

## Careers Policy New River College (NRC)

NRC Core values:

- ✓ Educating and supporting all pupils to learn
- ✓ Providing a safe, nurturing and supportive environment
- ✓ Making sure all pupils have the skills to return to mainstream education or to access their next steps in learning
- ✓ Working in partnership with others, especially Islington schools



### Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support provided to students at New River College (NRC). NRC follow the principles of the Gatsby Benchmarks (see references). This policy sets out the planning, coordination and delivery of career activities, support and resources; and what students can expect from the careers programme to support them in planning their career development. This policy covers all NRC sites however, the careers offer at Primary may not cover all aspects. All students are supported around CEIAG at different times through lessons or 1:1. All staff are trained around how to meet needs.

### Aims and objectives

NRC is committed to providing outstanding CEIAG for all students. Effective careers support helps to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions. Part of our core purpose is to support each individual student to develop the knowledge and skills they need to make informed choices for their future.

**NRC's careers programme aims to:**

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at school
- ensure students' readiness to take their next step in their learning, work and positive transitions.

**The objectives for the careers programme are as follows:**

- developing self awareness through elements of the careers programme and across the curriculum.
- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- enabling students to develop the research skills to find out about opportunities
- helping students to develop employability skills and attitudes and gain the Princes Trust Personal Development and Employability Skills Award
- facilitating students to explore further and higher education, apprenticeships and work opportunities; and to make appropriate choices.
- providing inspirational, motivating work related activities that challenge stereotypes and promote equality of opportunity

**Entitlement**

During their time at school, all students can expect:

- the opportunity to talk through their career and educational choices with staff including form tutors, teachers, learning assistants and mentors including 1:1 support with a qualified impartial careers adviser to make the right choices for Key Stage 4 and post-16 transition.
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- the opportunity to relate what they learn in study time (alternative curriculum, vocational studies, core curriculum) to their life and career beyond school
- careers lessons during tutor time and PSHE covering post-16 options and support to develop the self-awareness and career management skills needed for their future
- meaningful encounters with a representative from the world of work each school year; this could be through work experience, the alternative curriculum, careers talks (in or outside lessons), and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits, taster days, as well as assemblies, talks and meetings at school
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the careers support and guidance they have received to ensure that the service continues to meet the needs of the students.

**Delivery of the Careers Education Programme**

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references). For full details of the careers education programme see the careers programme on the school website.

**Careers information**

Career information is available through relevant displays and noticeboards or cascaded via form tutors or through assemblies. The careers room includes a range of college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Online resources include Fast Tomato and a range of reliable websites collated by the careers adviser. These are signposted to in person and on the school website.

### **Career guidance meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students are seen by the careers adviser in Year 10. The outcome of all these interviews allow the careers adviser to prioritise students for follow up helping to ensure that students of all abilities can access the support they need. All students at school can request an appointment with the careers adviser. Students are identified for careers meetings based on need and through self-referral. See the school careers programme for detail.

### **Needs-based referral**

Team around the school meetings identify students who would benefit from intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training). Interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

### **Self-referral**

Students may refer themselves for a careers meeting at any point, directly with the careers adviser or via their form tutor. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will record action plans on Unifrog in the students designated area. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

### **Management and Staffing**

The careers programme occurs through a range of different activities and is supported by all staff. Specific roles and responsibilities are as follows.

**Head teacher:** It is the role of the Head teacher to ensure that this policy is implemented and adequate provision is made within the school budget for the provision of CEIAG.

**College leadership team (CLT) lead for CEIAG:** The school has appointed a member of CLT to be responsible for taking a strategic lead and direction for careers work in the school, working under the direction of the Executive Head teacher. The careers leader will ensure that correct procedures are followed and that all students, parents/carers or professionals involved have fully understood the school's role and what strategies will be implemented.

**Careers Adviser:** The school has qualified Careers Advisers via a Service Level Agreement with the local authority provider – Islington Youth Careers Team. They provide careers impartial careers guidance interviews for students on site three days a week. They ensure students are aware of the options available to them post 16, and assist students with the various transition stages to prevent them becoming NEET.

**All teachers:** Every teacher may as part of tutor time deliver CEIAG. Teachers' signpost students to where they can get information, advice and guidance.

All staff support careers activities and careers learning at school including form tutors, PSHE teachers, the head of centre, subject teachers and learning assistants.

**Governor with responsibility for CEIAG:** The school has appointed a lead governor for CEIAG who is responsible for familiarising the school's governing body with the CEIAG policy and ensuring that school staff follow statutory guidelines. They also ensure sufficient time and resources are allocated to CEIAG to fulfil the policy and that value for money is being achieved.

### **Staff Development**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources. The Careers Lead attends local authority Careers lead network

meetings and Quality in careers standards consultancy sessions to keep up to date with best practice and legislation. Learning shared from these is cascaded at every opportunity within the meetings structure of the school and CPD sessions.

### **Employer links / Partnerships**

Links with employers, businesses and other external agencies continue to grow by building on local community connections; as well as through the support of the school's Enterprise Adviser (brokered through Careers and Enterprise Company). NRC are part of the London Enterprise Adviser network (LEAN). This is a national programme that provides support to facilitate networks with business and support interactions for young people with these businesses connecting them to the world of work. The local authority offer of 100 hours world of work and 11 by 11 initiative are supporting links to a range of businesses and organisations that facilitate visits, workshops and work experience.

### **External providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. In all cases, such staff and organisations are vetted for suitability by the relevant staff at school. See also, NRC Provider Access Policy.

### **Links with the local authority, community and outside agencies and Business**

NRC work collaboratively with the local authority to target career guidance for students who have special educational needs and / or those at risk of not entering education, employment or training (NEET).

### **Parent / carer involvement**

The school is keen to gain parental involvement in the careers programme, wherever possible. Parents/carers are invited into school to discuss their son/daughter's progress during structured conversations. Careers advisers attend these as well as team around the child meetings and review meetings wherever needed or requested.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts and the school website. With the student's agreement, a copy of the action plan from one-to-one careers meetings is sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement. Parent/carers are welcome to make contact with the Careers Team at school, should they have any questions or concerns.

### **Equal opportunities**

The school is committed to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

The destinations of school-leavers are monitored and trends identified.

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

The careers programme is monitored and evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and specific activities, visits, talks etc and what they gained from it
- staff feedback on careers lessons, activities, mock interviews etc
- gathering informal feedback from external partners and from parent / carers
- quality assurance of careers lessons as part of the tutor time and PSHE programme
- student destination figures post-16

The above provides data for the planning and review of the programme.

The review cycle incorporates:

- Monthly meetings with the Executive head teacher, careers lead and Local authority careers lead to review student's destinations and identify interventions and action.
- Fortnightly planning meetings between the careers adviser and careers lead.
- Monthly meetings with external providers and brokers of employer links and activities e.g. Big Alliance, LEAN.
- Bi-annual meeting with the Executive Head teacher, careers lead and lead governor.
- An annual self-evaluation report on Careers provision is produced and presented to the head teacher and lead Governor for CEIAG. This includes;
- Monitoring and evaluation of destinations data to identify improvements needed in CEIAG provision as well as student attainment and progression into Further, Higher Education, Training and Employment.
- Review of CEIAG improvement plan (rag-rated against actions).
- The number, quality and impact of careers interviews analysed through data, destinations data, observations and evaluating action plans.
- Feedback from students, parents and teachers.

## References

### External

This careers policy aligns with statutory guidance and external frameworks.

London Ambitions 2013 <https://www.london.gov.uk/what-we-do/education-and-youth/preparing-young-people-workplace/about-london-ambitions/>

Statutory guidance - Careers guidance and access for education and training providers October 2018  
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

The Gatsby Benchmarks 2014 [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

The Career Development Institute Careers Framework 2018 <http://www.thecdi.net/Careers-Framework-2018>

Islington 100 hours world of work <https://www.islingtoncs.org/wow>

Ofsted Inspection handbook <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

### Internal

This careers policy aligns with the school improvement plan and with internal school policies including;

- Safeguarding policy
- Provider access policy
- PSHE policy
- Equality policy

This policy, developed in consultation with relevant staff and external partners, was formally approved by the Governing Body. This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is followed.

Rachel Tyndall Chair of Governors Signed: Date: July 2019

Nigel Smith Executive Head teacher Signed: Date: July 2019

Review Date: July 2021