



# SOHAM VILLAGE COLLEGE



## Careers Education, Information, Advice and Guidance (CEIAG) Strategy



Strategy owner	Miss Mary Wilcox
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## **Our Strategy**

Our strategy is to ensure that every student can access the university and/or career of their choice and so our goal is for every Soham Village College student to:

- Develop good habits and skills, such as communication, creativity, problem solving, digital literacy and resilience in the face of challenge
- Have access and exposure to a range of opportunities which help build a picture of what they want their future to look like
- Make ambitious and informed decisions about their pathways

## **Our Objectives**

- To have a clear plan for careers education, information advice and guidance for students in Year 7 through to 11
- To engage with employers to raise aspiration through knowledge of careers and career pathways
- To ensure students receive impartial and independent advice at all stages of their time at Soham Village College

## **Introduction**

Soham Village College has statutory responsibility for securing access to independent and impartial careers guidance for all pupils in years 7-11. In the context of this duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

Careers guidance secured under the new duty must include information on all 16-18 education or training options, including apprenticeships. In April 2014, the Department for Education published its statutory guidance: 'Careers Guidance and Access for Education and training providers'. It has been updated in 2018.

The aim of Careers Education, Information, Advice and Guidance (CEIAG) is to raise our student's aspirations, broaden their horizons and empower them to make informed realistic decisions at all key transition points in learning and work. The role of our Careers Manager is to assist young people's career learning, planning and development, and to lead and manage the development of CEIAG in College. The Careers Manager, under the direction of the Assistant Principal responsible for Careers in the college, facilitates the contribution of colleagues, students and partners, develops the careers programme, organises resources and ensures that students have access to impartial Information, Advice and Guidance (IAG) within the college.

Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to plan their career and know how and where to access impartial and unbiased information.

Our NEET (Not in Employment, Education or Training) figures remain relatively low at 2.0% (5 students out of 240) but slightly higher than the Cambridgeshire average of 1.8% (data correct from Class of 2017) We are committed to working towards keeping the NEET figures as low as possible each year.

Soham Village College has strong links with outside agencies including universities, colleges and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET

Careers work also supports strategies for student's personal and social development by:

- Building self-confidence and self-reliance
- Promoting positive and informed attitudes to learning
- Promoting leadership, organisation, resilience and initiative
- Developing good communication skills

## **Careers Guidance and Inspirations**

The Careers programme is developed in consideration of the CDI (Career Development Institute) framework and the Gatsby Report's benchmark. The 8 benchmarks are:

1. A Stable Careers Programme:
  - Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.
2. Learning from Career and Labour Market Information
  - Every learner, and their parents (where appropriate), 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
  - Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

4. Linking Curriculum Learning to Careers
  - All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
5. Encounters with Employers and Employees
  - Every learner 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, and should include learners' own part-time employment where it exists.
6. Experiences of Workplaces
  - Every learner 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 learners 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 learner 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 for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.

Soham Village College has an embedded programme of career education and guidance which ensures that all students and their parents have access to good quality information about future study options and labour market opportunities. Students have different career guidance needs at different stages and advice and support is tailored to the needs of each student. All teachers aim to link curriculum learning with careers with particular emphasis on the relevance of STEM subjects for a wide range of career paths.

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. All students understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges and universities and in the workplace. Every student has the opportunity for a guidance interview with a Careers Advisor. This is available regardless of what study or career choices are being made.

We have a planned approach to careers guidance in each year as follows:

### **Year 7**

- Careers education units in PSHE which focuses on discussions and activities relating to careers, jobs and employability skills
- Employer engagement sessions
- We use KUDOS to help students discover what careers their current interests might lead to

### **Year 8**

- Careers education units in PSHE which focuses on discussions and activities relating to cover careers and innovation
- Employer engagement sessions

### **Year 9**

- Careers education units in PSHE which focuses on subject-based career exploration activities (World of Work) and teamwork and learning styles
- Presentations from local Post 16 colleges
- Anglia Ruskin University 'Eyes on the Prize' event to encourage students to think about the future and raise aspirations

### **Year 10**

- Employability skills day which focuses on CV writing, understanding and development of soft skills and employer engagement through mock interviews
- Introduction to the UCAS application process and personal statements to both students and parents
- Targeted focused 1:1 interviews with a qualified Careers Advisor
- Generating career ideas based on student's own interests, skills and aspirations (Your Future form)
- Post 16 college taster days
- Work experience – curriculum-based for BTEC students; provision of information and advice for holiday-based placements
- Parents Evenings – presence of Careers Team to support parents

## Year 11

- Post 16 Parents Information Evening – ensuring parents and students are clear about Raising Participation Age, the various Post 16 pathways, the UCAS process and deadlines, and sources of advice and information
- Opportunities to meet and hear from local Post 16 colleges, at Parents Information Evening, College Open events and assemblies
- Whole year group visit to a regional careers fair
- Tutor and Careers Team support with personal statements
- Dedicated and ad-hoc time to help students research colleges and courses and understand and complete UCAS applications
- Apprenticeship workshops to support those students wishing to follow this pathway
- Targeted focused 1:1 interviews with a qualified Careers Advisor
- Helping students prepare for Post 16 transition
- Use of Labour Market Information to demonstrate the changing job market
- Help and support with college guidance meetings
- Academic Mentoring to provide additional targeted support

## Vulnerable Groups

### **NEET (Not in Education Employment or Training)**

Cambs County Council identify young people who are at risk of NEET based on a combination of factors. We will ensure these students speak to our Careers Advisor on a 1:1 basis and are prioritised when checking personal statements. We also identify those we note as being at risk of not engaging post 16.

### **SEND (Special Education Needs or Disability)**

The Hub supports SEND students. They will be included in whole year events and given extra help including 1:1 careers interviews to help them progress to post 16.

### **FLT (Foundation Learning Tier)**

Foundation learning students embark on a complete programme of careers education including work experience, mentoring, interview practice, help with transitions, personal statement workshops and individual 1:1 careers guidance meetings.

### **EAL (English as Additional Language)**

The College will ensure that EAL students have 1:1 advice on their post 16 options and support throughout their education to engage with careers information. Students get extra support in The Portal.

### **ISLE (Alternative Provision)**

The ISLE provides a safety net for students unable to cope with mainstream lessons. Through this students have opportunities to engage with work experience and various alternative provision plans.

## **Employer Engagement**

Research has shown that those students who had at least 4 meaningful employer engagements between yrs 7-11 were 86% less likely to become NEET than those that had no such encounters.

(Mann, A. et al. (2017) Contemporary Transitions: Young people reflect on life after secondary school and college)

Working with employers aims to understand the challenges faced by organisations employing young people through collaborative sharing of skills, knowledge and vision. We want our College to be known as the College that works with employers to understand the employers' approach to human resources so that we can proactively boost the employability competencies and job prospects of our students.

## **Alumni**

We will endeavour to work towards developing our Alumni to further enhance our careers programme, by allowing us to engage with ex-students to enable us to utilise their knowledge, experience, skills and professional network.

## **Management**

The College's Careers Manager facilitates and promotes the careers programme and reports to the Assistant Principal responsible for Careers in the college. The Careers Advisor reports to the Careers Manager:

- Mary Wilcox - Assistant Principal responsible for Careers in the college:
- Nick Oakhill – Careers Education Information, Advice and Guidance Manager (to work towards gaining Level 6 diploma in Career Guidance and Development)
- Susan Earnshaw – Careers Advisor (qualified to Level 6 diploma in Career Guidance and Development)

Peter Palmer is our link governor for careers and is responsible for overseeing the quality of our careers programme. We also work with an Enterprise Advisor, Anthony Browne, who provides support to the College in areas such as employer engagement and employability skills, with the overriding aim to unlock and develop relationships with local employers.

## **Staffing**

All staff contribute to CEIAG through their own roles as tutors and subject teachers. Careers is embedded into the curriculum wherever possible, with this area continually reviewed with close interaction with Head of Faculties and tutors. Staff support the careers programme in many varied ways, such as leading employability skill sessions, direct mentoring to help raise aspirations and define careers goals, and supporting students during their college application process.

## **Information**

Careers information is available in the College's Resource Centre, on-line via our website, and on our Career Noticeboard located outside the Resource Centre. The College actively promotes the National Careers website/helpline and the government apprenticeship website as well as Youthoria (the Cambs County Council website for young people)

## **Data**

The College uses data to identify those students who may need extra support with applications or with transition through to Post 16. Examples could be students who are looked after, students with reduced attendance, other vulnerable students and those with low prior attainment. It is the College's aim that none of these barriers will prevent any student from moving onto their next step and will ensure that this progression is appropriate and supported.

The College is committed to collecting and maintaining accurate data for each student on their education, training or employment destinations for at least three years after they leave. This data is used to monitor trends and to help assess the impact of the CEIAG programme.

## **Evaluation of Programme**

It is important that we measure the impact of our strategy through student, tutor, employer and parent feedback. Surveys are conducted after each key and relevant activity and the responses are analysed to stimulate development and improvement. We also track the destinations of our students Post 16 as mentioned above.