



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

Introduction

The UTC's vision is to ensure that students achieve strong academic outcomes, develop technical skills and the skills necessary for them to become highly employable. This vision is in harmony with our sponsors' objectives of recruiting UTC students into their organisations for further education, training or employment.

Overall Aims

Careers education, information, advice and guidance (CEIAG) helps young people to make the most of themselves and their opportunities in learning and work. It enables them to:

- construct their own 'career story' about who they are, what's important to them and what they would like to achieve in their lives
- raise their aspirations, broaden their horizons and counter stereotyped thinking about what they and others can achieve
- extend their knowledge of changing labour market opportunities, requirements and pathways in learning and work
- extend their wide network of support through attending careers events, accessing information and advice, and gaining relevant experience
- develop essential career skills including resilience, adaptability, enterprise, employability and self-presentation
- understand ways of experiencing and achieving career happiness and well-being
- take increasing responsibility for managing their own career choices, plans and transitions.

This policy complements other policies including Teaching and Learning. This policy is in harmony with the UTC's wider remit and vision to develop young people with excellent academic and practical skills, with a high level of employability through excellent advice and guidance.

Commitment

The trust, local governing board, Principal and the senior leadership team are committed to meeting our statutory careers-related responsibilities and the Investor in Careers standards of excellence in CEIAG. We will uphold:

- the duty to secure independent and impartial careers guidance for Years 10-13 (the UTC intake is into Year 10 or Year 12)
- the requirement to improve the employability skills of all young people, including the vulnerable and disadvantaged
- the careers-related aspects of our published equality duties
- the duty to help students with special educational needs achieve better life outcomes and work opportunities, through the effective use of Education Health and Care Plans (EHCP)
- the entitlement of young people to a planned and progressive programme of CEIAG activities that is clearly communicate to them and meets their needs (see entitlement statements for each year group at Appendix a)
- the principle of engaging partners, including young people themselves, parents/carers, providers of independent and impartial careers guidance, employers and other education providers in achieving worthwhile learning outcomes, progression opportunities and destinations for students.

Management - A member of the Senior Leadership Team manages the careers team and provides regular updates to SLT and governors' curriculum committee meetings. The careers team are responsible for producing, implementing and evaluating an annual careers programme, informed by the school development plan that identifies the role and contribution of subject teachers, tutors and other staff and partners. Key roles within the careers team will be built as the UTC continues its growth trajectory and will include a specialist co-ordinator, a professionally-qualified careers adviser and an assistant to support administration.

Resources and delivery - The budget for CEIAG (including staffing and staff costs, curriculum time and material resources) is settled annually and every endeavour is made to ensure that sufficient resources are allocated to meet students' needs. The pastoral team, especially the Pastoral Manager KS5 will make access to relevant, up-to-date information in a range of media including supervised access to ICT facilities and digital careers resources. Pastoral and coaching staff select and maintain teaching resources needed for the CEIAG programme and actively seek the involvement of the wider community (other education and training providers, local employers, parents etc.) in providing opportunities for students. A key focus is in giving students authentic and deep experiences of employment and university life through links with sponsors and partners. Employer projects will provide a key input in this area.

Guidance - Careers guidance is provided through a range of activities and involving a range of key staff; it includes individual and group activities. All staff should, when approached by students, respond with appropriate 'first-in-line' advice and support. All guidance must be impartial, confidential (within policy guidelines), responsive to students' needs and based on the principles of equality and diversity.

Training - Staff professional learning and development needs are identified through an annual needs assessment and appropriate arrangements made to meet needs within a reasonable timeframe.

Monitoring, review & evaluation - Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of students, parents and the wider school community. An annual report on progress is presented to the governing body with recommendations identified for implementation in the next year's plan.

Date created: April 2016

Date agreed: April 2016

Date of Review: September 2018

Appendix 1 - Careers Entitlement statements

What can you expect in Year 10 and Year 11?

Key Themes

- Personal development, decision making and planning skills
- Self-presentation skills and what employers want
- Investigating and assessing choices and qualifications
- Building a network of support.

Challenges

- Update your career timeline and skills log
- Draw up a list of questions to ask employers and course organisers at careers events
- Attend open evenings and develop a record of applications
- Interview a sponsor or industry partner about the route they followed and what they wish they had known in KS4.
- Research how learning and work is changing in a specific sector
- Prepare a CV, covering letter and supporting statement.

UTC Provision

- One to one interview with coach and/or pastoral manager
- Talks from employers with up to the date labour market information
- Visits to employers and work experience
- Visits to universities and colleges and access to student finance talks and managing personal budgets
- Career modules as part of CPD provision including personal skills and qualities
- Preparing for work day with mock interviews with local employers
- Visit to events and activities

What can you expect in Year 12 and Year 13?

Key Themes

- Taking action to improve chances and build experience
- Effective self-presentation
- Personal finance and career choice
- Dealing with change and transition.

Challenges

- Update your career timeline and skills log
- Research apprenticeships and courses for your shortlist
- Prepare a personal statement
- Secure offers and have a back-up plan.

School Provision

- Access to a qualified careers adviser
- Visits to employers, sponsors, partners, careers events and university open days
- Industry specific talks with up to date labour market information
- Tailored work experience placements
- Tutorial programme with support on effective decisions, applications and transitions

- LSBU Ambassador input on range of subjects linked to university access
- CPD sessions on finance
- Opportunities to develop skills such as creativity, in addition to technical taught curriculum
- Access to one to one discussions with pastoral staff
- Networking sessions with industry professionals and academics
- Access to information on pathways including apprenticeships