



Careers Education and Guidance Policy

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To be read in conjunction with: Curriculum Policy
PSHE Policy

Appendix 1: The Gatsby Benchmarks

Appendix 2: Provider Access Policy

INTRODUCTION

This policy statement sets out the College's arrangements for managing the access of providers to students at the College for the purpose of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

The Governing Body recognise that we have a responsibility to ensure all students at the College are provided with independent careers guidance from Years 7 – 11. They have therefore adopted this policy in order to provide a clear commitment to Careers Education, Information, Advice and Guidance.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance.

We have the highest expectation of our students and their potential. We recognise that Careers Education, Information, Advice and Guidance (CEIAG) makes a significant contribution to preparing our students to take their place as suitably qualified and responsible adults within society, who can make informed choices and achieve personal and economic wellbeing throughout their lives. It is with this objective that our CEIAG programme has been developed, alongside reference to the recommended eight Gatsby benchmarks.

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3, 4 and 5. The policy also applies to Year 11 and Year 13 students after they finish their examinations in their final year and before they start at their next place of education, employment or training.

All members of staff at Helston Community College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead. It is important therefore that students leave College aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. These are the aspects of personal development that this policy will contribute.

1. Student Entitlement

All students in Years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options, events, assemblies and group discussions and taster events in line with the Baker Clause;
- to understand how to make applications for the full range of academic and technical courses.

The College will evaluate the impact of our careers programme by completing student surveys, parent/carer surveys, staff surveys in line with activities that students take part in. In addition to this, we will track and analyse the destinations' data of all Year 11 and 13 students. The views of other stakeholders will also be taken into account after key events.

2. Management of Provider Access Requests

2.1 Procedure

A provider wishing to request access should contact the Strategic Careers Lead. Please see the Provider Access Statement (Appendix 2) for contact details.

2.2 Opportunities for Access

A number of events are integrated into the College careers programme, one of which is to offer providers an opportunity to come into the College to speak to students and/or their parents/carers.

2.3 Premises and Facilities

The College will provide a suitable venue for discussions between providers and students, as appropriate to the activity. The College will also make available AV and other specialist equipment to support provider presentations. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the College where they will be available for students in the Careers Office and the College Library.

2.4 Management and Staffing

The College has a Careers Strategic Lead, a Careers Operational Lead and commissions an independent careers advisor, who comes into the College weekly to conduct group and individual careers meetings. The College also works with Next Steps South West, Careers hub CioS and the Careers and Enterprise Company. All staff are expected to play a role in helping students to make well-informed realistic decisions about future study and employment.

3. The Careers Programme

3.1 Careers Provision

The careers programme includes; careers education sessions, career guidance activities (group work and individual interviews), information and research activities and work-related learning. Careers lessons are part of the College's PSHE curriculum and Tutor Time programme as well as assemblies.

The programme is provided to students through:

- the PSHE curriculum via specific lessons;
- tutor group activities every half term;
- careers interviews with Wendy Gibson (Careers Advisor from Careers 4 U);
- careers presentations during assemblies e.g. college and employer presentations;
- off timetable careers events with employers;
- guest speakers and volunteers supporting lessons – 'I Love My Job';
- Enterprise Advisor Network support at events;
- attendance at Careers Fair/skills shows and local college/universities;
- apprenticeship talks; and
- a work experience programme in Years 10 and 13

3.2 Staff Development

At Helston Community College, whole staff training sessions are delivered by the Careers Lead or external providers where necessary as part of the INSET programme. This is to ensure staff are aware of requirements regarding careers provision in teaching and learning. All staff are able to request specific CPD activities regarding CEIAG.

3.3 External Partnerships

Helston Community College works with the following organisations:

- a range of local university and colleges e.g. Cornwall College, Falmouth University and Plymouth University;
- a range of employers sourced through Future First and the Enterprise Advisor Network;
- Careers South West;
- Next Steps South West;
- Speakers for Colleges;
- Enterprise Advisor Network; and
- Helston Chamber of Commerce

We actively engage with external providers and continue to develop new links.

3.4 Resources

The College has a space in the College Library dedicated to Careers related materials. These are audited annually by the Careers Advisor and the Librarian to ensure that materials are accessible, relevant and accurate. There is a careers office which is where the Careers Advisor is based and careers meetings take place. During careers' lessons in PSHE time, students have access to computers and the Internet if required. Tablets or laptops can be booked for lessons.

3.5 Parents and Carers

Careers information is provided on the College's website, linking also to external sources of information. The Careers Lead is available for parents and carers to meet at all parent/carer evenings/events and Year 9 Options evening. Parents/carers receive communication regarding careers updates through monthly newsletters and social media.

3.6 Equality and Diversity

Students who have an Education Health Care Plan receive further support from the Careers Advisor or Careers Southwest. The inclusive approach includes access to guidance for all students when they need it. This reads ok I think, now I have removed some.

Status of the Policy

This policy does not form part of the formal contract of employment, but it is a condition of employment that employees will abide by the rules and policies made by the College and Trust. Failures to comply with this policy may therefore result in disciplinary actions.

Appendix 1

THE GATSBY BENCHMARKS

1. A stable careers programme	
Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, carers, teachers, governors and employers.	<ul style="list-style-type: none"> • Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the college's website in a way that enables students, parents, carers, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, carers, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	
Every student, and their parents/carers, 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.	<ul style="list-style-type: none"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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 college's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. • Colleges should collect and maintain accurate data for each student on their education, training or employment destinations.
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.	<ul style="list-style-type: none"> • By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<ul style="list-style-type: none"> • Every year, from the age of 11, students should participate in at least one meaningful encounter^{1*} with an employer.

¹ A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

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.	<ul style="list-style-type: none"> • By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
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 colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every student should have had a meaningful encounter² with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
8. Personal guidance	
Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of College staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

² A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

Appendix 2

PROVIDER ACCESS POLICY STATEMENT

Introduction

This policy statement sets out the College's arrangements for managing the access of providers to students at the College for the purposes of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

We believe in building strong relationships with: local schools with a sixth form; further education and sixth form colleges; apprenticeship providers; universities; independent training advisors and employers. Our careers programme includes a large number of opportunities for external providers to talk to and interact with students and their parents and carers, ensuring they are aware of vocational and technical pathways and opportunities as well as academic ones.

Professional Development is used to ensure careers advisers, tutors and other members of the pastoral team are up-to-date in their knowledge of the full range of Post-16 opportunities available to students.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact: Mrs M Mugford, Strategic Careers Leader or email mmugford@helston.cornwall.sch.uk .

Opportunities for access

All providers are welcome to contact us to discuss how they would like to support and contribute to careers provision for our students. They may like to get involved in activities and events, such as: careers fairs, assemblies, careers information evenings, 'I Love My Job' talks, employer speed networking, mock interviews and curriculum subject events.

Please use the following link [HCC Careers Page](#), to access our full careers programme that identifies all careers events, activities and learning opportunities for each year group.

Any provider taking part in an existing careers event/activity or a new one will be supported by our teaching staff throughout their visit and not left unattended. We will discuss space requirements with providers and make available appropriate IT and other resources to support presentations.

Providers are welcome to leave copies of their prospectus or course literature and we will distribute them to appropriate students and make them available in our Careers Library. We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents/carers through direct email, parent/carer-mail or promotion in our monthly newsletter.

Access to students will be granted on the understanding that the information and guidance offered by providers is related to technical courses and apprenticeship opportunities only. Safeguarding requirements must also be met. The College policy on safeguarding sets out the College's approach to allowing providers into College as visitors to talk to our students.

Premises and Facilities

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit. Providers are welcome to hand us relevant brochures and other printed material that specifically relate to technical courses and apprenticeships. These will be made available to students in the College Library and Post 16 Study Centre. The College will also make available audio visual (AV) and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.