



Bexhill 6th Form College

CAREERS POLICY

POLICY NUMBER: TL6



CAREERS POLICY

Aim

To prepare students for the next stage of their career, whether towards employment, training or Higher Education, by providing them with impartial and objective careers education and guidance. In accordance with the new Careers strategy: Making the Most of Everyone's Skills (December 2017) and the Department for Education's 'Guidance for General Further Education Colleges and Sixth Form Colleges (February 2018); and the Gatsby benchmarks (see Appendix I) our impartial careers guidance is secured under these requirements:

- Inspires young people about the full range of education, training and employment opportunities available to them
- Is provided in an impartial manner
- Promotes the best interest of the student to whom it is given

Entitlement

Bexhill College's current and future students are entitled to:

- ◆ Unbiased careers information that is up-to-date and readily accessible.
- ◆ Pre-entry course information and advice on post 16 pathways and progression routes
- ◆ Work experience opportunities as appropriate to need.
- ◆ Individual and group help via the cross-college weekly tutorial programme, which includes topics on employability skills awareness, up to date LMI, option choices, goal setting, effective job-seeking skills and the importance of personal branding.
- ◆ Individual action plans negotiated with the Careers Officer and with personal tutors.
- ◆ Help from our Careers Officer prior to course completion or, if leaving before completion, as appropriate. The College will seek the support of free interpretation services where needed if English is a second language.

Implementation

- Collaboration with several careers partners including the Careers Enterprise Company and East Sussex County Council.
- Careers information is available in the Careers section of the Learning Resource Centre in the form of a range of books, brochures and leaflets, DVDS, magazines and on-line resources.
- ◆ Careers information, such as news about forthcoming events and opportunities, careers resources available and new resources as they are received, is disseminated via the tutorial

programme, the weekly College tutorials, electronic noticeboards and posters displayed on noticeboards.

- ◆ Pre-entry course information and advice includes: Year 10 Taster Days, Year 11 Transition Days, Mini-Transition Days for vulnerable students and College staff attend Careers evenings at feeder schools.
- ◆ CEIAG is also disseminated by Personal Tutors, the Student Services Manager, the Careers Officer, the HE Administrator and the wider Student Services Team.
- ◆ Information on the Higher Education application process, interview techniques, job vacancies, Apprenticeship opportunities, volunteering, and gap year opportunities is disseminated in the same way.
- ◆ Students are informed of the support and facilities available to them at College during their induction through their personal tutor. Information is also included in the Student Handbook given to each student at the start of the year.
- ◆ College Librarians are knowledgeable about Library Careers resources and will offer help with using them and obtaining on-line help.
- ◆ Students can make a careers appointment for a full interview with the Careers Officer, either in person or via email. Following the Careers interview, students are sent a Career and Personal Action Plan which is also copied, with the student's consent, and placed on REMS for the personal tutor to access.
- ◆ Students planning to apply to Higher Education are encouraged to attend the Higher Education Fair in the Spring Term. They are given detailed information about researching institutions and making their application via the tutorial programme during the Summer Term. In addition, briefings are given by Students Services, augmented by external speakers during Progression Days and by our Widening Participation partners at other key points during the academic year. Students are also encouraged to see their Head of Section/Deputy Head of Section/Careers Officer/HE Administrator/Careers Leader for individual advice and guidance.
- ◆ Students applying for Higher Education are encouraged to attend Open Days throughout the year.
- ◆ Single year students attend a one-day Progression event in the Spring Term.
- ◆ Two Higher Education Forums for the parents/carers of potential university applicants are held during the Spring Term of Year 12 and the Autumn Term of Year 13, to give advice about options and the Higher Education application process.

A Career Information session for Parents/Carers is held every year, at the start of the Autumn Term

- ◆ Students planning to apply for Oxford or Cambridge are required to attend a programme of support sessions and events during the year. Students are also encouraged to attend Open Days at both universities.
- ◆ Help and support is available for Gifted and Talented students intending to apply for selective universities including the Russell Group.
- ◆ Students requiring specialist help with Higher Education or other applications are encouraged to seek help and support from subject specialists. Student Services provide interview support for students attending university selection interviews if required.

- ◆ The importance of work experience and volunteering opportunities for some Higher Education applicants and for future employment is emphasised through Progression days, the tutorial programme and in one-to-one interviews with Personal Tutors.
- ◆ Work experience/work shadowing, whilst forming a key component of many vocational courses, is also available to students on non-vocational courses. Opportunities should be sought via the College Work Placement Co-ordinator. Information about entitlement and procedure is made available to all students in the Student Handbook at induction and is further disseminated via the Work Placement Co-ordinator.
- ◆ Non-vocational students may take up to 5 days for work experience during the College year, provided they have complied with the College work experience procedures.
- ◆ Individual help is provided by Personal Tutors and Heads/Deputy Heads of Section, the Careers Officer and the Student Services Manager.
- ◆ All staff are encouraged to attend training events including relevant training delivered by Higher Education institution to assist them in their ability to provide specialist subject advice to their tutees.
- ◆ All students are supported with their future career plans at specific times during the year with careers guidance through whole-group tutorials and one-to-one sessions with their Personal Tutor to develop their Individual Learning Plan.
- ◆ All vulnerable students can have one-to-one careers advice from the Careers Officer. The Careers Leader, the Study Centre Manager and the Careers Officer, when available, attend the PEP/EHCP Review interviews of all the vulnerable students.
- ◆ The College contracts with a local impartial advice and guidance provider to give input on careers and progression days and other careers initiatives. We review this provision on an annual basis to accommodate changing needs.
- ◆ In Partnership with The My Trust organisation, the College offers intervention support for any student identified at danger of becoming NEET (not in education or employment).
- ◆ Early leavers are contacted by the Careers Officer, via a letter, offering a careers interview and giving useful information and contacts.
- ◆ First Year 'A' level and Level 3 vocational students are required to attend a Careers and Progression day at the end of the Summer Term and another one at the beginning of the Autumn Term.
- ◆ A monthly Student Services Newsletter for Parents and Carers is published on the Parent Portal; this includes information about careers and HE.
- ◆ The tutorial programme provides specific Guidance and Support about careers as follows:

Autumn term:	HE, Employment & Training	Second-year students
Spring term:	FE, Employment & Training	Single-year students
Spring and Summer Terms:	HE, Employment & Training	First-year students

Management

Careers, as part of the CEIAG and Support provision, is managed by the Assistant Principal (the Careers Leader, the Careers Officer and the wider Students Services Team.

The Heads and Deputy Heads of Section manage the team of Personal Tutors within their areas. They deliver the tutorial programme, which includes CEIAG, and oversee their students' Individual Learning Plans.

Operation

- ◆ A Careers Guidance Forum meets annually to review progress on the delivery of careers education at the end of each academic year
- ◆ CEIAG is a standing item on the fortnightly Services Meetings where current provision is discussed and reviewed.
- ◆ Students are asked to evaluate the guidance they are given in this area via the College's quality assurance programme as well as via feedback from the tutorial programme and Progression days.
- ◆ The College uses the Careers and Enterprise Company's Compass benchmarking tool and is committed to using the Tracker careers planning tool going forward.
- ◆ The College has been awarded the 'Quality in Careers Standard', formerly known as 'Investors in Careers'; this is reassessed every 3 years; most recently in June 2017

Staff with responsibility for CEIAG in the College

Governor:	Wayne Marley
SLT member:	Linda Johnson
Student Services Manager:	Elisabeth Lawrence
Careers Officer:	Sue Rhodes

Appendix I

The Gatsby Benchmarks

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.