

8/13/2018

City College Peterborough Careers Education Information & Guidance Strategy

(16-19 and those up to 25 years with an
Educational & Health Care Plan)

City College Peterborough

Careers Education, Information, Advice and Guidance (CEIAG)

for Young People (16-19 and those with an Educational Health Care Plan up to 25 years)

Strategy

City College Peterborough Careers Strategy and has been developed in response to the Government's eight [Gatsby Benchmarks](#). The college's strategy focusses on Study Programme 16-19 learner cohort and those with an Education and Health Care Plan. This strategy details our CEIAG commitment to our young people and our longer-term career plan.

The strategy will be a working document responding to the changing needs of our learners and career labour market intelligence. Our organization has a strong commitment to social mobility and raising the aspirations of our learners. Our Vision and Careers Statement reflects this commitment to our learner- centred approach based on individual needs and goals.

The eleven main headings:

1. Introduction
2. Our Career Strategic Leads Profiles
3. Our Vision
4. Our Careers Statement
5. Development Priorities 2018/19
6. Our Objectives (based on Gatsby Outcomes)
7. Our People and Resources
8. Our Programme and Provision
9. Partnerships
10. Our Performance, Monitoring and Evaluation
11. Career Links

1. Introduction & Background

City College Peterborough's Study Programme prides itself in delivering bespoke programmes to approximately 240 learners of which 90 have Education Health Care Plans (EHCPs). Many, learners are hard to reach and furthest away from the labour market. Our study programme offers a wide variety of vocational courses, alongside English and maths, work experience and employability skills. All these are complimented alongside softer skills development which supports and acts as an enabler for learners to plan their next steps to further education or career paths.

Our Study Programmes careers guidance is imbedded within the curriculum as a **progressive journey** for our learners. Our planned programmes support learners to ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability.

As an organization we have high aspirations and celebrate creativity, difference and diversity of all the young people we support. We aim to enhance, enrich and develop their lives by empowering them to make the most of opportunities within and beyond curriculum

Careers education and student support is a well-established part of the curriculum and **Your Career - Your Choice** (learners to create logo) is at the heart of a well-planned and progressive programme of personal, social, health, citizenship and careers modules which enables students to develop aspirational goals and have structured and incremental support to achieve them.

The Study Programmes careers provision is made up of 5 elements:

- Careers education within the curriculum
- Planning and recording of achievement and work-related activities
- Work experience
- Access to individual and impartial guidance and support
- Access to careers information including all routes and pathways

Peterborough is a thriving community with low unemployment rate, which provides many opportunities for young people but also big challenges. People are competing for jobs and employer expectations of the right skills set for their business needs. Our organization believes that the investment and support we offer to young people will not only help and support individual growth but support the local economy and the Peterborough Skills Agenda and ensure our current and future talent pool is supported to be work-ready or can continue and progress in their education.

2. Our Career Strategic Leads

Our strategic Careers Leader and Board of Governors Careers Lead will be responsible for our overarching careers strategy, championing within the college; parents, Governing Board and employers. Their role is to create opportunity and sustainability for learners to progress and develop their career pathways through dedicated and meaningful Careers Education, Information, Advice and Guidance (CEIAG) throughout their educational journey within the college.

We will continue to develop our wider college approach to careers, encompassing the Matrix Standard which is currently embedded throughout the organization and align both to deliver a robust, high quality careers plan for learners across the college. (To continue to develop and complete by 2020)

Our Career Strategy Strategic Leads are:

Senior Leadership Team Strategic Careers Lead:



Tanya Meadows

Deputy Principal at City College Peterborough

- ✓ Strategic leadership of CEIAG (supported by SLT and Governing Board)
- ✓ Development and delivery of planned CEIAG programme
- ✓ Provision of a planned CEIAG programme (annually)
- ✓ Lead with staff for Schemes of Work for careers education
- ✓ Monitor CEIAG provision and take up of careers guidance
- ✓ Analysis and tracking of destination data

- ✓ Establish, maintain and develop relationships with employers, stakeholders and parents
- ✓ Support and advice tutors, support staff and SENCO to identify and support learners with careers guidance
- ✓ Secure student access to personal careers guidance
- ✓ Promote careers across the curriculum; liaise with Senior Leadership Team, Board of Governor lead, PSHE lead to plan careers education
- ✓ Support all staff involve in CEIAG deliver (assess and review for in house training / CPD for staff) including self
- ✓ Embed and evaluate through quality assurance of CEIAG
- ✓ Produce reports and present to SLT and Governors on CEIAG
- ✓ Inform and advise SLT and Governors on policy, strategy and resources for CEIAG moving forward

Curriculum Careers Lead:



Tash Dalton
Wellbeing &
Inclusion Manager



Pete White
Study Programmes
Manager

- ✓ To continually review, develop and maintain a high quality, impartial suite of CEIAG resources for each programme delivery. Mapped and imbedded to curriculum and learner needs
- ✓ Monitor the usage of each resource type and explore if and how information sources can be improved through learner feedback and consult with CEIAG strategic leads
- ✓ Utilise ILM for all learners as part of their CEIAG passport and career pathways within the curriculum

Our college strategic Career Leads will oversee the organization's 16-19 careers strategy and be responsible for ensuring the strategy is **reviewed annually**. The Board of Governors, Senior Leadership Team and Curriculum Lead will be responsible and have a duty to ensure:

- Learners are offered and presented with impartial careers guidance based on the best interests and ability of the learner
- Careers guidance will include information on a range of education or training options, including apprenticeships and other vocational pathways
- The oversight of careers destination data and outcomes of teaching and learning of our learners is evidenced specifically to CEIAG
- The provision of advice and support on a strategic level to the curriculum lead and staff to embed a consistent approach for CEIAG which will be appropriately resourced.
- There is Continuing Professional Development for staff involved in CEIAG.
- The Governing Board is appraised annually on the Careers programme, developments and destination data.
- Regular Careers meetings with leads will be held for consistency for the review and successful achievement of a high-quality careers programme.

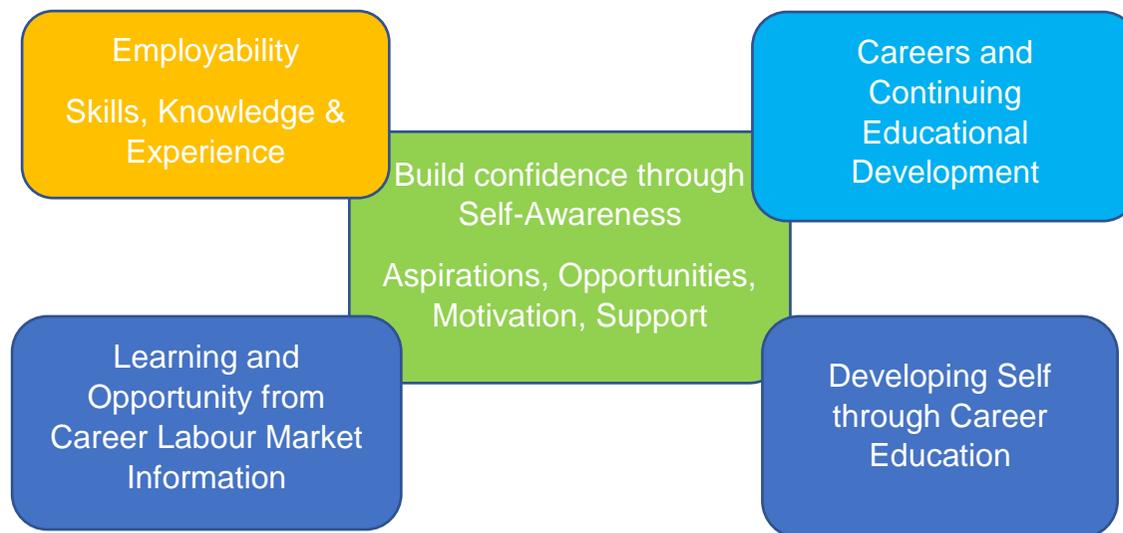
3. Our Vision

City College Peterborough's Careers Education, Information, Advice and Guidance strategic vision is to build on the national requirements for careers as determined by the Governments Gatsby Benchmarks.

Our ethos is creating an environment where learners need to know, understand and be equipped with the knowledge, skills and behaviours required for the world of work and for those that have chosen continued educational progression and create opportunities relevant to their skills' set. Action to support learners will be embraced at every level. As an organization, we will work with parents, employers, partners and stakeholders and the Board of Governors who will contribute to the best possible outcome for careers development and progression for all our learners in this cohort.

The diagram below depicts our ambition to strive for career excellence. **Careers Matter** at every level. The impact of local market intelligence, ability and skills' set of our learners and partnership working will be pivotal in delivering a sustainable career offer within our curriculum.

Careers Matter – to individuals, to the local, regional and national economy. The diagram demonstrates the key features that City College Peterborough recognises and will offer to our learners.



This strategy builds on the national requirements for careers and work-related learning and is tailored in line with the above ethos and Vision of our college.

- To ensure that young people make a successful college to work/educational transition including improving employability opportunity and the skills, knowledge and behaviours of our vulnerable and disadvantaged young people.
- To effectively utilise labour market intelligence to inform curriculum and careers provision and opportunity for our learners.
- To improve our links between employers and continue to develop the effectiveness and sustainability of these partnerships.

4. Our Careers Statement

To give every learner, an individualized differentiated career profile passport throughout their learning journey. To raise aspirations and opportunities, to develop their capacity to be successful based on informed choices and in-depth Careers Education Information, Advice and Guidance.

Our careers statement aim is to encourage learner development by aligning to the five Gatsby Outcomes of - Motivated, Aware, Aligned, Acquiring and Attaining (see below in objectives) by demonstrating how these outcomes can be integrated into the curriculum accompanied by opportunity and diversity through real life working and studying situations.

We will link our curriculum with continuing education, employment experiences and exploration of possible future careers through a robust careers programme. Seeking to address the question '**how will my course help in my future careers pathway?** This, we believe, will better link learners to the world of work or further career progression. We will raise **their** aspirations, raise awareness of **their** opportunities and increase their motivation and independence **for their** future.

5. Our Development Priorities (2018/19)

The Careers Strategy has created opportunity to audit our current careers provision and has identified areas for further development. We are dedicated to delivering provision aligned to the eight Gatsby Benchmarks and will begin working towards the Quality in Careers Standard. Following completion of the Gatsby Benchmarks audit tool, our priorities will be to build on our strengths and address the areas highlighted in the audit for further development. Our priorities will be changeable and responsive to different labour and employer market needs as well as the changing needs of our learners.

We will

- Continue to embed Careers within our curriculum i.e. Careers Fairs, Careers workshops, 1:1 career sessions, group career forum created with learner Champions as a voice for the colleges Careers Strategy
- Continue to build on our partners and employers relationships to enhance our careers plan.
- Establish a Careers Action group made up of Career strategic lead, Curriculum lead and Career Champions
- Achieve Quality in Careers Standard (first phases by January 2019)
- Publish our careers strategy and careers programme on our website (September 2018)
- Seek feedback on Careers provision from learners, parents, and employers collaborated through questionnaires, surveys, and parent careers evenings and seek direct ongoing feedback from employers.
- Offer Careers Guidance at enrolment and through set activity days throughout the curriculum programme until exit.
- Improve and develop further a system to record achievement, progress and careers related activity for our learners individually mapped to their career plans at start, mid and end stage in their educational programme.
- Improve evaluation of our careers programme through tracking on progress, subjects and destination.
- Review our careers resources (including on line careers portal and classroom-based resource)

- Create a development plan for staff and review training needs and future qualification requirements on a regular basis.

6. Our Objectives

Our objectives are based on the five Gatsby *outcomes*. Highlighted below are the key areas for our learner - centred approach to good careers guidance.

1. **MOTIVATED** – Learners are fully **supported** through a **holistic** and **rounded** approach to CEIAG throughout their learning journey. We will increase understanding and available opportunities to them in the world of work or further their career progression.
2. **AWARE**: Learners are proactively engaged through **reflective teaching practices** to raise self-awareness to better understand more about their **own skills, needs, interests, achievements and aptitude** to support them in making informed choices and decisions. Awareness of the current labour market will provide the **foundation** for **enhancing** their own career or educational path and develop their **own identity** and support in their emotional **wellbeing**.
3. **ALIGNED**: Learners have the **opportunity** and support in their career **exploration** and careers **development** aligned to their **aspirations, ambitions** and **skills** to labour market opportunities.
4. **ACQUIRING**: Learners will **acquire skills, knowledge and behaviours** through supported CEIAG to develop **their initiative** to build their own inspired career or educational pathway. Learners will **recognise** and **understand** the requirements needed for their anticipated employability. Learners will understand employers' requirements and **measure progress** of their ability to meet these expectations.
5. **ATTAINING**: Learners make a successful transition into **their desired employment** or are **on track to achieve their careers and or personal goals** when they leave the College.

7. Our People & Resources

To enable us to deliver effective and robust careers guidance to our learners we will create a learning culture where careers and educational progression will be the “norm” for learners planning for their future. Staff will be pivotal and play an important role in ensuring each learner has a rich understanding of their key strengths and a knowledge of what is available to them. We will have Careers Champions who will liaise with the Career Strategic Leads to ensure our Careers Strategy and Career programme is delivering. We are committed to:

- Developing Careers staff to support our learners
- Developing Careers Champions (tutors) throughout the college in a across college approach (by 2020)

- Ensuring our careers programme planning is embedded at the enrolment stage for our learners and throughout all stages of the learning journey.

8. Our Careers Programme & Provision

Our programme and provision will be a mixed delivery model, suitable to the needs of our learners. Integration and evaluation of careers will be embedded into our curriculum through classroom activities. Some delivery will be discrete timetabled provision through 1:1, tutorial support sessions, supporting learners through reflective practice and enrichment activities including encounters with employers, mock interviews, CV writing, employer talks, classroom simulations on employer expectations.

We will take into account the different experiences the learners will need to ensure a holistic and rounded approach is delivered for their career pathways. Planning and timetabling will be coherently and appropriately sequenced encompassing career and employer experiences and activities and guidance sessions to meet learners' needs. Embedded throughout will be a cyclical process of implementation and review to seek continual improvement.

Our Careers Programme can be found [here](#). The programme details month by month activity. It is essential our Career Programme remains fluid, to accommodate demand and the changing needs of our learners.

- Careers Education staff are kept up to date of IAG and LMI resources to support learners (see link)
- Learning resources will be developed as our Careers programme evolves and progresses, further ensuring they are up to date and relevant to learning needs, aims and goals.
- Careers Education staff will support learners throughout their learning journey and discuss their futures by delivering careers sessions which will embed aspiration to broaden horizons, not just delivering advice.
- Challenging stereotypical thinking by considering and discussing careers that people aspire to through group, 1:1 teaching, coaching and mentoring.
- Our curriculum has a range of interventions throughout to provide CEIAG to build knowledge and experience of our learners.
- Our programme will allow us to track progress of our learners through a Career passport and Individual Learning Plan but being flexible to differentiate to meet our learners' needs.
- Our programme will include work experience, employer engagement activities (talks, visits, interview practice, careers fairs)

Our careers programme will cover the following in work support and educational areas:

- Job Coaches
- Travel Training (travel to employers, overcoming disabilities)
- Overcoming disabilities
- Curriculum Vitae (CVs) - developing and preparation
- Covering Letters – How to write one
- Interview Techniques
- Job Search – Attitudes, behaviours and attire in the workplace
- Labour Market Intelligence workshops
- Building confidence
- Job role expectations
- How to be a good citizen in Modern Britain
- Careers information including options, labour market information
- Work related learning outside of the curriculum to support students with wellbeing in the workplace, economic wellbeing and social mobility.
- SWOT (personal to each learner)

9. Partnerships

Collaboration with career guidance specialists, businesses, stakeholders and the Board of Governors is crucial to the successful delivery of our careers programme. Our partnerships offer expertise, insight and inspiration to support and prepare our learners with the knowledge, skills and behaviours required for a successful transition.

We pride ourselves on our partnership working, built over several years. One of our strengths which we can draw on is employer engagement, which was commended by Ofsted (November 2017). Our celebration of learning annually at the Peterborough Cathedral is testimony to the achievement of our learners, parents and partnerships.

Our Careers Strategy will build on these partnerships by improving our activity in the world of work and employer engagement through careers talks, careers fairs, off site trips, workshops, work experience, job interview mocks by our partners who can bring a wealth of expertise.

Building on our current relationships with Schools to widen school responsiveness to the Baker Clause within the Carers Strategy.

10. Performance and Monitoring

Measuring the impact of our careers programme is critical to ongoing development and success. We recognise that this must be completed in a more robust and timely way and will seek to implement a reporting and evaluation structure which will contribute to Board of Governor reports. We will seek to gain valuable feedback and insight in a more robust manner from our partnerships, employers, parents, staff and learners through annual surveys and on-going feedback at different stages on the organizations Career website page.

Our intention and commitment are to work towards external validation of our Careers programme and provision in the Quality in Careers Standard through systematic review of our careers programme and a targeted plan for continuing development.

We will contribute to the five Gatsby Outcomes through KPIs measured within the Business Operating Plan and monitored by the Business Score Card and systems in place for data reporting to the Board of Governors.

Careers Guidance - Useful Links

Please see our latest up and coming career and [educational events](#)

Working Futures Headline Report 2014 to 2024 - Useful insight information, examines output and employment trends by sector and builds up short sector profiles

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/514285/Working_Futures_Headline_Report_final_for_web_PG.pdf

Gatsby Good Careers Guidance Benchmarks - <http://www.goodcareerguidance.org.uk/> Provides information on the eight Gatsby Benchmarks for colleges.

National Careers Service - Provides information, advice and guidance to help students make decisions on learning, training and work opportunities. The service offers confidential and impartial advice and is supported by qualified careers advisers. You can chat with an adviser using webchat (8am to 10pm, 7days a week). Or you can call 0800 100 900 to speak to an adviser (8am to 10pm, 7 days a week). Calls are free from landlines and most mobile numbers - <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

National Apprenticeship Service - <http://www.apprenticeships.gov.uk/>

Apply for an Apprenticeship - <https://www.gov.uk/apply-apprenticeship>

Preparation for Adulthood <https://www.preparingforadulthood.org.uk/>

Amazing Apprenticeships, provides guidance on how to apply for an apprenticeship as well as listing current local apprenticeship opportunities. More information on apprenticeships can be found at <http://amazingapprenticeships.com>

iCould - Provides career information for young people through free access to over 1000 personal video stories, detailed job information, plus practical tips, insight and advice. <http://www.icould.com/>

Advice for Parents - <http://www.parentadviser.co.uk/advice-for-parents.aspx>

National Citizenship Service <http://www.ncsyas.co.uk/>

CV Library – allows you to search for jobs in your areas <https://www.cv-library.co.uk>