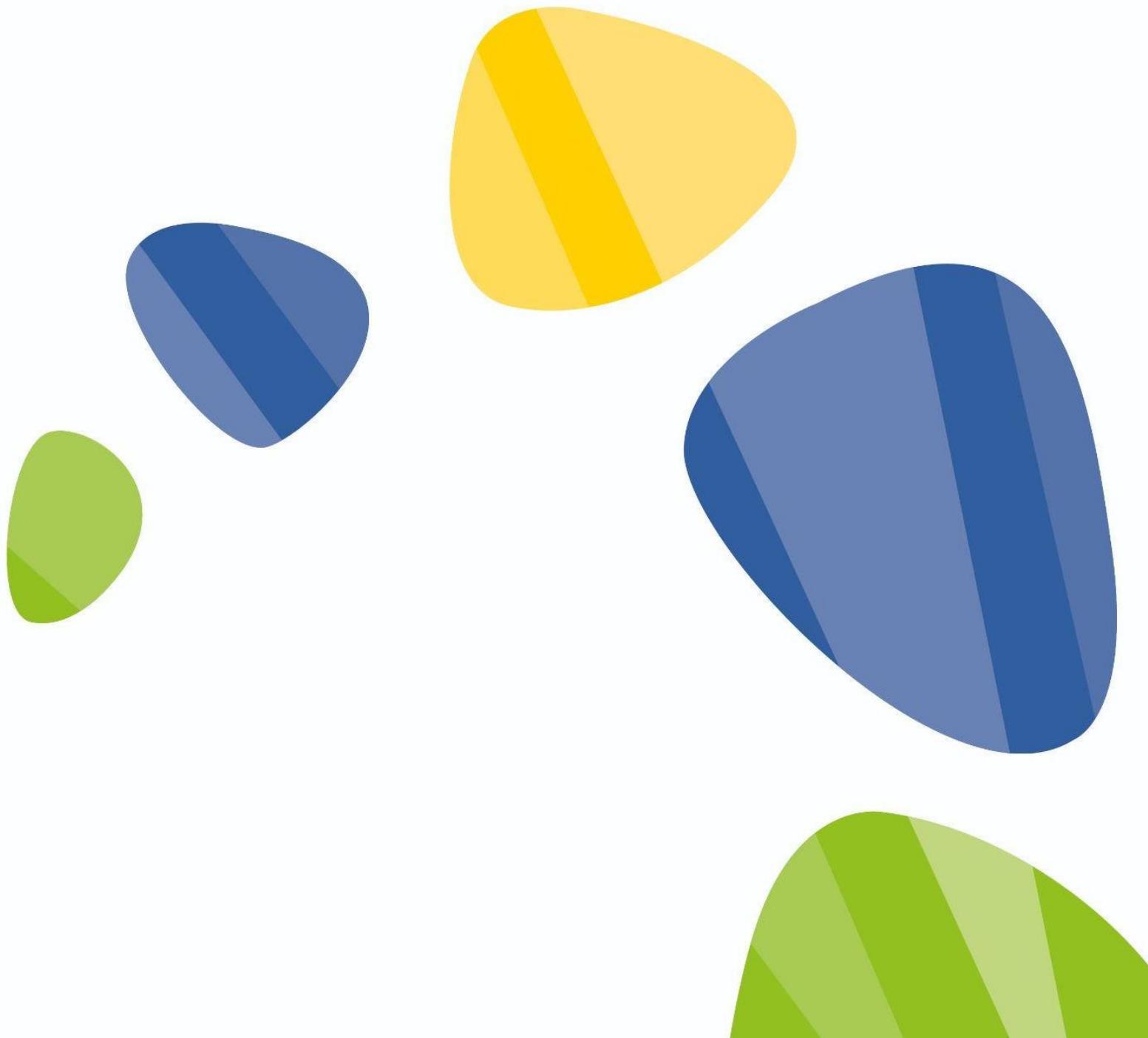




CEIAG Policy



About this document:

Purpose: The purpose of our policy is to set out the procedures by which we motivate our young people to prepare them for their future in training or the world of work.

We want to give our learners the best opportunity to reach their potential, both inside and outside of the classroom. Through a wide-ranging programme of activities, we aim to equip all learners with the knowledge, skills and character needed to enhance their overall success and wellbeing and contribute to society as responsible citizens.

This policy applies to Careers Education, Information, Advice, and Guidance (CEIAG) provided to all learners across study programmes. It has been reviewed in accordance with the latest Department for Education (DfE) guidance, 'Careers Guidance and Access for Education and Training Providers – Statutory Guidance for Governing Bodies, School Leaders, and School Staff' (DfE, January 2018).

Complied by: Stacey Morris	Date: March 2025
Committee: Board of Trustees	Date agreed by Trustees: April 2025
Review Cycle: (annually, 2 years, 3 years): Annually	Review Date: September 2025

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

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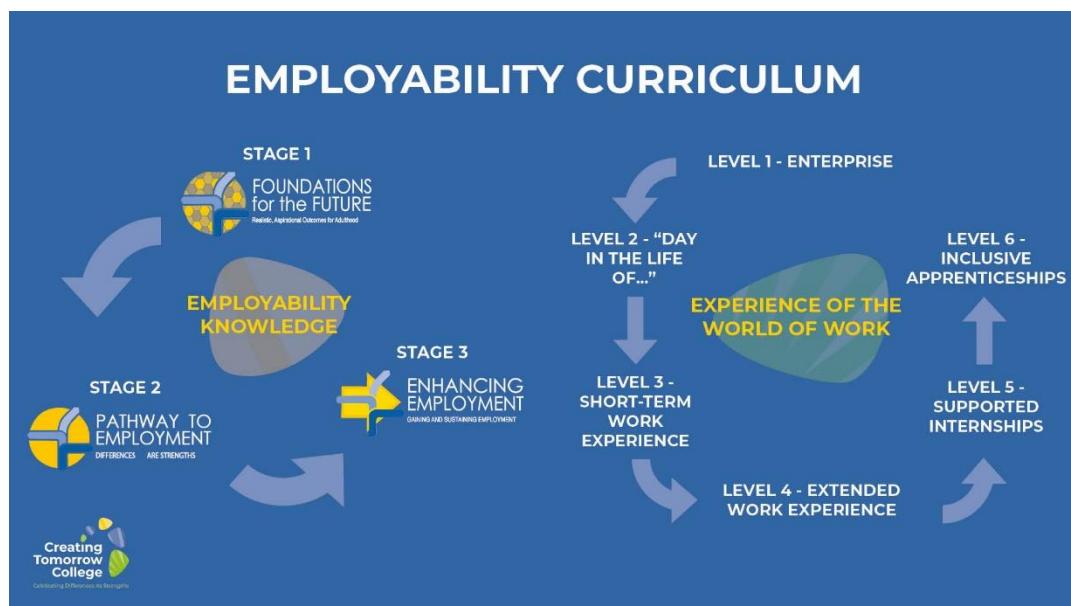
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Our Approach to Employability

Employability is a continuous thread of a learner's journey throughout the college. This is supported by a focus on the development of transferable skills and the development of character, which are not only essential to function effectively as an adult but are fundamental to being successful in employment.

We recognise that it is not enough to only deliver a knowledge-based curriculum for Employability as this has very little impact for our learners. Learners learn best when learning is supported by a breadth of experience, so we ensure that our learners can apply their learning for extended periods throughout their journey. Therefore, our Employability model comprises of three elements:

Employability Knowledge, Experience of the World of Work and Character Development



Employability Knowledge

We understand the importance of providing a framework for tutors to deliver knowledge that sequentially builds over time. To support this the knowledge acquisition section of our curriculum is delivered across three different stages across our post 16 provisions and post 18 programmes.



Stage 1: Delivered at Post 16 & Post 18

(College staff are able to deliver this stage at post 18 if assessment indicates gaps in foundational learner knowledge)



Stage 2: Delivered Post 18



Stage 3: Delivered on the Supported Internship Programme

To ensure that learners receive a broad curriculum that supports knowledge prior to employment, while gaining employment and when in employment each stage is divided into 5 different delivery areas:

Pre-Employment
Gaining Employment
Workplace Core Competencies
Essential Workplace Knowledge
Essential Digital Skills (Stage 2 & 3 only)

By ensuring our learner have knowledge at each stage of the employment cycle we are confident that they will be able to gain, sustain and change employment pathways throughout their adult life.

Experience of the World of Work

We recognise that our learners will benefit from a range of different practical application opportunities based on their employability development stage, age and identified outcomes.

This is why we offer six different levels of experience and learners will access a range of these to support the development of skills for employment.

- Level 1 is Enterprise -Every learner in the college will experience enterprise which introduce them to the basic concept of manufacturing or service providing them with the opportunity to understand the principles of cost, profit, and reinvestment. Every group operates an enterprise project and benefits from weekly dedicated time awarded to the operation of their chosen business.
- Level 2 is 'a Day in the Life of'. This stage provides the opportunity for learners to observe and 'feel' what is like to work in a chosen sector. The benefit of these experiences enables the learner to fully understand what it feels like to be in a workplace for the day and the difference in expectations placed on the employees of the organisations.
- Level 3 is Short Term Work Experience. This level enables the learner to access a 'traditional' block of work experience, putting learning into practice. At Creating Tomorrow College, we recognise the value of this experience in creating work stamina, however, also understand that in isolation this offers very little value to the learner without the wider approach we adopt.
- Level 4 is Extended Work Experience. Learners benefit from accessing extended work experience dependent on their personalised, identified outcome for employment or to broaden their understanding of workplace opportunities. This may take the form of practical work experience for up to 3 days a week, therefore providing extended time to develop skills for the workplace to gain and sustain meaningful employment in adult life.
- Level 5 is Supported Internships. Creating Tomorrow College's Supported Internships offer the intern the opportunity to continue with their education while attending a yearlong work placement. During the programme the intern will no longer attend college, they will work in an identified business supported by a Job Coach employed by the college. The education programme will be delivered on site to the intern by the Job Coach. Supported Internships are appropriate for those that will be

ready to gain meaningful employment at the end of the programme. They are not a route into further education.

Development of Character

The college recognises the value of high-quality Character Development being an important part of the academic offer to provide the following outcomes in the workplace:

- Soft skills development: People with special educational needs may face challenges in traditional academic settings, but they often possess unique strengths in soft skills such as empathy, creativity, problem-solving, adaptability, and perseverance. These character traits are highly valued in the workplace and can contribute to their success in various job roles.
- Enhancing communication skills: Effective communication is crucial in any work environment. By developing character traits like active listening, clarity in speech, and empathy, individuals with special educational needs can improve their ability to communicate with colleagues, clients, and supervisors, leading to better collaboration and overall job performance.
- Building self-confidence: The development of character helps in building self-confidence and a positive self-image. When individuals with special educational needs have confidence in their abilities and believe in themselves, they are more likely to pursue job opportunities and handle challenges with a growth mindset.
- Fostering a strong work ethic: Character development often includes qualities like responsibility, reliability, and punctuality. These attributes are essential in the workplace, as they contribute to a strong work ethic and the ability to meet deadlines and fulfil job duties consistently.
- Developing coping strategies: Individuals with special educational needs may encounter various obstacles in the workplace, such as sensory sensitivities or difficulty with certain tasks. Character development can help them develop coping strategies and resilience to navigate these challenges effectively.

- Enhancing social skills: Social skills are crucial for building positive relationships with colleagues, supervisors, and customers. By developing character traits like empathy and emotional intelligence, individuals with special educational needs can improve their social interactions, leading to better teamwork and cooperation.
- Improving problem-solving abilities: The development of character often includes critical thinking and problem-solving skills. These abilities are valuable in the workplace, as employees are required to tackle various issues and find innovative solutions to meet organizational goals.
- Promoting independence: Character development can empower individuals with special educational needs to become more independent, which is essential for succeeding in the workplace. As they gain confidence in their abilities, they may require less support, enabling them to take on more responsibilities and tasks.
- Reducing workplace stigma: Emphasizing character development helps challenge stereotypes and reduce the stigma associated with special educational needs in the workplace. When individuals with such needs demonstrate their abilities and positive character traits, it fosters a more inclusive and supportive work environment.

Overall, character development is not only important for employability but also for leading fulfilling and meaningful lives for individuals with special educational needs. By focusing on their strengths and developing essential soft skills, they can find and sustain employment that aligns with their interests and abilities. Additionally, fostering an inclusive work environment that values diversity and character can lead to a more productive and harmonious workplace for everyone.

The college framework for character development concentrates on four different competency areas:

Intellectual Character

Curiosity, Open Mindedness, Critical Thinking, Creativity, Intellectual Humility, Perseverance

Moral Character

Integrity, Compassion, Respect, Responsibility, Fairness, Courage

Civic Character

Civic Responsibility, Respect for Diversity, Active Engagement, Ethical Leadership, Decision Making, Environmental Stewardship, Social Justice

Performance Character

Perseverance, Motivation, Self-Discipline, Goal Orientation, Adaptability, Resilience

Commitment

Creating Tomorrow College is committed to providing a structured curriculum, and meeting the national and local expectations in relations to employability and careers education by:

- Continuing to have a positive and meaningful relationship with the South Midlands Careers Hub, Careers and Enterprise Company (CEC), Leicester & Leicestershire Enterprise Partnership (LLEP), Warwickshire Careers Hub and employers local to campuses
- Learners access impartial careers guidance from an externally provided level 6 trained careers guidance practitioner as required by the 2011 Education Act.
- We work in line with the Ofsted framework, and we are working towards achieving the eight Gatsby Benchmarks (revised version January 2025)
 - A Stable Careers Programme
 - Learning from Careers and Labour market information
 - Addressing the needs of each pupil
 - Linking curriculum learning to careers
 - Encounters with Employers and Employees
 - Experiences of workplaces
 - Encounters with further and higher education
 - Personal guidance.

This policy statement sets out Creating Tomorrow College arrangements to comply with the college's legal obligations under Section 42B of the Education Act 1997 "Opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships".

Careers Provision

All staff at Creating Tomorrow College are expected to be familiar with this policy and recognise the importance of Careers Education, Information, Advice, and Guidance (CEIAG) for our learners. CEIAG is embedded across the curriculum, as it is a shared responsibility rather than the sole duty of the Careers Leader.

Our aim is for learners to leave college with a strong sense of self-awareness, an understanding of available opportunities, and the confidence to make informed decisions about their future through personal and social development.

As educators, we respond to the needs of our learners and we recognise that our learners have a wide range of abilities and needs, ambitions, and plans for their lives after Creating Tomorrow College. We aim to prepare young people for what is the most appropriate and realistic for them. We follow a person-centred approach, working with the young person directly, families and any outside agencies. This allows learners to have a voice and a level of control when making important decisions that will influence their future education, lifestyle choices, and career options. This is supported by impartial information and advice provided by a level 6 trained careers guidance practitioner.

We believe that all our learners have an entitlement to a skills development and work-related learning curriculum. This starts at the beginning of their journey at Creating Tomorrow College and develops progressively throughout their time within college and. It encourages learners to identify, develop and use their abilities. The careers programme has been carefully designed and is regularly updated to support the needs of our learners. The programme is appropriate for all and not only focuses on the development of core competency skills but independent and social skills also.

We support the National careers strategy to actively prepare our young people in the best way possible. As a college, we are working towards achieving all eight of the Gatsby benchmarks and work closely with supporting agencies such as, South Midlands Careers hub, LLEP, CDI and the Careers & Enterprise programme to do so. Using the CDI framework and Gatsby benchmark as guidance, we have developed the programme to cover the main areas of:



*taken from the cdi framework (2021)

Learners will have access to accredited qualifications in employability. Learners will be given the opportunity to continue to enhance their employability skills, and to put these into 'real-world' situations. Those on the employment pathway undertaken intensive employer engagement opportunities. This includes:

extended work experience, mentoring programmes and vocational training linked to their aspirations and needs. This then leads our young people into supported internships, inclusive employment and paid employment possibilities.

Throughout the year, learners have the opportunity to take part in a number of career activities, as part of their employability curriculum (please note that below are examples from a much wider range of opportunities):

- Enterprise Days and Fayres – Throughout the college year, we run enterprise where we encourage local businesses to partner with us.
- Attendance at local careers fayres.
- Meet The Expert – We welcome visitors into the college for motivational talks, workshops, and Q & A sessions throughout the year. The learners of Creating Tomorrow College, look forward to meeting people from different industries of work.
- Learner intern positions – throughout the college, we have a range of roles available for learners to take on additional responsibilities. Candidates gain a feel for the recruitment process, training and what it is like to be an intern.

- Each year we celebrate National Careers, Apprenticeship Week and Neurodiversity week. Along with other awareness days that vary year to year.

Examples of how we are achieving the Gatsby Benchmarks

Creating Tomorrow College have adopted the Gatsby Benchmarks because they are judged to be an outstanding system for careers guidance and delivery. Creating Tomorrow College are in the process of implementing changes to reflect the changes in the new guidance ready for implementation in September 2025.

Benchmark 1: A Stable Careers Programme

- We have support from Stacey Morris - Creating Tomorrow Trust strategic careers lead/ employer and community engagement business partner.
- The college are recruiting a full time Careers Leader during the 2025/26 academic year who will be qualified to level 6. For the interim the appointed careers leader is: Carole Wilson – Frizzell, who is undertaking the training in September 2025.
- Learners receive careers advice from a level 6 qualified external careers advisor.
- The college benefits from an allocated key link Trustee who provides governance; Jack Pishhorn.
- The career programme is structured and updated, and it is published and available on the college's website.
- Termly the programme is reviewed through the Careers and Enterprise Compass evaluation tool and data collected.
- The programme consists of a large number of events and activities involving employers, and other agencies. Along with an ongoing experience of the world of work.
- Careers/ employability can be found within the curriculum timetable. This can be seen as, discreet lessons, enterprise projects, vocational training, learner intern time, community time and employer engagement visits.
- The programme and careers leader is fully supported by the Principal and senior leadership team of the college.
- The programme is regularly evaluated through feedback from all stakeholders, including learners, employers, staff, and families. This collaborative approach allows for continuous improvements to our curriculum, ensuring it remains responsive to the needs of all involved.

Benchmark 2: Learning from Careers and Labour Market Information

- ↳ Families can keep up to date with information about local labour market information through our futures hub on our website and social media accounts.
- ↳ Explored further and personalised during PCP meetings and vocational profile discussions.
- ↳ Our careers guidance practitioner provides independent, unbiased careers guidance.

Benchmark 3: Addressing the Needs of Each Learner

- ↳ Some of the examples of how this is performed is through vocational profiling, personal guidance PCPs and annual reviews.
- ↳ The career guidance practitioner securely keeps accurate records of individuals careers advice, in line with the CDI code of ethics.
- ↳ Destinations are collated, recorded and documented on our website. Good relationships are maintained with other further education providers and Prospects.
- ↳ Creating Tomorrow College has a growing alumni network, this allows us to continue to signpost and offer support for our learners once they have completed their education programme.
- ↳ The careers programme challenges stereotyping and addressing needs linked with raising aspirations.
- ↳ Using compass + learners records of engagements are regularly updated and available to learners when required.

Benchmark 4: Linking Curriculum Learning to Careers

- ↳ Careers education and enterprise is embedded throughout the curriculum at every stage.
- ↳ Creating Tomorrow College has allocated careers lessons and employability lessons within the timetable.
- ↳ Training needs are identified, and staff receive training to allow effective planning and delivery of the careers programme.
- ↳ All staff are expected to incorporate into learning where possible and relevant.
- ↳ Incorporated through community visits and social activities

Benchmark 5: Encounters with Employers and Employees

- ↳ Learners have access to a variety of different employer engagement activities. This includes workplace visits, work experience, job shadowing, taster days, mentoring programme, Guess the line-up, Q&A sessions. These are done both virtually and face to face. This takes place as a priority to allow learners to make informed discussions regarding their future.
- ↳ Learners have access to a diverse and inclusive range of workplace experiences, ensuring that all learners, regardless of background or

additional needs, can participate in high-quality placements that support their career development.

- The development of gaining employer engagement partnerships is ongoing, and we are making significant progress with this year on year. This includes gaining employer/learner feedback to sustain and improve our delivery.
- Participation in enterprise fayres, and ongoing programmes
- Where appropriate mentoring is available for learners from employers

Benchmark 6: Experience of Workplaces

- From the start of the course learners will attend a work placement where appropriate. Prior to work placements learners will attend an initial interview and work premises tour.
- Work experience is available both internally, externally and virtually.
- Regular communication is made with the employers, and information shared with families on progress.
- All learners benefit from support from trained Job Coaches in the workplace.
- Job coaching and access to work funding is allocated for those learners on supported internships.

Benchmark 7: Encounters with further and higher education

- Annual transition events allow learners and families to have encounters with learning providers including other colleges, training providers and adult social care providers where appropriate.
- A regularly discussions take place with learners regarding exit strategies for post college options.
- Extensive links are in place with other providers and businesses to support with transition into next steps.
- Signposting of local transition events and opportunities available at our providers are provided on our social media channels in addition to being advertised around the college.
- Learners have access to Future destinations which is a local signposting provider platform, to allow learners to obtain information and make an informed decision about their voices. This prompts self-advocacy and empowerment.
- The College will provide learners with a balanced view of academic, technical, and apprenticeship pathways, ensuring a broad understanding of all available progression routes beyond traditional university pathways.
- The College will foster increased engagement with apprenticeship providers, T Level providers, and further education institutions to offer learners a diverse range of opportunities and pathways.

Benchmark 8: Personal Guidance

- We have access to two level 6 trained impartial personal guidance practitioners to deliver 1:1 and group personal guidance sessions.
- The careers guidance practitioners provide independent career guidance to all learners.
- From the beginning of the programme the young person completes a vocational profile. This is reviewed and amended regularly to support learners with personalised outcomes.

Business and Supporting Agency Links

Creating Tomorrow College is a member South Midlands Careers Hub, LLEP, Warwickshire Careers Hub community. We are continuously building employer networks to create lasting connections between the college and local businesses.

We work closely with organisations such as Prospects, DWP (Department for Work and Pensions), Northamptonshire Supported Internship Forum, Local Offer, CIC, Natspec advisory forum, and Ask Apprenticeships SEND advisory group.

Creating Tomorrow College works closely with other providers, specialist colleges and businesses to support transition.

Creating Tomorrow College is continuously developing relationships with a wide range of businesses from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships are monitored, and new organisations are constantly being sought.

Engaging Parents / Carers

We are keen to involve parents/carers in the development of the careers provision.

The careers leader will supply regular careers updates through college news updates, website updates, and on other social media platforms. A database of parents/carers who would like to support with events, planned activities such as work experience will be gathered and updated by the careers lead.

Keeping our families up to date with labour market information and supporting materials can be found on our website.

Transition events take place throughout the academic year, and an appointment can be booked with the key staff on request.

Families are invited to PCP (person-centred planning) meetings that begin at the start of the programme. This allows us to fully support the whole family with a comprehensive transition into adult life.

Staff Development

Through staff performance reviews and development plans, staff training needs are identified, and training provided accordingly throughout the academic year. In order to remain up to date with legislation we are supported by the Creating Tomorrow Community And Employer Engagement Business Partner, who is responsible for attending network meetings and relevant training and feedback this information regularly.

Trustee Involvement

The Board of Trustees will ensure that Creating Tomorrow College has a clear and effective CEIAG policy, which is communicated transparently to all stakeholders. The Trustees will ensure that this policy:

- Is aligned with the 8 Gatsby Benchmarks and the CDI Framework.
- Meets the College's legal obligations regarding CEIAG.

Additionally, the Trustees will ensure that the College has robust arrangements in place to engage a variety of educational and training providers. There will be a designated Trustee who takes a strategic role in supporting CEIAG and promoting employer engagement. The link trustee for the 2024/25 academic year is Jack Phishorn.

Provider Access

In addition, Creating Tomorrow College has a separate Provider Access Policy that outlines in more detail the arrangements for provider access to learners. The College has legal obligations under Section 42B of the Education Act 1997 to manage the arrangements for allowing providers access to students for the purpose of providing information about their education or training offers.

All learners are entitled to a bespoke careers guidance based on the outcomes from their Education, Health and Care (EHC) plans. This includes:

- Accessing information about technical education qualification, supported internships, apprenticeship and social adult social care opportunities as part of a careers programme that provides a

comprehensive range of education and training options available at each transition point.

- Hearing from a diverse range of local providers about the opportunities they offer, including technical education and apprenticeships, through options events, workshops, group discussions, and taster events.
- Understanding how to apply for academic and technical courses, with guidance and support throughout the application process.

The Provider Access Policy outlines how education and training providers can contact the College to explore further opportunities. The College will work with providers to identify the most effective methods for sharing this information with learners and their families.

Monitoring, Review and Evaluation

The Principal will ensure that:

- The work of the Careers Lead and CEIAG events are adequately supported and regularly monitored.
- A Senior Leadership Team (SLT) member has an overview of CEIAG work and reports back to the team regularly.
- The designated Careers Lead completes a Compass return every term.

The effectiveness of this policy will be assessed through a variety of methods, including:

- Feedback from stakeholders, such as student and parent surveys, employers' observations, and learner voice.
- Feedback from external visitors, including Ofsted inspections.
- The number of learners not in education, employment, or training (NEET) in October, following their exit from the College in the previous academic year. This will be benchmarked against national figures as well as figures from similar colleges both nationally and within the county, supported by Prospects.

The Board of Trustees will review this policy annually.

The Careers Lead and Principal will identify areas for improvement by reviewing the programme on an annual basis.

Abbreviation Guide

PCP – Person Centred Planning

CEIAG – Careers Education information advice guidance

KS – Key stage

STEM - Science, Technology, Engineering and Maths

LMI – Labour Market Information

DWP – Department for Work and Pensions

CEC – Careers Enterprise Company

CDI – Careers Development Institute

SEMLEP - South East Midlands Local Enterprise Partnership

EHCP – Education Health Care Plan

PCP – Person centred plan

Useful Links and Resources

The careers and enterprise company www.careersandenterprise.co.uk

South Midlands Careers Hub - Homepage - South Midlands Careers Hub

LLEP – www.llep.org.uk

Department of Education Careers Strategy

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

National Careers Service – www.nationalcareerservices.direct.gov.uk

Gatsby Foundations – www.gatsby.org.uk

Preparing for Adulthood – www.preparingforadulthood.org.uk