

Liverpool Life Sciences UTC and The Studio School CEIAG Policy – 2022-23

Rationale

Careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

This policy was developed by the careers team after wide consultation and was discussed by governors' before being formally adopted.

Liverpool Life Sciences UTC and The Studio School Careers programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypes. The policy will be guided by the Gatsby benchmarks¹ and conform to statutory requirements, in particular the DfE's Careers Strategy² and the revised statutory guidance³.

Context

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information advice and guidance. Schools are free to make arrangements for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers.

Liverpool Life Sciences UTC and The Studio have developed a range of arrangements for providing impartial careers advice and guidance and may continue to do so as long as they ensure students have access to a source of guidance which is independent and external to the school. This could include website or telephone helpline access and/or face to face support from a specialist provider where needed.

A further addition to the Technical and Further Education Act 2017 states that schools in England *"must ensure there is an 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"*.

At each point where we deal with students leaving the school we strive to ensure that they are purposefully provisioned in terms of advice and guidance, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Commitment

The UTC and Studio are committed to providing all students in Years 9-13 with a programme of careers and enterprise related activities. The details of the CEIAG and Enterprise programme will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and education/careers providers. The programme is guided by the Gatsby benchmarks for ensuring best practice and evaluated using. The schools are also participating in CEC's Enterprise Adviser Network to strengthen the link between education and industry;

¹ <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

³ <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

particularly in respect of the identified growth sectors in the region; raising awareness of opportunities in the current labour market and preparing students for these career experiences.

XXXX is the Schools Enterprise advisor. His role is to work with the school to strengthen employer's links in the local area. This includes mock interviews, Apprenticeship days, STEM activities and meaningful employer encounters through the career's curriculum for years 9-13.

Michael Saint Criq is the schools named Careers Lead.

1 Introduction

1.1. All students in Life Sciences UTC and The Studio (NST) are entitled to access careers education, information advice and guidance throughout their time here. This means providing a high-quality service to support current and prospective students through a reliable cross college network.

1.2. The Academy Trusts Careers strategy is in line with the Department for Education Careers Strategy (December 2017) and Careers Guidance for Further Education and Sixth Form Colleges (October 2018)¹ by ensuring students have engaging and inspirational careers education, information and guidance through access to employers and other providers. It also outlines the College's role in supporting the student's ability to progress effectively within learning and the labour market. We will ensure that students have access to a range of opportunities and that they receive an excellent Careers Programme with embedded advice and guidance delivered by appropriately skilled staff.

1.3. The Careers Guidance for Further Education Colleges (October 2018) sets out its expectations for Colleges. NST will work towards these requirements and expectations and will be guided by the Gatsby Benchmarks to develop and enhance its Careers provision.

1.4. We recognise that we must continue to develop external partnerships with employers, multi-agency services and higher education providers so that students continue to receive a high-quality Careers experience.

1.5. The guidance provided in this strategy covers the following:

Our aims

- Student entitlement
- Student outcomes and progression
- Responsibilities of staff.
- Careers Programme
- Developing Employer Engagement.
- Parent/Carer involvement.
- Supporting Social Mobility
- Quality assurance
- Our commitment to Professional Development.

2. Aims of the strategy

2.1. The strategy is in place to ensure that all young people have opportunities to acquire and develop the skills needed for Higher Education, apprenticeships, employment and training matched with the skills required by employers. We do this by providing guidance that makes a difference to

young people's lives, and including those from disadvantaged backgrounds, making sure that we do not promote a narrow view of opportunities.

3. For our students we will ensure that:

- a) They should be enabled to make informed choices through a variety of experiences in coaching and through the curriculum.
- b) They have varied opportunities for self-development as they explore a range of career options which are made available to them through a range of activities.
- c) They develop an understanding of themselves so that they become self-aware, resilient, flexible and responsive as they develop skills needed for planning and managing their own career development.
- d) They have support to explore opportunities in work, training and further/higher education.
- e) Students know and understand the full range of career options available to them on completion of their course through the various sources of information and guidance, both within and beyond the college.
- f) They have access to and are made aware of relevant changes in education, training and employment.
- g) Students know where they can access appropriate information advice and guidance both at through our online resources related to Volunteering, Employment, Work Experience, Higher Education and Apprenticeships.
- h) They are supported on decisions relating to next steps and career decisions.
- i) Students can access relevant careers information and preparation for employment through bespoke tutorials.

Learning Outcomes

Students should be able to:

- Assess their achievements, qualities and skills
- Present this information as appropriate
- Use this information for personal development
- Set career and learning targets. Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work.
- Recognise the value and impact their activities at school can have on their future.

4. Student progression:

4.1. Students will be able:

- Decide on their next step in their career's development using action planning, reviewing and setting targets
- Manage transition
- Search for appropriate opportunities and develop networks
- Prepare for work, Apprenticeship or Higher Education through written application and selection at interview

5. Responsibilities of staff:

5.1. Careers Leadership Team:

5.1.1. The Trust recognises the importance of putting in place effective arrangements for the management, delivery and implementation of the Careers programme. Each school has a named Careers Leader who is part of the Senior Leadership Team and is responsible for providing leadership and coordination of a high quality careers programme in line with the Gatsby Benchmarks. The Careers Programme and Gatsby Benchmarks are one of the Trust's KPI's and is monitored and reviewed to provide quality assurance and drive continuous improvement.

5.1.2. To complement the work that this group do, we also have wider staff that provide quality advice and guidance to students across the year:

5.2. Coaches:

5.2.1. This team have a responsibility to:

- a) Be the named point of contact for a student during their course.
- b) Offer careers advice when needed and know where to source additional advice from if needed e.g. signposting to the CEAG adviser for specialised careers advice where appropriate.
- c) Provide opportunities to consider course options, progression routes and careers advice.
- d) Track and monitor the academic progress of students by setting and reviewing realistic but challenging targets leading to successful achievement and completion of their chosen programme.
- e) Support with UCAS (Personal Statement Writing and References) and/or CV writing through Tutorials and 1:1s.
- f) Liaise with parents as and when required in support of a students' chosen career path.
- g) Offer guidance in relation to next steps and related career decisions in liaison with other agencies.

5.3. Teaching Staff:

5.3.1. This team have a responsibility to:

- a) Give students careers advice which links to their subject area.
- b) Develop and/or sustain further links with HEIs and/or employers which are linked to their subject.
- c) Maintain current working knowledge about the employment pathways that are open to their subject.
- d) Write references for students applying to University through UCAS.

The school guarantees impartial and independent advice via an independent Careers Adviser, employed by Career Connect, who attends school 1 day a week. Appointments can be through student referral, tutor referral and parent referral. Maintained schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011. Independent Careers guidance must:

- a) Be presented in an impartial manner
- b) Feature information on the range of education or training options, including apprenticeships and other vocational pathways
- c) Promote the best interests of the students to whom it is given
- d) Access for all students and staff to 'Fast Tomato' website and other appropriate sources of guidance

- e) Promoting the National Careers Service Website and Helpline
- f) Promotion of independent websites relevant to all career needs, from choosing a university or apprenticeship to pursuing a career
- g) Access to relevant external speakers offering independent sources of information including local and national employers, representatives from professional bodies and organisations including, representatives of higher education establishments and former students, who are a valuable resource.

5.4. Governors

There is a named link Governor responsible for Careers and Enterprise education. All changes to the Careers Policy are approved by the school Governing Body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Coordinator.

6. Careers programme:

The current programme is delivered through a combination of methods, including Life Skills, PSHE where the programme is delivered to every year group for one hour a week across half a term.

The programme is also supported through assemblies, masterclasses, presentations, employer visits, independent work experience, seminars, workshops, careers fairs and 1:1 impartial and independent guidance.

Liverpool Life Sciences UTC and The Studio School hosts or attends events such as National Apprenticeship Week, UCAS Evening and the Student Finance sessions. Annexe 2 contains an overview of the planned activities for each year.

To enable teaching staff/Heads of Year/Subject Leads to track student progress and employer engagement from Year 9 –Year 13 we use Unifrog to record each students achievements, ‘meaningful’ employer encounters, career aspirations/goals, predicted grades and potential pathways. This enables monitoring and tracking the learner journey, helping to plan and prepare targeted ‘meaningful’ encounters for individual students.

This coupled with independent and impartial Careers Adviser support helps to inform and inspire students so that they are able to make well informed and realistic decisions about their future.

6.1. All students will have the opportunity for:

- Coaching support through 1:1’s
- Career Planning
- UCAS application support
- Oxbridge support
- Pathway specific information on a google site
- Impartial subscription websites
- Virtual work experience and project opportunities
- University Summer Schools/Nuffield Research Scholarships
- Programme of talks by university professionals
- Preparation for Aptitude tests
- Mock interviews

- EPQ
- Labour market information
- Employer/Apprenticeship engagement
- Specialist careers guidance

7. Developing Employer Engagement:

7.1. We take a trust wide approach to managing employer partners to maximize the benefits for students from all the partnerships we have across the trust. The focus of SLT and central team is to establish new and continue existing relationships with partners. Our intention is to:

- Build long term relationship with a link to curriculum and eventually to students
- Use masterclasses to bring curriculum to life
- Develop enrichment opportunities to learn a new skill (accreditation)
- Launch live project briefs to get students to work on real world problems
- Link in school subjects to daily work – how are English and Maths important in your daily work
- Host workshops – physical or virtual – to take students through any processes you use in your company / sector – this could be prototyping, report writing, video editing, gene sequencing, etc.

7.2 It is the responsibility of leaders in the curriculum to encourage all teaching staff to enhance their understanding and knowledge associated with opportunities for students post sixth form college in the areas of Higher Education, Apprenticeships and employment with training, in so doing they should endeavour to make as many external links with organisations who will support the development and independence of our students.

8. Parent/Carer involvement:

8.1. We continue to provide a range of high quality CEIAG events for parents of prospective and current students such as: Post 16 – the parental journey; Student Finance; Annual Higher Education Event; Annual Apprenticeship and Employment Event; Applying to UCAS for the first time; UCAS refreshers to support in developing their understanding of this phase of their child's education and what their options could be moving forward.

9. Supporting Social Mobility:

9.1. We ensure that all students across the Trust are well informed and supported in order to help them achieve and progress to their chosen destination be that in Higher Education, Training or Employment, we will ensure that those students who are classed as disadvantaged are targeted and offered support to ensure that they gain access to opportunities that otherwise might have been denied to them. They receive clear progression advice and where appropriate we establish contacts/links with employers and meaningful work experience to further support their chances of success.

10. Our commitment to Personal Guidance:

10.1. To ensure that our students receive the best possible careers education, information, advice and guidance we are dedicated to sourcing (as required) high quality continuing professional development for all who have responsibility for delivering CEAG to our students.

11. Quality Assurance:

11.1. The Colleges in the Trust will evaluate the impact and success of the career's strategy through a range of performance measures:

- Analysis of intended and actual destination data
- Student feedback 1:1 and feedback in group sessions
- Regular self-evaluation using Compass Evaluation Tool to monitor achievement of Gatsby Benchmarks, with the Careers Enterprise Company
- Self-Assessment Report
- Quality Improvement Plan
- Annual review process

11.2. Monitoring, Review and Evaluation

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil responses to provision. This policy will be reviewed annually as part of the whole-school self-assessment process, informing COMPASS, SEF and will be reviewed by the Governors. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Coordinator, via the school website. Student voice activities are conducted with students from various year groups at least once a year.

11.3. Recording, Assessment and Reporting

Students' progress is monitored through gclassroom, and remains with them for their entire duration at **UTC and Studio**. The work is individual and personal to the student and is a log of activities completed and employability skills gained - these skills are not graded. A report on the careers programme is presented to the governors annually.

12. Links with the Local Authority:

12.1 The Local Authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 for 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate
- To have in place arrangements to identify those who are not participating

Liverpool Life Sciences UTC and The Studio School works with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the Schools will notify the Local Authority whenever a 16 or 17-year-old leaves an education or training programme before completion.