



East Coast College

Careers Strategy 24/25 – 26/27

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Careers Strategy

Context

The College recognises the vital need for all students to be on the right career pathway, at the right time. The strategy outlines the provision and direction of Careers Education, Information, Advice & Guidance (CEIAG), reflecting the demands of the current and future workplace and funding changes, which impact provision and learning need. Enabling achievement of their career goals and to inspire individual success and personal growth. The College promotes the strong link between positive wellbeing and positive career management. Careers Education, Information, Advice & Guidance (CEIAG) is a whole College responsibility and sits at the heart of each pillar within the East Coast College Strategic Plan.

Statutory Requirements

The Careers Strategy is written in accordance with the DfE Careers guidance and access for education and training providers January 2023 ¹, for all students up to and including the age of 18 and those up to 25 with a current EHCP. Main points include:

- The importance of skills and technical reform set out by the DfE white paper, Skills for Jobs: Lifelong Learning for Opportunity and Growth January 2021 ²
- Ensuring students have an engaging and inspirational careers education, with access to employers, other providers and work related experiences
- Increased duty on schools to allow access to vocational and technical education providers through the Baker Clause and extension of careers education to Year 7
- Ensuring students have sufficient access to independent and impartial career guidance. This will include access to a trained specialist in career guidance and resources in a medium that suits them
- Publishing details of the careers programme online that will be updated annually
- Maintaining a Careers Leader with strategic responsibility and publishing contact details online.

Aims and Approach

Our aim is to ensure that student need is taken into consideration when planning and providing accessible careers education, information, advice and guidance. The College is committed to building upon the existing employer and IAG partner relationships to enable increased high quality interaction.

The College bases the careers offer on the good practice guidance of its statutory duty noted above and extends this to incorporate guidance and knowledge from a range of sources, including, but not exclusively: the Careers Development Institution, Careers Hub, local area careers based strategic and operational groups, the Gatsby Foundation and Careers Enterprise Company. Whilst the DfE guidance is based on the 16-18 (25 with EHCP) age range, the college serves a wide adult community looking to access opportunity to retrain and reskill. The careers offer will incorporate the needs of all students.

Student Entitlement

Every student is entitled to high quality careers education, information, advice and guidance throughout their student journey, which is suited to their mode of study and personal needs.

Students will have access to:

- Careers management skill development that is accessible, impartial, client-centred and free from institutional bias. Available at the right time for the student and at key transition points in the student journey, including progression, destinations and for key points within the apprenticeship journey
- Information, advice and guidance will be provided by appropriately qualified and experienced staff across College, including teachers with experience and expertise in their subject, careers advisers and via a Level 6 or above careers advisor for those who wish to access this service
- Apprenticeship student Skills Scans to provide a comprehensive reflection on individual distance travelled in terms of skills, knowledge and behaviours
- Access to information about available pathways, including: Higher Education, Apprenticeships, Further Education courses, work-based qualifications and employment
- Support to evaluate options and apply for Higher Education in a timely manner from teachers and the careers team

- Information provided in a variety of medium including: in-person, printed and online, including our website and Virtual Learning Environment.
- A full and comprehensive tutorial programme that facilitates meeting the Gatsby Benchmarks (Appendix 1): encouraging independent career planning skills, tackles stereotypes, promotes equality, develops positive wellbeing and contribution to the College and individual's community
- Opportunity for volunteering, social action and enrichment activities that develop skills for employment and personal development, underpinned by the Good For Me Good for FE campaign
- Regular reviews and target setting; ensuring that learning or wellbeing support needs are identified and actioned
- Encounters with higher education institutions
- A calendar of careers activities that support students to make career decisions
- Up to date information relating to the labour market information
- Activities that support SEND students with choices and career management skills
- Work-related activities for those on study programmes, organised by curriculum staff members who want to ensure that activities are inspirational and meaningful, including direct contact with employers – in person or virtual
- A curriculum offer that:
 - Is based around up to date labour market knowledge and forward thinking to sector skills required and has a recognised progression route. Utilising information from a variety of sources, including paid for platforms, providing demographic and sector-based forecasting information
 - Meets the needs of our community with increasing focus on adults
 - Is forward thinking and responsive to commercial customer need
 - Reduces individuals who are not in education, employment or training
 - Can be offered within the social prescribing model
 - Reflects the white paper Skills for Jobs lifetime skills offer funding
 - Is inclusive and tackles stereotypes
- Up to date funding advice relating to course requirement
- An induction that supports knowledge of how to access information, advice and guidance, including on campus, off campus and apprenticeship study

- Opportunities to share student voice through surveys, forums and student leadership opportunities
- Referrals for support based on agreement and/or that support wellbeing or choices, increasing likelihood of entering employment, education or training.

Schools and Partners

The College will support school, education setting and community events by:

- Providing staff to attend school activities
- A range of on campus events aimed to support CEIAG
- A main link person
- Providing a venue which may support an activity
- Opportunity to feed-back on experiences to develop the service
- Provide access to online, printed and face to face IAG for young people and adults
- Providing accurate data to county participation teams
- Offer a range of transition activities, including those that specifically add value for SEND students
- Work closer with pre-16 primary and secondary curriculum

The College will:

- Increase the number of students studying apprenticeships, higher, technical and professional qualifications at levels 3, 4 and 5
- Involve parents and carers to support transition that includes: attendance; motivation and progression through College publications; *Parent and Carer Progress Events*; Parent and Carer News; access to the website and VLE resources; reports; inclusion and disciplinary process; individual planning meetings and texts alerts
- Maintain the Cross College matrix Accreditation Standards
- Develop alumni information to increase recruitment and CEIAG opportunities
- The College will be represented and demonstrate positive contribution at area strategic and networking groups, including Area Careers Hub
- Keep up to date with the latest national guidance and legislation for CEIAG, changes to qualifications and professional/academic entry requirements is used to inform tutorials and resources provided to stakeholders

- Develop the capacity within the College to deliver and embed CEIAG across curriculum through professional development. All staff are expected to contribute to the development of students. Staff should keep their sector knowledge up to date, seek professional development opportunities and take part in college led activity
- Create opportunity for stakeholder feedback
- Develop the use of digital platforms and activity as decision making opportunities and career management skills learning tools, such as curriculum area videos, communication methods
- Maintain and develop efficient client information systems and processes, to include transfer and withdrawal requests
- Appoint a lead Governor for careers and share professional development updates including Careers Enterprise Company and DfE publications or training:

<https://www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/online-learning-modules/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf p.13

Key Performance Indicators (KPIs)

- Cross College matrix accreditation is maintained through 3 yearly assessment with annual monitoring assessments
- Implementation in-line with Ofsted EIF
- Completion of the Compass Assessment, available via the Careers and Enterprise Company, demonstrating improvement work linked to review
- Reporting to Governors including the Standards and Curriculum Development Committees
- Implement quality processes linked to CEIAG, including: Self-Assessment Review, Quality Improvement Plans, appraisals, Governor reporting, RED peer observation system, eLLP audit and Deep Dives
- Stakeholder feedback and engagement is reflected in curriculum planning and reviews

- Over 95% of students will progress into positive destinations including: employment, Apprenticeships or Further and Higher Education and training, recorded via the MIS Destination Report
- Engagement with partners that supports recruitment with integrity, transition and progression pathways is evidenced

Implementation and Monitoring Arrangements

Annually the Assistant Principal Student Services & SEND will complete a review and Quality Improvement Plan, to include strengths, development points and identified risks. The success of the programme will be reported to the Governing Board within the College's Self-Assessment Report.

The College works in partnership with public, private and voluntary sector colleagues to deliver guidance to students on an individual and group basis and to contribute to the tutorial programme.

Risk

- Failure to offer and monitor this service would lead to a negative impact on reputation and quality of service
- Strategy not being fully implemented would put the college at risk of poor student experience, numbers, retention, achievement and progression
- Failure to achieve the Cross-College matrix Standard impacts funding regulations meeting its DfE Careers Guidance 2022 duty.

References

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/110318/8/Careers_statutory_guidance_September_2022.pdf
2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version_.pdf

Strategy, Policy and Procedure schedule of amendments

Details of amend	Date of amend
Amended "SFA" to "Funding" in point 6 risk section NL	29.6.17
Included increased detail following DfE Careers Strategy 2018	30.7.18
Inclusion of Gatsby Benchmarks	July 18
Re-worked document with all sections updated	Oct 19
Re-worked document to include digital learning and video-calls and conferencing opportunities.	02.09.20
Reviewed 1 year early to reflect white paper, internal careers review, DfE Careers Guidance duty and full matrix assessment	18.11.21
Amended to update date of DfE Careers Strategy release date September 2022; changed Baker clause responsibility on schools from year 8 to year 7; updated job title following change of assistant principal.	06.12.22
Amended to update date of DfE Careers Strategy to Jan 2023	24.7.24

Appendix 1 The Gatsby Benchmarks: further education guidance

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. They should be expected for all students but should be timed to meet their individual needs.