

CAREERS EDUCATION AND GUIDANCE POLICY

Role responsible:	Vice Principal – Pastoral
Author:	Vice Principal – Pastoral / Careers Lead
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Changes made from previous version:	<ul style="list-style-type: none"> • Brought in line with our Careers Programme Structure and Careers in the Curriculum Framework • Changes to specifically reference the Skills Strategy and how it links to the Gatsby Framework. • Equality impact statement has been reviewed and updated.

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CAREERS EDUCATION AND GUIDANCE POLICY

1. Purpose

- 1.1 All students are entitled to and receive a comprehensive programme of careers education, information, advice and guidance (CEIAG). All student facing staff have a responsibility to support our students to be successful, develop transferable skills and promote progression into positive destinations.

A structured Careers programme provides a framework for all teachers and tutors to work within. It ensures that all students receive timely and relevant advice, guidance, and opportunities at every stage of their academic journey. The Careers Programme ensures that students can develop employability skills that are embedded within their taught curriculum, punctuated by whole college events at relevant points. It allows students to see the link between the application of knowledge and skills across their subjects, recognise that some knowledge and skills are transferable and see how this all links with their preferred destinations.

The Wyke Skills' Strategy is part of the 'Wyke Experience' and provides a framework that we have developed to ensure that we are able to develop students and provide them with the skills, knowledge, and experience to make a significant contribution to the local and national labour market. The strategy has five strands that exist under the umbrella of our careers programme.

- Careers in the Curriculum
- Vocational Careers Programme
- Next Steps AIG
- Enrichment
- Partner Engagement

There are quality assurance processes in place to ensure that this guidance is up to date, informed by labour market changes and is delivered in a timely and consistent manner. The College has achieved the Quality in Careers Standard and completes a Compass audit every term.

2. Policy Framework

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.

(Gatsby Website, 2023)

CIAG at Wyke is built upon this framework and ensures that we adhere to the eight benchmarks outlined below.

The eight Gatsby benchmarks of Good Career Guidance are:

A stable careers programme

- Our Careers programme is available on our website and is shared with staff students and parents regularly – ([Link](#))
- All students are introduced to the Careers Programme in tutorial and within the curriculum.

Learning from career and labour market information

- Our curriculum is influenced by changes to the national and local labour market.
- The Senior Leadership team review the curriculum periodically.
- CIAG takes into consideration the current labour market trends.

Addressing the needs of each pupil/ Personal guidance

- All applicants are invited to a series of pre-entry meetings along with Wyke Start (taster event) before they enroll. These events provide an opportunity to discuss career choices and decisions before a study programme is confirmed.
- All students essentially have a bespoke programme of CIAG based upon their study programme and enrichment choices.
- All students have regular 1 to 1 meetings with their tutor where their next steps and career aspirations are key themes.
- All students have the opportunity to book in a meeting with the Careers team for more detailed CIAG.
- Students will be entitled to support from the Careers team for an academic year after they have left the College.

Linking curriculum learning to careers

- Students are entitled to careers education within the tutorial and curricular provision in the College along with employability skills and enrichment activities. Careers Education is founded and operates on the principles of equal opportunity defined in the College's Equal Opportunities Policy.
- Every subject area has a careers in the curriculum plan specific to their area.
- The tutorial programme ensures generic careers information and guidance is provided to all students at timely intervals throughout their College life.

Encounters with employers and employees / Experiences of workplaces/ Encounters with further and higher education

- The Careers Launch and next steps events for the two Careers Fairs we host at the College. They take place in October and June and all students all students have access to these events. Parents are invited to the June event.
- A requirement of the Careers in the Curriculum programme is that all subject areas provide opportunities for industry and higher education experience.
- Work experience is promoted through vocational teams and is encouraged for students on our large vocational programmes (it is mandatory in Health and Social Care).
- Students have access to other L2/3 providers should they require it, it is not appropriate for all students.
- Students are provided with impartial CIAG and any organisation that provides legitimate, aspirational and professional progression opportunities can contact the College and become part of our partner network (Please see provider access statement for information).

Our Careers Programme and Skills Strategy

- To ensure our students are making aspirational, informed choices based on comprehensive cross college information, advice and guidance
- To ensure our students have the opportunity to develop the relevant skills and competencies
- To ensure that all students progress onto a prestigious/positive destination
- To enhance student's knowledge of the world of work
- To support Students with SEN and include parents and any other relevant staff
- Support is offered to ex-students wishing to apply to higher education or with progression to employment throughout the academic year after they have left the College.

3. Health and Safety and Safeguarding

- The health and safety checklist is completed and signed by employers and the HSE guidance for work experience is attached to that document. This is completed prior to a student undertaking a work placement.
- All placements are in a safe environment and where employers have the appropriate risk assessments in place. Employers are given guidance before the placement and have a point of contact for any safeguarding concerns. Many placements require students to complete a DBS and this is provided by the college. All students are aware of a clear reporting process in case of an emergency.

4. Legal Framework

Wyke 6th Form College recognises that it has a statutory obligation in relation to CIAG: making the most of everyone's skills and talents, part of the governments' plan to make Britain fairer, improve social mobility and offer opportunity to everyone.

- The Careers guidance and access or education and training providers – October 2018.
- Supporting the Careers and Enterprise Company set up by the government
- Education Act 1997
- Education and Skills Act 2008

5. Monitoring and Review

- This policy will be monitored by the Careers Lead.
- This policy will be reviewed annually.

6. Related College Documents

Documents related to this policy are:

- Safeguarding
- Equality & Diversity
- SEND
- Staff Development
- Behaviour Management

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Equality and Diversity Policy.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

Appendix 1 - Equality Impact Assessment

Policy, procedure, practice or strategy:	Careers Education and Guidance Policy		
Role responsible:	Careers Lead	Date:	Jan 23
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	To ensure the college is providing careers, information, advice and guidance for all students		
	<p>Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity.</p> <p>Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.</p>		
<p>Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)?</p> <p>Please include any equality concerns expressed during consultation.</p>	<p>There is the possibility that some placement activities or external visits may need reasonable adjustments to be made to ensure they are accessible for all students. Considerations may need to be made for students with physical disabilities and due diligence must be taken to ensure that these students are appropriately supported to participate and are safe whilst doing so.</p> <p>Some industries traditionally do not have an equal or proportionate gender split and there are historical stereotypes applied. It is important that the CIAG we provide breaks down and challenges any stereotypes and ensures that we actively promote opportunities to all students.</p>		
<p>Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?</p>	N/A		
<p>If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.</p>	<p>Appropriate risk assessments prior to undertaking trips and visits.</p> <p>Targeted advice and guidance sessions – e.g women into STEM etc.</p>		

