



**Launceston College**

*A Multi Academy Trust*

## **CAREERS POLICY**

Updated on: 21<sup>st</sup> June 2017

Review by: JMA

## **LAUNCESTON COLLEGE**

### **CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY**

The Governors, Principal and Staff at Launceston College MAT are committed to delivering high quality Careers Education Information Advice and Guidance. We firmly believe it will help to develop the students' self-awareness and knowledge of opportunities that will enable them to make decisions and develop the skills to cope with the changes in education, training and employment in a modern society.

#### **Appendix B – Bideford College**

##### **Purpose**

Careers education at Bideford College serves to prepare students for choices, changes and transitions affecting their future education training and employment in accordance with the National Framework for careers education and guidance and the College's mission statement.

##### **Broad Aims**

Students should:

- develop an understanding of themselves and others as individuals, including their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values; develop a knowledge and understanding of the education, training and employment opportunities available to them locally, nationally and internationally;
- understand both as a consequence of scheme based activities and work based experience the general skills required by employers as well as the more specialist skills required for specific careers;
- have good access to information on a broad range of careers either in printed or electronic form;
- use action planning to support academic and career development.

##### **Key Stage 3**

##### **Objectives for Careers Education and Guidance**

By the end of Key Stage 3, students will have been given the opportunity to acquire the knowledge, understanding and skills to:

- undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format;
- Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image;
- use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals;
- recognise stereotyped and misrepresented images of people, careers and work how their own views of these issues affect their decision making;
- recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity;

- recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work;
- describe how the world of work is changing and the skills that promote employability.
- use appropriate vocabulary and organise information about work into standard and personally devised groupings;
- use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs;
- demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options;
- use a straightforward decision making technique;
- identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers and Careers South West.
- manage change and transition giving consideration to the longer term implications and potential progression opportunities.
- make realistic and informed choices of options available post-14;
- organise and present personal information in appropriate format;
- consider alternatives and make changes in response to their successes and failures;

#### **Key Stage 4**

By the end of Key Stage 4, students will have been given the opportunity to acquire the knowledge, understanding and skills to:

- use self-assessment and career related questionnaires to help identify and set short and medium term goals, and career and learning targets;
- review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans;
- use review, reflection and action planning to make progress and support career development;
- explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this;
- use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work;
- explain the term 'career' and its relevance to their own lives;
- describe employment trends and associated learning opportunities at different levels;
- identify, select and use a wide range of careers information and distinguish between objectivity and bias;
- understand the qualifications available post 16, and the similarities and differences between sixth form, further education and work-based training;
- use work-related learning and direct experience of work to improve their chances;
- understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering;
- select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies;

- compare different options and select suitable ones using their own criteria and outcomes of information, advice and guidance;
- take finance and other factors into account when making decisions about the future;
- understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios;
- understand the purpose of interviews and select and present personal information to make targeted applications;
- understand what employers look for in relation to behaviour and work, appreciate their rights and responsibilities in learning and work, and know where to get help;

### **Key Stage 5**

By the end of Key Stage 5, students will have been given the opportunity to acquire the knowledge, understanding and skills to leave the Sixth Form fully rounded and ready for the world of work. Students will:

- Have access to a tutor who will give them guidance and support through their time in the Sixth Form and support their career action plan
- Have access to independent and impartial careers advice
- Have an understanding of the current labour market
- Be informed about the full range of education, training and employment opportunities available to students
- Have access to a wide range of apprenticeship and employment resources.
- Have access to the South West Apprenticeship Show
- Receive guidance on CV and letter writing and preparing for interviews and to access mock interview practice
- Receive support when applying for apprenticeships and jobs
- Have access to a wide range of university resources including information about international and European universities
- Have full support with the UCAS application process including applying for Oxbridge, other Russell group universities and applying for Finance
- Receive support for university Open Days and interviews
- Be made aware of volunteering opportunities both in the UK and abroad
- Have an opportunity to undertake work experience at the end of year 12
- Have access to CV building opportunities such as trips, volunteering, mentoring and leadership opportunities and a wide range of subject related extra-curricular activities

### **Delivery of the Programme**

The Career Education and Guidance (Careers Education Guidance) Programme is delivered in the following ways:

- A programme of lessons built into the PSHE programme at KS3, KS4 and KS5.
- Guidance interviews at KS3, KS4 and KS5 with Careers South West
- The College Work Experience programme for Year 10 students.
- Other work related courses which cater for specific groups of students.

- Through work related learning across a range of subjects.

### **Staff Roles and Responsibilities in Careers Education Guidance**

#### **KS3 AP/KS4 AP/ KS5 AP**

To lead all aspects of the Work Experience programme with students, parents, staff and placements.

- △ Support the programme of extended work experience for a small group of students on an alternative curriculum provision.
- △ Ensure that work experience meets all legal requirements.
- △ To develop a whole school approach to IAG and careers education from year 7 to year 13 that supports students on their appropriate progression routes.
- △ Support and liaise with any students studying at another provider off site.
- △ Liaise with employers and training providers for Apprenticeship programme to ensure that programme run effectively.
- △ Manage and liaise with the support for outside agencies such as Careers South West, LEA, Devon Business Education Partnership (DEBP) etc and ensure the work with them is effective.
- △ Ensure that partnerships with industry and local providers are consistent across College.
- △ To ensure careers education and guidance is enhanced through practical involvement of employers/training providers e.g. through special events, industry days/careers conventions, Inspirational speakers and visits.
- △ To conduct a formal annual review of careers education and guidance using feedback from a range of people including students.
- △ To provide Governors and Principal with reports and information as requested, e.g., student opportunities, student destinations.
- △ To use data effectively to support students.
- △ To develop and maintain partnerships, connections with industry and local providers.
- △ To develop programmes/workshops within the college to meet the requirements of independent advice.
- △ To ensure links are established and maintained to promote the College within the local community.
- △ Develop and resource programmes of study and schemes of work.
- △ To advise and assist with the maintenance of IEBP status.

#### **Heads of House/Teams**

Assist with and support Careers Education Guidance activity as appropriate.

Delivery of Careers Education Guidance within the PSHE programme.

#### **Resources**

Careers information is available in the Careers Library and in the main College Library.

- △ Teaching resources are provided/obtained /introduced by KS3/KS4/KS5 AP.
- △ Students are advised regarding the availability of on-line resources that can be accessed at home.

## **Industry Links/Works Related Curriculum**

The College attaches a great deal of importance as the maintenance and development of industry/business links, which will have a positive benefit to the curriculum as a whole and to careers education and guidance in particular. Such links form a backdrop for the development of the work related curriculum. As well as having numerous links with individual companies the College works with Devon Education Business Partnership, local employers organisations, Torridge District Council and PETROC College.

## **Work Experience**

All Year 10 students are given the opportunity to undertake a week of work experience during the Summer term. Work experience allows students to gain first-hand knowledge of the world of work. It features as an integral part of other courses at KS4 and at KS5.

## **Objectives**

By the end of the placement students should:

- Develop Key Skills in application of number, communication, Information Technology, Personal Skills;
- Have an understanding of what it is like to work every day;
- Gain an insight into the kinds of skills and attitudes required by employers;
- Gain an insight into factors which may determine career choices and the requirements of particular sectors and employers;
- Become aware of the issues affecting the individual at work;
- Understand Health and Safety issues at work.
- Have experience of applying and being interviewed for a placement;

## **The Placement**

All students in Year 10 go on work experience for a week in the summer term.

## **Learning Outcomes**

Students:

- Review their learning from experience.
- Show their understanding of roles at work by successfully managing their work placement.
- Comply with Health and Safety procedures at work.

## **Visits by Tutors**

Students on placement locally will be visited by their tutors at least once. The purpose is for tutors to find out how their students are getting on, to deal with any queries and to monitor Health and Safety and report on the suitability of placement activities.

## **Post Placement Review**

Students write a report on their experience during English, which can be used for assessment towards their GCSE;

- In tutor time and with PSHE tutors, students discuss their learning outcomes and how placement experience may affect their career action plan. Relevant

information is included in their Record of Achievement and Year 11 Action Plan.

The College maintains a list of placement employers, which is revised each year. Students are, nevertheless, encouraged to find and organise their own placements. Although local choice is limited, we are able to find placements for all students in the cohort.

Monitoring of Health and Safety and insurance is carried out by Devon Education Business Partnership.

### **Monitoring and Evaluation**

The work of the Careers Education Guidance is subject to the college's monitoring and evaluation systems.

- ❖ An annual review document is prepared by the Aspirations and Enterprise Co-ordinator;
- ❖ A work experience report and action plan is prepared each year for DEBP;
- ❖ The Careers South West Partnership Service Level Agreement is reviewed annually;
- ❖ Feedback from employers, parents, carers and students.

### **ASSOCIATED POLICIES/PROCEDURES**

Equal Opportunities Policy  
Teaching and Learning Policy  
Work Related Learning Policy  
Records of Achievement

## Appendix L – Launceston College

The careers work and guidance programme at Launceston College helps the College meet its NEET targets and helps:

- contribute to strategies for raising achievement, especially by increasing motivation
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage participation in continued learning, including higher education
- develop enterprise and employability skills
- reduce drop out from, and course switching in education and training
- contribute to the economic prosperity of individuals and communities.

### Entitlement

All students should have open access to up-to-date impartial relevant careers information, advice and guidance delivered through the careers education information and guidance programme within College in line with the equal opportunities policy.

The programme is designed to enable students to achieve their full potential in preparation for lifelong learning and to help students:

- ❖ understand themselves and the influences on them (***Self Development***)
- ❖ investigate opportunities in learning and work (***Career Exploration***)
- ❖ make and adjust plans to manage change and transition (***Career Management***)

### Aims

Careers education and guidance should help students to:-

- ✓ know themselves better through identification of their personal skills, abilities and qualities
- ✓ be aware of the range of education, training and career opportunities
- ✓ develop research skills
- ✓ make realistic choices and be aware of the implications for their own continuing education, training and career paths
- ✓ plan alternatives to allow for changing circumstances (*back up plan*)
- ✓ manage transitions to new roles and situations
- ✓ challenge stereotyped attitudes to education, training and career opportunities.

In addition, careers education and guidance should help staff :-

- ✓ to increase their knowledge of the guidance process
- ✓ to raise their awareness of opportunities in a changing world
- ✓ to raise awareness of the qualifications frameworks and progression routes.

The College aims to continually improve and upgrade resources in order to deliver careers information, education and guidance to the highest standard.

## **Outcomes**

The overall outcome of careers education information and guidance should be that, at key stages in the development of their careers, students take ambitious and aspirational, yet realistic, decisions about careers and routes into them.

## **DELIVERY OF THE CEIAG PROGRAMME**

### **Who will deliver the Careers Education Information, Advice and Guidance Programme?**

This is led and managed by the IAG Co-ordinator/Assistant Principal. The Work Related Learning (WRL) Coordinator reports directly to the IAG Coordinator and is responsible for all aspects of Work Experience and for working alongside the Head of Vocational/ Apprenticeships for monitoring students on the Alternative Curriculums, Apprenticeships and monitoring their placements.

The Careers Programme is delivered as part of the IAG, tutoring and Citizenship Programme and the IAG Co-ordinator liaises closely with the teacher and with Heads of House and other pastoral staff. The IAG Co-ordinator liaises with curriculum Area Co-ordinators to encourage further careers work across the curriculum to raise awareness of education/training routes in subject related careers.

### **Careers Support at Launceston College**

Working alongside the IAG and tutor programme Launceston College employs an external Careers adviser to give specific, bespoke support for careers education. This is reviewed annually. This support service is for 13 – 19 year olds giving information, advice and guidance on a range of issues in preparation for adult and working life. The Careers Adviser is in College for 1 day each week to support the careers programme, carry out Careers Interviews and to help both students and parents make informed choices. The Careers Adviser also works closely with individual students who have been identified as being 'at risk'. Referrals to the Careers Adviser are made through Tutors, Heads of House, KS Co-ordinator or the EWO.

### **Local Businesses**

Strong links have been developed with local industry and local organisations who support the careers work in College by providing Work Experience placements and personnel to work with students in College e.g. Year 10 Mock Interviews programme.

### **Delivery of CEIAG**

The Careers Education Information and Guidance programme is delivered as part of the IAG, Tutor and Citizenship curriculum in a variety of ways. CEIAG covers all Key Stages from Year 7 to Year 13.

### **At Key Stage 3 Careers Education aims to:**

- raise awareness of individual skills and abilities and their relation to different career areas
- raise awareness of local opportunities both in employment and training and experience of a 'Work Experience' through Take Your Child to Work
- raise awareness of and provide opportunities to use the variety of information which is available in written format and through the use of IT programmes, the internet and the VLE
- enable students to make realistic and informed choices at the end of Key Stage 3
- ensure students are aware of the importance of issues related to Economic Wellbeing and Financial Capability

### **Year 7**

A programme of work is delivered by Citizenship teachers to raise awareness of individual skills through both written work and the use of IT. Students can identify their skills and qualities and recognise the importance of these in future career planning and achievement of their goals and ambitions. Students identify their preferred learning style and recognise how these can relate to specific employment/career sectors. Students use other network and internet programmes to begin to research alternative career options and relate these to their school work, skills and qualities. Students begin to formulate an Action Plan highlighting their skills and qualities and beginning to formulate their aspirations for the future.

During Year 7 students also complete modules of work with their tutors in IAG about responsibility, emotional wellbeing, understanding others and enterprise.

### **Year 8**

The Careers Programme is delivered by Citizenship teachers and tutors. The students begin looking at real life issues, relating to adult life and employment through a role play activity exploring careers and the adult world of work and change. This also includes the financial implications and decisions which must be made according to the salary received. This is then related to local opportunities in employment and training through the 'Take Your Child to Work' programme which gives a 'real' experience of the workplace and also helps students to identify the skills used in the work place. Students continue to assess their own skills, abilities and personal qualities and identify how these relate to the world of work.

During Year 8 students also complete modules of work with their tutors in IAG about The Global Village, emotional wellbeing, rights and responsibilities, conflict resolution and a bespoke unit on CEIAG.

### **Year 9**

The Year 9 programme is delivered by Citizenship teachers and tutors in IAG. Students are prepared for making their Option Choices by providing them with the information and skills necessary to make informed choices both through timetabled IAG lessons and through collapsed curriculum sessions run through IAG where they are given specific information relating to the choices available to them and are able to identify the implications of making certain choices..

During Year 9 students also complete modules of work with their tutors in IAG about British Values and PREVENT, emotional wellbeing, skills and bills. In addition Year 9 students all attend a residential and a full week of CEIAG titled 'Kick Start to Key Stage 4' (KS2KS4). During this week student's work with members of the Educational Business Partnership (EBP) to help all students make the correct informed choices about their futures.

### **Key Stage 4**

At Key Stage 4 the programme concentrates primarily on the World of Work and aims to:

- raise awareness of choices available locally in terms of education, training and employment
- provide students with impartial information, advice and guidance on the routes and pathways available
- develop the skills needed to make informed choices
- ensure students are aware of their own skills and abilities and how these relate to employment
- provide students with the opportunity to discuss their future career plans individually with trained Careers professionals
- provide students with 'real' experiences of the world of work which can be cross referenced to the CEIAG Programme in school.
- develop skills in writing letters of application in response to specific job adverts
- develop skills in writing a CV in preparation for an interview
- develop and improve interview techniques

### **Year 10**

The Year 10 programme for Careers Education is delivered through IAG and tutor time.

Students apply for specific jobs by writing letters of application and completing CVs, and then prepare for interviews. Students prepare for the interview using videos, role play and discussion groups and are given feedback on their interview by their tutor.

During Year 10 students also complete modules of work with their tutors in IAG about mental health and emotional wellbeing, preparing for work experience and financial capability. In addition Year 10 students have a series of CEIAG presentations organised by sixth form staff at Launceston College. Furthermore external careers professionals are brought into weekly IAG sessions to deliver on CV writing and interview technique.

## **Work Experience Programme in Year 10**

Students undertake a 5-day placement in the summer term and are also offered the opportunity of placements with the Armed Forces. Students are encouraged to organise their own placement by writing letters of application or by visits to the organisation.

The work experience programme is supported by the Work Related Learning Coordinator, the IAG Co-ordinator, Head of Year and tutors to ensure adequate standards of preparation, safety and quality.

The WRL Co-ordinator is responsible for all the administration of the Work Experience Programme and liaises with employers and with The Education Business Partnership.

Health and Safety preparation will be through a collapsed curriculum day with additional day courses for high risk placements in specific employment sectors. The programme is supported by the Work Experience Policy and Action Plan drawn up in consultation with Cornwall and Devon Education Business Partnership.

Some students following Vocational Courses undertake Work Experience on one day (occasionally 2 days) per week. These placements are individually agreed with students, parents and College staff. These placements are closely monitored by the WRL Co-ordinator and Head of Vocational learning and the students are supported and mentored.

## **Year 11**

The Year 11 programme for Careers Education is delivered through IAG and tutor time.

Individual careers interviews are available to all students in Year 11 but priority is given to those students who have been identified as being 'at risk of being NEET' and also to individual requests by students and/or parents.

Students have the opportunity to research their options Post 16 and workshops are held to give specific information regarding training schemes and Apprenticeships. Students are advised on the implications of the different options and the progression routes available to them.

Students are prepared for making their college applications through the IAG identifying their strengths and weaknesses, their aims and preferences and by researching and discussing the available courses and their suitability.

Destinations information is used to further inform students of the trends and changes in employment in different employment sectors.

Specific careers forms are used by the Careers Adviser and covers applications to all colleges in Cornwall. Students who wish to apply for colleges outside of Cornwall are supported in their applications and all students are free to make their own applications if they wish.

### **Administration Support**

The administrative support for Careers is now provided within the role of the WRL Coordinator and continues to be essential in ensuring effective and efficient delivery of Careers education, information and guidance.

Launceston College continues to work with the Educational Business Partnership(EBP) in a number of work experience and careers related activities and projects.