



# Careers, Education, Information, Advice and Guidance (CEIAG) policy and Employability Programme

## **ABOUT THIS DOCUMENT:**

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of the Creating Tomorrow College offer to students, which is delivered by college staff with support, where appropriate, from a Careers Lead and an independent Careers Advisor who is an impartial qualified deliverer of guidance.

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the college's aims of working closely with employers and our local community and supporting students in the life-time experience of learning.

Written by Stacey Drake September 2021

Agreed by Directors

SIGNED

DATE

Review Date: September 2022

## Overview

Creating Tomorrow College is a further education provision with a focus on independent living and employability. Support for young adults looking to join the work force through skill development, work experience, supported internships and apprenticeships.

Creating Tomorrow is a further education college currently based at Chester House, Northamptonshire. The aim of Creating Tomorrow College provision is to prepare young adults for independent living and employment opportunities as they transition into adulthood. Learners will develop work related knowledge and practical skills, with access to a wide range of work experience opportunities including retail and hospitality, Horticulture and ground management, event organisation, museum and archiving and supporting educational tours for younger children. Learners will follow a pathway of education that meets their needs and abilities. Support in the work place is provided by specially trained job coaches, academic work is provided by qualified teachers. Although we are currently based at Chester House site, over the coming years the College plans to grow and operate a number of satellite campuses within Northamptonshire. The focus on the satellite centres will be independent learning, employment and post 16 foundation programmes.

We recognise that it is not good enough to only deliver a curriculum for Employability as this has very little impact for our learners. Learners acquire new skills when it is supported by a breadth of experience, so we ensure that our learners have the ability to apply their learning for extended periods throughout their journey. Therefore, our Employability model comprises of two elements: **Curriculum and Experience of the World of Work:**

We recognise that our learners will benefit from a range of different practical application and opportunities. A learner's starting point can vary, this can depend on employability development stage, age, prior employability learning and EHCP outcomes.

This is why we offer six different levels of experience and students will access the one that is most appropriate for them

- Level 1 is Enterprise -Every learner will have had, or will have an experience of enterprise. The aim is an introduction to the basic concept of manufacturing or service providing them with the opportunity to understand the principles of cost, profit and reinvestment.
- Level 2 is 'a Day in the Life of'. This stage provides the opportunity for learners that are not ready to access work experience the ability to observe and 'feel' what it is like to work in a chosen sector. The benefit of these experiences enable the student to prepare themselves for level 3.
- Level 3 is Short Term Work Experience. This level enables the student to access a 'traditional' block of work experience, putting learning into practice. At Creating Tomorrow college, we recognise the value of this experience however also understand that in isolation this offers very little value to the student without the wider approach we adopt.
- Level 4 is Extended Work Experience. Students where appropriate will benefit from accessing extended work experience dependent on their personalised, identified outcome for employment. This may take the form of practical work experience for up to 3 days a week, therefore providing extended opportunities to develop

skills for the workplace to gain and sustain meaningful employment in adult life. For those students this may not be suitable for, we will look at social impact project or volunteering options to fulfil a sense of purpose.

- Level 5 is Supported Internships. The Creating Tomorrow Trust supported internships offer the intern the opportunity to continue with their education while attending a yearlong work placement. During the internship the intern will no longer attend college, they will work in an identified business or department at the Chester House Estate supported by a Job Coach employed by the college. The education programme will be delivered on site to the intern by the job coach. These are appropriate for those that will be ready to gain meaningful employment following the programme. Supported internships are not a route into further education.
- Level 6 is Inclusive Apprenticeships. An inclusive apprenticeship is very similar to a standard apprenticeship however since the Maynard Review the Institute for Apprenticeships (IfA) guidance now requires for end point assessments to be subject to reasonable adjustments. The Department for Education announced changes to Maths and English requirements for apprentices who have special educational needs, learning difficulties or disabilities. Specific criteria have to be met and evidenced and these are detailed in the Specification of Apprenticeship Standards for England. For these apprentices' exemptions are in place for the regular English and Maths minimum requirements. This exemption allows the apprentice to use an Entry Level 3 qualification in English or Maths as an acceptable alternative.

## **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 East Midlands Local Enterprise Partnership (SEMLEP) Careers and Enterprise Company (CEC) and local employers
- Students access impartial careers guidance from a level 6 trained careers guidance practitioner as required by the 2011 Education Act.
- Work in line with the NATSPEC framework and towards the eight Gatsby Benchmarks:
  - ❖ 1. A Stable Careers Programme
  - ❖ 2. Learning from Careers and Labour market information
  - ❖ 3. Addressing the needs of each pupil
  - ❖ 4. Linking curriculum learning to careers
  - ❖ 5. Encounters with Employers and Employees
  - ❖ 6. Experiences of work places
  - ❖ 7. Encounters with further and higher education
  - ❖ 8. Personal guidance

This policy statement sets out Creating Tomorrow College arrangements to comply with the education provider'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

As educators, we respond to the needs of our learners and we recognise that our students 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 of our learners have an entitlement to the skills development and work-related learning curriculum. We encourage students to identify, develop and use their abilities. The careers programme has been carefully designed and is regularly updated to support the needs of our students. 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 Skills builder, SEMLEP, 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 continue to enhance their employability skills, and are given the opportunity to put these into 'real-world' situations. Those identified on the employment pathway undertake intensive employer engagement opportunities. This is accessed on site at the Chester House estate and within other employment sectors. This can include: extended work experience, mentoring programmes and vocational training linked to their desires 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, in addition to the employability curriculum learning:

- ASK apprenticeship – Priority centre programme
- Intern positions across The Chester House Estate

- Meet The Expert – We welcome visitors into the college for motivational talks, workshops and Q &A sessions throughout the year.
- Virtual work experience programme and workshops
- Enterprise competitions and farmer markets
- Attendance to local careers fayres and taster days at local colleges. This is available digitally for those unable to attend in person.
- DWP workshops on skills development

As a sign of dedication and belief in careers education and employability training we have invested and opened up a farm shop on site at The Chester House Estate. This will allow our learners to gain valuable retail and business experience in a supported environment. Students will be treated as employees whilst working on the shop, and will be expected to carry out working duties, follow rules and regulations, work shifts and weekends. This will provide them with the essential experience they require to enter the working world.

### **Examples of how we are achieving the Gatsby benchmarks**

The Creating Tomorrow college have adopted the Gatsby Benchmarks because they are judged to be an outstanding system for careers guidance and delivery.

#### **Benchmark 1: A stable Careers Programme**

- We have appointed a qualified careers leader who is responsible for the management of CEIAG – Stacey Drake.
- Close work relationship with SEMLEP
- Trustee whom is a trained Enterprise adviser Greg Kirkman
- The career programme is structured and updated by the college team
- Termly the programme is reviewed through the Careers and Enterprise Compass evaluation tool. (This will be in place once registration is successful)
- 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, student intern time, community time and employer engagement visits.
- The programme and careers leader is fully supported by the wider trust team and the director of the college.
- The programme is regularly evaluated with feedback from all stakeholders, including students, employers, staff and families.

#### **Benchmark 2: Learning from Careers and labour market information**

- Explored further and personalised during PCP meetings
- Delivered through employability curriculum lessons
- Our careers guidance practitioner provides independent, unbiased careers guidance

#### **Benchmark 3: Addressing the needs of each student**

- 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. Keeping in line with the CDI code of ethics.
- Destinations are collated and recorded for 3 years. Good relationships are maintained with further education providers and Prospects

- The careers programme challenges stereotyping and addressing needs linked with raising aspirations
- Attendance and representation is provided to an annually virtual transition event to support students and families across Northamptonshire to gain a better understanding of next steps. This is in partnership with the local offer, support agencies and other providers across the county

#### **Benchmark 4: Linking curriculum learning to careers**

Careers education and enterprise is embedded throughout the curriculum at every stage.

- The 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.
- STEM (Science, Technology, Engineering and Maths) Activities are highlighted and incorporated through other national event days
- Incorporated through community visits and social activities for our pathway to independence students.

#### **Benchmark 5: Encounters with employers and employees**

- Students have access to a variety of different employer engagement activities. This includes work place visits, work experience, job shadowing, taster days, mentoring programme These are done both virtually and face to face.
- The development of gaining employer engagement partnerships is ongoing, and we are making significant progress with this year on year.
- Where appropriate mentoring is available for learners from employers

#### **Benchmark 6: Experience of work places**

- Learners are receiving their education on a fully accessible working business. Learners are observing and supporting the sustainability of The Chester House Estate business.
- Prior to work placements students will attend an initial interview and work premises tour and induction. Whilst on work experience they will be treated and expected to follow the rules of employees and volunteers
- Work experience is available both internally, externally and virtually.
- Regular communication is made with the employers, and information shared with families on progress.
- Job coaching and access to work funding is allocated for those students on supported internships.

#### **Benchmark 7: Encounters with further and higher education**

- An annual transition event allows students and families to have encounters with learning providers including colleges, training centres and other local service providers
- A regularly updated guide is given and made available on our website for families looking at post 18 options.
- Extensive links are in place with other providers to support with transition
- Signposting of local transition events and opportunities available at our providers are provided on our communication boards in addition to being advertised around the college.

### **Benchmark 8: Personal guidance**

- We have appointed a level 6 trained impartial personal guidance practitioner to deliver 1:1 and group personal guidance sessions.
- The careers guidance practitioner provides independent career guidance to all students

### **Business and supporting agency Links**

Creating Tomorrow College is a member SEMLEPs community. We are working with several senior volunteers from business who support us to build employer networks to create lasting connections between the school and local businesses.

We work closely with Prospects, DWP (Department for Work and Pensions), Northamptonshire Supported Internship Forum, Local Offer, Preparation for Adulthood forum and Ask Apprenticeships SEND advisory group.

Creating Tomorrow College works closely with other providers and special schools in the county to support with transition and post 16 education.

### **Engaging Parents / Carers**

We are keen to involve parents/ carers in the development of the careers provision. This is an area of development at present. The aim is for the careers leader to supply regular careers updates through school news updates, newsletters, 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 will be found on the website under stakeholder (families)

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

Families are invited to PCP (person-centred planning) meetings. This allows us to fully support the whole family with our comprehensive transition support.

### **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 and changes the careers lead is responsible for attending network meetings and relevant training.

### **Monitoring, review and evaluation**

The Careers leader and the head teacher identify desirable improvements by reviewing the programme annually.

Impact scores, stake holder surveys and student/staff voice is gathered following each employer interaction.

Policy developed & written by: Stacey Drake (Careers lead) in consultation with relevant support agencies.

Policy Approved by Strategic lead: Gareth Ivett -September 2021

**Policy Next Review date: April 2022**

### **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](http://www.careersandenterprise.co.uk)

SEMLEP – [www.semlep.com](http://www.semlep.com)

Department of Education careers strategy

[www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents](http://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)

National careers service – [www.nationalcareersservices.direct.gov.uk](http://www.nationalcareersservices.direct.gov.uk)

Gatsby foundations – [www.gatsby.org.uk](http://www.gatsby.org.uk)

Skills builder – [www.skillsbuilder.org](http://www.skillsbuilder.org)

Preparing for adulthood – [www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)