

# Policy and Procedure on Careers, Education, Information and Guidance Policy 2022 – 2024

## Teaching and Learning Cambian Lufton College

Policy Author / Reviewer	Debbie Morgan
Approval Date	16/11/2022
Next Review Date	16/11/2024
Version No	1
Policy Level	Lufton College
Staff Groups Affected	All Staff

### Contents

1. Monitoring and Review .....	1
2. Legislation .....	2
3. Links to other policies: .....	2
4. Introduction .....	2
5. Outcomes Monitoring, Review and Evaluation: .....	5

## 1. Monitoring and Review

- 1.1. This policy will be subject to continuous monitoring, refinement and audit by the Head of Department.

The College undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

- 1.2. Signed:



Sophia Cursons  
Head of College  
November 2022



Hannah Hastilow  
Head of Education  
November 2022

## 2. Legislation

### Legislation and Guidance

- Children and Families Act 2014
- SEND Code of Practice 0-25 2015
- Special Education Needs and Disability Act 2001
- Keeping Children Safe in Education 2022
- Education Inspection Framework 2021

## 3. Links to other policies:

3.1. The Careers, education, information and guidance policy is linked to the following policies:

- Curriculum policy
- Quality Improvement Plan
- Self Assessment Report
- Safeguarding Policy
- Health & Safety policy

## 4. Introduction

### 4.1. Careers, Education, Information, Advice and Guidance

Careers, Education, Information, Advice and Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

A high-quality provision should include the following elements from the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

The programme should also be regularly monitored, reviewed and evaluated using the Compass self-audit tool, feedback from stakeholders, and other external evaluation e.g. OFSTED.

We believe that with guidance, encouragement, support and application every student can exceed their own expectations. Our objective is to prepare our young people for the next stage of their lives ensuring they leave fulfilled, enthusiastic, self-disciplined and confident furnished with the skills, knowledge and practical abilities to fulfil meaningful, active lives and be able to participate in and contribute to their community and society as a whole.

Our aim is to help students, through careers work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Raise aspirations and increase motivation to enhance their opportunities

- Learn and experience careers and the world of work
- Develop their career management and employability skills

#### 4.2. Statutory Duties

We will fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial careers information. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of training providers, employers and employer engagement providers.
- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader (At Lufton College, this is our Head of Department for Planning for Employment, Deborah Morgan) who is line managed by the Head of Education who has strategic responsibility and publishing contact details on the College's website.

#### 4.3. Role of the Governing Body

In line with Section 42A of the Education Act 1997, the governing body must:-

- Ensure all students are provided with independent careers information and guidance
- Ensure careers information is presented in an impartial and unbiased manner
- Ensure careers information includes the range of education of training options and apprenticeship opportunities
- Ensure careers information and guidance promotes the best interest of the student to whom it is given
- Ensure clear advice and guidance, including local labour market information, is provided to the Head of College on which they can base a strategy for the curriculum and employment programme in line with local and regional economic priorities

#### 4.4. Intent

Lufton College's Planning for Employment department is intended to develop skills for future career planning, and to provide access to vocational learning and work placements, as part of the Employability strand of Preparing for Adulthood. The curriculum will incorporate the skills valued in the world of work, including effective communication, problem solving and collaboration. In addition, placements and vocational training will have the flexibility to be informed by local labour market information, provided by external employability partners, such as the Educational Development Trust and the Heart of the South West Careers Hub. This area of the curriculum supports the achievement of EHCP outcomes relating to future employment and/or meaningful contributions to the community through participation within a range of activities. We are aspirational for our students to develop skills needed for a successful transition from college to the workplace, and to provide them with choices in line with their interests and aspirations.

Lufton College believes that work experience plays an integral part of a young person's development and prepares them for the transition from life at college to work, where appropriate and life after education. It will enable the students to experience the demands and expectations of the world of work and provide the opportunity to put into practice and see the relevance of skills learned at college. It will promote the development of the 'whole person' by providing an insight into the nature and discipline associated with the work environment, which revolves around the product or service offered and not the individual. It will stimulate a more mature and positive attitude to learning and education and enhance academic achievement. It will build confidence by enabling students to experience success in an environment other than that at college. It will enable the students to make more realistic and enlightened work/volunteering choices by allowing them to try out a vocational preference before committing themselves to it.

#### 4.5. Role of the Governing Body

##### Implementation:

In order to ensure the curriculum is adapted to meet the needs of our students, we have created a pathway of progression from pre-entry to Entry Level 3:

- Employability Skills (pre-entry-E1) – students will develop skills and knowledge for the workplace in a practical setting, undertaking internal work experience placements before progressing to external placements in line with their aspirations and goals.
- Planning for Employment (E2-E3) – students will develop skills and knowledge for the workplace in a combination of classroom sessions and work experience placements, gaining increasing ownership over their career development.

By the end of their placement, students will have successfully demonstrated skills required for the world of work in a variety of contexts, and will have had the opportunity to reflect their achievements within a vocational profile and CV to inform future transitions.

The Planning for Employment department is led by Deborah Morgan, a Level 6 Careers Leader trained member of staff, ensuring that the content, scope and delivery of the careers programme meets the needs of our students and the quality standards set out by Gatsby Benchmarks. The curriculum is sequenced to develop a range of employability skills, in order to support students to progress onto work experience placements within their chosen vocational areas. This will provide students with the experience of the world of work in order to inform choices for their transition out of the college, and onto their best possible adult lives.

##### Employability Skills (pre-Entry-E1)

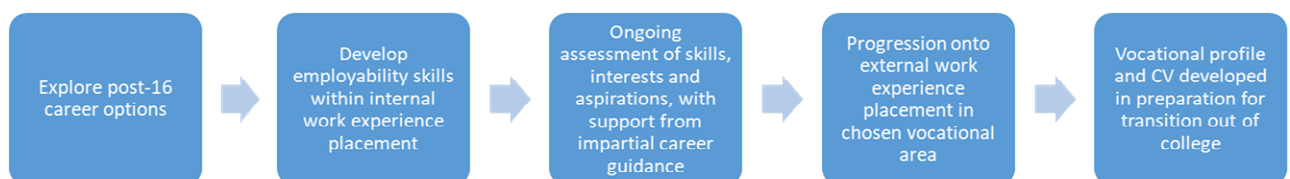
To demonstrate a range of employability skills in a practical environment:

- Following Instructions
- Time Management
- Team Working
- Communication
- Problem Solving
- Literacy and Numeracy

To develop an understanding of health and safety in the workplace  
To make choices about work activities

Planning for Employment (E2-E3)

To undertake a range of practical work experience opportunities  
To identify roles and responsibilities in the workplace  
To communicate effectively and appropriately within a working environment  
To demonstrate effective customer service  
To complete job applications and undertake interviews in preparation for employment



#### 4.6. Impact

As a result of their engagement within the Planning for Employment curriculum, students will be able to progress onto their next steps successfully, which may be paid/unpaid employment in chosen vocational areas, further study or training, or to demonstrate positive contributions to the community through engagement in activities.

Students will be able to demonstrate the following:

- Evidence of how their employability skills have progressed from their starting points, through the completion of Employability Diaries or case studies
- Successful participation in internal/external work experience placements, and/or volunteering opportunities
- Record of action planning and goal achievement from career guidance service
- Completion of vocational profile and CV in preparation for transition
- Completion of accredited outcomes related to employability or vocational training

#### 4.7. The Career Leader

The careers, education, information and guidance will be delivered via the planning for employment curriculum, which is overseen by the head of department for planning for employment, who reports directly to the college's Head of Education. It is also the role of the head of planning for employment to ensure the planning, implementing and quality assurance of the college's careers programme for the college, managing the delivery of career guidance, networking with external partners, including providers and co ordinating the delivery of careers related learning with vocational tutors, link tutors and house managers.

#### 4.8. Teaching Staff contribute to the delivery of careers guidance through:

- The delivery of tutorials that include themes from the resilience curriculum and the colleges values.
- Support for students in preparing Individual Learning Plans (ILP) and ensuring that students are aware of and monitor / review their individual goals and goal setting;
- Conducting regular 1:1 reviews with students in partnership with Educational Development Trust;
- Identifying employability skills that are embedded and demonstrated in all students' main vocational qualifications;
- Embedding Maths and English throughout the duration of the students' vocational qualification;
- Supporting and promoting careers and aspirations with students and encouraging participation at cross College events and with specific vocational opportunities.

## 5. Outcomes Monitoring, Review and Evaluation:

#### 5.1. Outcomes, Monitoring, Review and Evaluation:

Monitoring, reviewing and evaluating the careers programme is the responsibility of the Head of Department for Planning for Employment, who reports directly to the Head of Education and is carried out in order to ensure that quality and consistency of the careers programme is maintained throughout the whole college. The outcomes are measured against the Gatsby Benchmarks and the CDI (Careers Development Institute) Framework so ensuring continuous improvement. The methods of measuring these outcomes can include parent and student surveys, staff feedback, feedback from placement providers, destination data analysis and completing Compass (Gatsby Benchmarking tool). This data is collated on a termly basis and provided to the Head of Education to inform the college's Self-Assessment Report and Quality Improvement Plan in order to set targets for ongoing improvement to

the careers programme. These outcomes will also be presented and data formalised within the college's termly governance report to evaluate and review the programme and inform strategic planning within the organisation.