higher, Technical and vocational Education Team.

Delivery

The Careers programme includes a wide range of activities throughout key points of the academic year (see [Annex B](#)). These activities are delivered by the Futures Zone Team, by Teachers through the Curriculum as well as Progress Coaches via tutorials.

Monitoring & Evaluation

- Careers Guidance is monitored and evaluated annually through discussion with Governors & Senior managers. The External Partnerships & Events Manager meets regularly with the Assistant Principal.
- The External Partnerships & Events Manager is responsible for gathering destination data and produces an annual destinations report which is approved by the Senior Management Team and Governors. This report contains detailed analysis of student destinations to HE, FE, apprenticeships or employment.
- Student Surveys will be carried out at various times of the year by the Futures Team to assess students satisfaction of the quality of the careers provision as well as areas for support and engagement for students.
- Stakeholders including students, parents, Universities, and employers complete feedback forms on careers events they have participated in.
- Recording, tracking and monitoring of all CEIAG activity by pathway to ensure compliance with Gatsby Benchmarks. Supported by Futures Leads for each pathway.
- Recording, tracking and monitoring of all work experience by pathway and programme type. Responsibility of the Work Experience Officer.
- The College's Ofsted inspection in October 2017 noted that "Staff are successful in raising the aspirations of the students, a very high proportion of whom progress to further study, higher education, apprenticeship and employment. Staff help student to develop a wide range of employability skills through relevant work experience, work-related projects and competitions that prepare them well for employment. A very high proportion of students progress to higher education. An increasing number of these students progress to the most competitive courses. A fifth of student progress into apprenticeships and employment. An increasing number of A Level student are now undertaking a high-quality work experience placement, which supports their academic studies and career intentions well".

Impact

The Careers programme is assessed for its quality and positive impact on learners through a number of methods:

1. The destinations of learners after leaving their courses.
2. The numbers of learners accessing the services on offer.
3. Student, staff, parent and stakeholder/partner feedback.
4. Department planning and delivery monitored by the College Careers Leadership Team and Careers Leads.
5. The Quality in Careers Standard accreditation and evaluation.