



Thomas Telford University Technical College

Careers Education, Information, Advice and Guidance Policy (CEIAG)

Author	Laura Fletcher	Version	2
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Comments			
Monitoring, Evaluation and Review	The Governing Body will review this document at least once every 2 years. Monitoring and Evaluation shall be conducted as part of review of the CEIAG policy, or at other times when specifically required due to changes in legislation or at the request of the governing body The policy will be looked at by Laura Fletcher, reviews will be approved by Governors and SLT each year.		

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Careers education, information, advice and guidance plays an essential role in preparing students for the opportunities, responsibilities and experience of life. A programme of relevant activities supports them at key decision-making points and supports them in choosing 14 – 19 pathways that suit their interests and abilities and will help them make the right choice and follow a career path that is right for them. All our students are able to achieve great things, it is our goal to give them the guidance they need to get there.

1. Aims

- 1.1** To contribute to strategies for raising achievement, aspirations and confidence of all students.
- 1.2** To increase the motivation and work ethic of all students.
- 1.3** To inform students of all the different career options available including post 16 and post 18 destinations so they can make an informed decision on their future.

- 1.4 To support inclusion, challenge stereotyping and promote equality.
- 1.5 To further reduce the number of students not in employment, education or training (NEET)
- 1.6 To raise awareness of the Local Market Information and skills gaps.
- 1.7 To encourage participation in continued learning including Higher Education and Further Education, Apprenticeship and Training.
- 1.8 To focus students on their future aspirations and goals through contact with a range of employers, building meaningful and sustainable partnerships that are of benefit to students.

2. Commitment

2.1 Thomas Telford UTC is committed to providing all of its students with a strong programme of CEIAG for all students from Years 7 to 13 and beyond and recognises our statutory requirements. As a school we strategically align with the Black Country Local Enterprise Partnership as well as ensuring our programme meets the requirements of the DfE statutory guidance, the Gatsby Benchmarks.

<http://www.BlackCountryLEP-BCLEP>

<http://www.gatsby.org.uk/education/programmes/good-career-guidance>

The Gatsby Benchmarks are:

1. A stable careers programme;
2. Learning from career 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 workplaces;
7. Encounters with further and higher education;
8. Personal guidance.

2.2 We aim to increase student exposure to real employers and the world of work as part of their preparation for modern life. We are looking to develop the employability of students with a focus on the development of soft skills and character development, workplace behaviours and exposure to the world of work. Through this we hope to enable a successful integration on leaving education into their first job.

3. Roles / Responsibilities and Accountability

3.1 The lead responsibility and accountability will fall to the Director of Careers, whose role it is to ensure that the aims of the CEIAG policy are met. Further oversight is provided by SLT, the Governors and our Employer Group. Our engagement staff also support with the implementation of CEIAG across the school. All staff contribute to CEIAG through their roles as form tutors and subject teachers.

4. Student Entitlement

4.1 Students are entitled to CEIAG which is face-to-face young person centred, impartial and confidential careers guidance interview with a qualified level 6 practitioner. The careers programme here at UTC is designed to meet the needs of all students and the local community. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning, development and local context.

4.2 The programme will ensure students have access to a range of careers experiences ensuring their learning is relevant and linked to future prospects, connecting their curriculum to the world of work. The programme is supported by contributions from local and national businesses, employers and professional, further and higher education and training providers giving students a variety of company exposures and different working sectors developing their employability and enterprise skills. Students will receive knowledge around the local labour market and sector growth utilizing the LEP identified priorities.

Students are encouraged to:

4.3 Find out about different options open to them at key decision-making points (GCSE options, Post 16)

4.4 Discover what qualifications are needed for their chosen vocation

4.5 Develop skills and character they need for working life

4.6 Develop a clear plan of action for their future

4.7 Make effective applications for work, training and further and higher education

5. Equality and Diversity

5.1 CEIAG is provided to all students who are encourage to follow career paths and suit their interests, skills and strengths with the absence of stereotypes. All students are provided with a wide range of opportunities and diversity id celebrated.

6. Curriculum

6.1 The Careers Programme includes careers education sessions, career guidance activities, work related learning and individual learning activities, work experience, mentoring programme, assemblies, guest speakers, careers fair and other events and activities that are planned and organised throughout the year.

6.2 KS3 – A introduction to employability - A number of assemblies and presentations which help students to start thinking about their future including what qualifications are needed for which careers. A range of activities through PHSE Day including an employer project-based approach to curriculum deliver and set challenge.

6.3 Year 10 – As well as preparing students for their upcoming exams, this year offers Year 10 students the opportunity to go on work experience. Employer led projects designed to complement the taught curriculum and support development of the ‘soft’ employability skills. Visiting speakers and visits to relevant institutions and shows designed to raise aspirations and inform students about their next steps.

6.4 Year 11 – Students are supported in applying for apprenticeships, places at a 6th form and other colleges as well as visiting local colleges, universities and work places. They will continue to be exposed to employers and have further CEIAG interviews. The focus is on post 16 options and the application process

6.5 Year 12 /13 – The focus is on Post 18 options and the application process. Students are supported in applying for apprenticeships or university. Support with UCAS, Personal statements and university life is given. Visiting Speakers and Visits to relevant institutions and shows designed to raise aspirations and inform students about their next steps.

7. Partnerships

7.1 Thomas Telford UTC works closely with a range of employers to ensure students receive the skills and knowledge that is needed for the world of work. These employers mentor students in Year 10 – 13 and expose students to a range of opportunities such as, work experience, job shadowing, careers events, enterprise and enrichment.

7.2 Links with local 14-19 Providers are made when required, including those for local post 16 and Post 18 destination. Links with parents/carers are maintained using a variety of methods such as parent evenings and options evenings.

7.3 We have a range of employers who support the UTC by being either a Patron, Partner, Friends or supporters. The full list can be found on our website. Meet our Sponsors - Thomas Telford UTC

7.3.1 Patrons

We have Patrons to the UTC, Employers who are patrons commit extensively to supporting the work of the UTC in a variety of ways, including: Providing visiting speakers and staff training, Donation of rewards and sponsorship of UTC sports teams, Students and staff mentors, Work experience placements and guaranteed interviews for apprenticeships and employment vacancies. To name but a few our Patrons include: Lovell; BAM; Morgan Sindall; and Midland Metro Alliance.

7.3.2 Partners

Employers who are partners commit to support the work of the UTC in some of the following ways: Careers events support; site visits; employer led project work and more. Some of our partners include: Kier; RICS; Wilmott Dixon; CIOB and more.

7.3.3 Friends to the UTC

Employers who are friends commit to supporting the work of the UTC in some of the following ways: Careers events support, donation of rewards and sponsorship of UTC sports teams, site visits and students and staff mentors. These include: Alstom; Learning Technologies; and more.

8. Monitoring, Review and Evaluations.

8.1 All details of student one-to-one interviews, trips and tasters are recorded on Compass Tracker and internally on our career's tracker. Destination for students in Year 11 and 13 are also recorded and their progress with applications checked and updated.

8.2 Careers guidance is monitored and evaluated on a regular basis throughout the year with key staff and students and via appropriate evaluation of activities.

8.3 Thomas Telford UTC continues to work closely with the Careers and Enterprise Company and the LEP to build a network of employers and links.

9. Complaints Procedure

Any complaints about this policy should be raised to Laura Fletcher, Director of Careers, email: lfletcher@thomastelfordutc.com

Miss Fletcher will raise the complaint to Mr Gill, Principal

10. Provider access legislation (PAL)

The updated provider access legislation (PAL) has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

We continue to promote all pathways and will not withhold any company/provider coming into the UTC. However, we may change dates/times to fit our careers programme / PSHE curriculum dates and activities.