



ST BRENDAN'S  
SIXTH FORM COLLEGE

Faith in Learning

# Careers Policy

Revision number	1.0
Review date	15/03/2021
Next review date	March 2023

## Vision and Values

This policy is underpinned by our long-term vision and core values, which are outlined in the College's Curriculum Intent Statement. We are committed to implementing a careers programme that supports each student to achieve the best possible results, to be prepared for their future life and leave the college as a responsible adult. The vision of the College is to ensure that aspirations are raised and potential is realised. The key aim of the Careers Department is to be a highly valued, integrated part of college life, known for excellent knowledge, expertise and professionalism.

The aim of this policy is to demonstrate how the College provides an impartial student-focused information, advice and guidance service to inform young people about the full range of education, training and employment opportunities available to them; how the College aims to provide a high-quality service that is responsive to the needs of each learner, ensuring equality of opportunity; and how the College works in partnership with a range of stakeholders to raise aspirations, support positive student destinations and respond to local market requirements.

## Statutory Duty and Regulatory Frameworks Underpinning the Policy

The College is committed to fulfilling its statutory and regulatory duties in relation to the following:

- **The Gatsby Benchmarks** (see Appendix 1): all colleges should aim to meet the Gatsby Foundations Benchmarks of Good Career Guidance by the end of 2020
- **The Quality in Careers Standard:** The DfE guidance strongly recommends that all schools should aim to achieve accreditation under the Quality in Careers Standard
- **Ofsted:** The education inspection framework 2019 states that inspectors are legally required to comment on the careers guidance provided to students at colleges.
- **The Education Act 1997, section 45 and the 2002 Education Act:** Colleges have a legal requirement to provide all students with guidance materials and a wide range of up to date reference materials relating to careers education and careers opportunities and to prepare students for the opportunities, responsibilities and experiences of later life.
- **The Equality Act 2010:** colleges have a duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practises and support children with protected characteristics
- **The Education Act 2011, section 42A:** statutory career guidance duty to provide impartial careers guidance (Years 8-11) and provide information on a range of pathways.
- **Guidance: Careers Guidance for Colleges (DfE 2018):** All 16-18 year olds (and 19-25 year old with an EHCP) must have access to independent careers guidance.
- **2018 Access to Providers:** all colleges must provide opportunities for a full range of education and training providers to have access to pupils in all years.
- **Department of Education's Careers Strategy:** Making the most of everyone's skills and talents (December 2017)
- **Careers guidance and inspiration:** Guidance for general FE colleges and sixth form colleges (August 2014 DfE)

## Student Entitlement

All students in the College will take part in a careers education programme that will help them understand their career options and encourage them to reach their full potential in the progression to FE, Higher

Education or employment (see Appendix 2 for the St Brendan's Sixth Form College Provider Access Policy).

The programme will enable students to:

- Develop the skills they need to plan and manage their own personal development
- Experience the world of work through a work placement, insight event or employer talk
- Be given direct access to employers, training providers and Higher Education institutions
- Identify their transferable skills required for the world of work and HE
- Receive high quality face-to-face information, advice and guidance
- Receive high quality resources that will help their career decision-making & planning
- Be given personal support with their applications to HE or employment
- To feedback their views on the quality of the careers programme

Students can expect:

- Access to a dedicated careers office, which is open during college hours and is located in an easily accessible area of the College.
- Impartial advice and guidance
- Confidential advice and guidance
- Personalised support
- Guidance which is supportive of equal opportunities and free from stereotyping
- Up-to-date and accurate information, advice and guidance
- Provided by professionally trained Careers Advisers

Parents or Carers can expect:

- To be able to make an appointment to discuss their son or daughter's career options
- To receive invitations to take part in careers related events
- To be informed about opportunities that their son or daughter can access
- To receive important information about UCAS and student finance
- To have the opportunity to feedback their views on the quality of the careers programme

## **Management and Delivery**

The Careers programme includes a wide range of activities throughout key points of the academic year. Some of these activities are delivered by teachers through the curriculum as well as by academic mentors and futures teachers (see Appendix 3 for overview of events and activities).

Delivery of careers information and guidance is through:

- Weekly careers newsletter (emailed to all parents, students and staff)
- The Twitter feed aims to extend the reach of information and provide current links to topical and current information locally and nationally
- MS Teams
- Informing students of the range of facilities and support available through participation in the formal induction process on entry to the college and the on-going Futures and Academic Mentoring tutorial process
- The provision of an accurate and up to date careers library for students and staff including access to databases and interactive guidance on the Moodle page
- Individual and groups sessions on careers education in lessons, through the Futures programme, in tutorials, in 1-1 support sessions.
- The use of data systems to encourage and assist students in achieving their personal, educational and employment goals

- Liaison with Learning Development to providing appropriate support for any students with additional needs
- Lessons and 1-1 session supporting students in their individual action planning, in assessing interest and abilities and compiling a record of their achievements for a CV and / or personal statement
- Timely events such as careers fairs, careers days, progress review days , future progression days
- Supporting appropriate careers education within curriculum programmes
- Guest speakers, visits and / or work experience

## **Roles & Responsibilities**

- The Vice Principal with responsibility for careers, has overall strategic responsibility for the careers programme and provides links with senior management and leadership teams.
- The Senior Leadership Team is responsible for supporting the development of the Careers Strategy through whole College Strategy and quality improvement planning.
- The Careers and Employability Manager is responsible for managing the careers service, coordinating the careers programme and ensuring that all staff are trained appropriately on their role in careers advice and guidance. The Careers and Employability Manager takes a lead on ensuring there is a strong evaluative approach to ensure effective development of strategy.
- The Careers and Employability Officer is responsible for providing CEIAG to students progressing to FE, HE or into employment.
- The Destinations, Careers and Employability Administrator is responsible for collating student destination information and providing administrative support to the careers team
- The Work Experience coordinator responsible for coordinating the work experience programme at the college.
- The link governor supports the development of strategy and policy at Governance level and the governing body are responsible for providing support and challenge for the careers development.
- Directors of Faculty are responsible for evaluating the quality of careers information and guidance across subjects across their faculties to ensure that careers and employability is embedded through the curriculum.
- Academic Mentors and learning development support staff are responsible for supporting students with advice and guidance and supporting the collection of destination data.
- The Futures programme lead is responsible for the development of information, advice and guidance through the Futures Programme and to ensure that staff are well trained in the delivery of such advice, guidance and support. They are responsible for supporting the collection of destination data.
- Teachers are responsible for ensuring that their curriculum overviews explicitly state how careers and employability are embedded in their lessons. They are responsible for using destination data and information to support their planning.

## **Staff Development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this we will provide regular training through INSET days and twilight training sessions delivered by the Quality Manager and The Careers and Employability Manager. All staff are expected to have regard to the 2019 code of ethics of the Career Development Institute.

## **Funding and Resources**

Funding for careers will be allocated in the college budget in order to resource careers provision at the level needed to achieve the aims of the policy. Included in the careers budget are subscription to online

careers platforms, subscriptions to reports platforms from UCAS, funding for careers events such as careers fairs, funding for careers books and online resources and funding for trips.

## **Teaching, Learning and Assessment**

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance.

Our programme is structured around the 17 desirable learning outcomes from The Career Development Institute framework for careers, employability and enterprise education, which emphasises the importance of creating rich learning environments and designing compelling learning experiences for students. Dialogic teaching, enquiry-based learning, first hand experiences and reflective learning are an important part of this.

## **Information, Advice and Guidance**

We will ensure that all students have access to independent and impartial guidance and that students have access to all post 18 pathways. Career guidance will be delivered by a level six or above qualified career development professionals who uphold the professional standards of the Career Development Institute.

## **Monitoring, Reviewing, Evaluating and Reporting**

Evaluation is at the centre of college inspection and is used to judge the quality and effectiveness of careers and work-related learning activities and outcomes. It contributes to the colleges overall quality assurance process. It will be planned in advance setting out the intentions of why we are doing it and carried out with all relevant stakeholders.

The whole programme is evaluated through:

- **Compass** - The careers programme will be evaluated using the CEC Compass Evaluation to evaluate progress against the eight Gatsby Benchmarks this will be completed by the Careers and Employability Manager in conjunction with our allocated enterprise coordinator and enterprise adviser from The Careers and Enterprise Company. Completion of the Compass report will be supported by the Quality Manager and other members of the careers team as required. This will take place at three key points throughout the year.
- **Self-assessment Report (SAR) and Quality Improvement Plan (QIP)** – Self-assessment of the whole careers programme will be completed through the careers SAR and used to create a QIP. This will be informed by the whole college improvement plan and be reviewed at three key points throughout the year.
- **Quality in Careers** – external assessment and evaluation will take place through completing and maintaining The Quality in Careers Award in line with government recommendations and to ensure that statutory requirements are being met.
- **Reports to SLT and Governors**- A destination data report will be completed for the senior leadership teams and governors six times per year. This report will include data and evaluation for intended destination, actual and sustained destinations.

Events and activities are evaluated through:

- Feedback from students after all guidance interview and which is recorded on Pro Monitor to inform perceived effectiveness
- Feedback from key stakeholders involved with career events and activities using online surveys, email, paper forms, Pro Monitor, or focus groups, completed within four weeks of the event.

- Feedback from key stakeholders involved with work experience, completed within 4 weeks of completion of the placements.
- Curriculum audits

## Stakeholders and Partners

The Provider Access Statement sets out the college's arrangements for managing the access of providers to students at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997. The statement is published on the college website and is available for all providers to view (see appendix 2 for full statement)

The College recognises the important role parents and carers have in their child's career development. We are committed to ensuring that parents and carers have access to information about the full range of post 18 opportunities for their children. We send the weekly careers new letter to all parents and they are invited to attend information talks and presentations during our progress review days. The careers team is present at all open events and during enrolment and available to offer advice and guidance to students and parents. Parents and carers are welcome to attend careers appointments at pre-arranged times and this is particularly welcomed for mid-year leavers with no confirmed onward destination

The college is part of the West of England Careers Hub and is committed to working collaboratively with West of England Combined Authority (WECA) and Local Enterprise Partnership (LEP) to develop a strategy to embed work related learning across the college to encompass delivering all eight Gatsby Benchmarks. The Quality Manager and the Careers and Employability Manager (Careers Lead) will work with the nominated enterprise coordinator and enterprise adviser from the Careers and Enterprise Company on delivering the Hub's objectives.

The College is committed to designing and developing careers and employability pathways for students **for** and in partnership **with** employers, helping students on their employability journey whilst meeting the colleges' expectation around respect for equality, diversity and inclusion.

The college works collaboratively with higher education institutions who support to students to access their widening participation schemes. We welcome and encourage visiting speakers and subject specialist to attend careers events and universities and colleges from across the country to attend our careers fair. We work in partnership with Future Quest and a number of other widening participation initiatives such as Realising Opportunities, The Sutton Trust, The Social Mobility Foundation and Into University. The college work with the charity Career Ready to provide employability masterclasses, employer mentoring and work experience opportunities, with emphasis on students who may not already have access to these opportunities through their own networks.

## **Annexes**

The College Policy and Strategy for CEIAG supports national and regional policy initiatives and frameworks as well as a number of internal College policies, which directly affect the student experience. These include:

- Admissions Policy
- Equality Diversity and Inclusion Policy
- Health and Safety Policy
- Safeguarding Policy
- Work Experience Policy and Process

## **Appendix I**

The Gatsby Benchmarks (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>)

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

## **Appendix 2**

St Brendan's Sixth Form College Provider Access Policy

### **Introduction**

This policy statement sets out the college's arrangements for managing the access of providers to students at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.

### **Student Entitlement**

All students in the College will take part in a careers education programme that will help them understand their career options and encourage them to reach their full potential in the progression to FE, Higher Education or employment. The programme will enable students to

- Develop the skills they need to plan and manage their own personal development
- Experience the world of work through a work placement, insight event or employer talk
- Be given direct access to employers, training providers and Higher Education institutions
- Identify their transferable skills required for the world of work and HE

- Receive high quality face-to-face information, advice and guidance
- Receive high quality resources that will help their career decision-making & planning
- Be given personal support with their applications to HE or Employment
- To feedback their views on the quality of the careers programme

### Management of Provider Access Requests Procedure

A provider wishing to request access should contact *Julie Ilogu, Careers and Employability Manager*.  
Telephone: 0117 9666677 Email: [Julie.ilogu@stbrn.ac.uk](mailto:Julie.ilogu@stbrn.ac.uk)

### Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Access to Level 3	Fresher's Fair Whole College Careers Fair Lunch Time Talks Employability Talks Sector Specific Talks Progress Review Day Work experience	Lunch Time Talks Employability Talks Sector Specific Talks	Future Progression Day Lunch Time Talks Employability Talks Sector Specific Talks Work experience
3Y1	Fresher's Fair Whole College Careers Fair Lunch Time Talks Employability Talks Sector Specific Talks Guidance Interviews Work experience	Lunch Time Talks Employability Talks Sector Specific Talks Theme Days Work experience	Future Progression Day HE and Apprenticeship Evening Progress Review Day Lunch Time Talks Employability Talks Sector Specific Talks Work Experience
3Y2	Whole College Careers Fair Lunch Time Talks Employability Talks Sector Specific Talks Personal Statement Support University Mock Interviews Work experience	Lunch Time Talks Employability Talks Sector Specific Talks mock interviews Theme Days Progress Review Day Work experience	Lunch Time Talks Employability Talks Sector Specific Talks Work experience

Please speak to our Careers Leader to identify the most suitable opportunity for you.

### Grounds for granting and refusing requests for access

Access will be granted based on the availability of facilities, timetabling and other college events.

All access requests will be approved by The Head of Teaching Learning and Assessment and The Head of Safeguarding in accordance with the college safeguarding policy.

### Premises and facilities

The college will make the multi - purpose hall, the theatre, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Zone, which is managed by the Career Team. The Careers Zone is available to all students during college hours.



## Appendix 3

### Careers Related Learning - Overview of events, support and activities

Month	Event	Year groups	Details
August	A level Results Day Support and following days	3Y2	Careers Surgery to support with clearing, adjustment and change of plans
	GCSE results and new student enrolment support	All new 3Y1 and A2L3 students	Guidance and support offered to all students about course choices and next steps
Sept	Fresher's Fest	All new 3Y1 and A2L3 students	Widening participation providers and support agencies invited, to provide support and register eligible students Career Ready Promotion and sign up
	Widening participation schemes registration	3Y1 and 3Y2 students	Information communicated through email, careers news and through Futures
	Course change support	A2L3 and 3Y1	All students changing courses will be seen by a careers adviser to ensure choices are realistic and relevant
	Futures	3Y1	Employability skills audit. Introduction to careers service. Widening participation schemes. Using Moodle and careers news to identify opportunities. Building skills to be successful in sixth form Intended destination capture Promotion of Career Ready
	Futures	3Y2	Support with next steps – applications First draft of personal statement submitted to futures teachers Intended destination capture
	Early application internal deadline	3Y2	Provide on-going support and advice to early applicants
	UCAS and Personal statement masterclasses	3Y2	Workshops and presentations from HE advisers for all 3Y2 students who are still unsure of course choices
	One to one support for learning development referrals	3Y2	Priority appointments for learning development referrals. of EHCP, Children in Care and other students in need of additional support
Oct	University and Apprenticeship Fair	All students	For all students but particularly relevant for 3Y2 who are unsure of next steps

	Ashton Gate		
	Early Applicant deadline	3Y2	Ensure all references and applications are checked and completed by deadline
	Futures	3Y1	Communication and Networking
	Futures	3Y2	applications
	careers appointments from external providers	3Y2	HE staff offering one to one guidance appointments Into University guidance and personal statement support appointments for eligible students
	UCAS support	3Y2	UCAS drop in sessions on Wednesday afternoons
	Oxbridge Talk	3Y1	Guidance and advice for students interested in Oxbridge
Nov	Oxbridge Interview Workshop	3Y2 and external schools	For all Oxbridge applicants
	Futures	3y1	Communication skills
	Futures	3Y2	Applications and personal statements
	Careers Fair Prep	A2L3, 3Y1, 3Y2	Talks to Future groups about preparing for the careers fair
	Nursing Mock Interviews	3Y2	HE mock interviews with all 3Y2 nursing/ midwifery applicants.
	Early applicant mock interviews	For all early applicants	Support with preparation for Oxbridge , medicine, dentistry or vet interviews
	University Interview Support	3Y2	Support for all students who will need an interview as part of application process
	Careers Fair	A2L3, 3Y1, 3Y2	Compulsory for all students, attendance by Universities, Employers, Apprenticeship Providers, Training Providers. For all students. Taken in lesson time.
	UCAS Support	3Y2	UCAS drop in sessions on Wednesday afternoons
Dec	Health and Social Care Work Experience Week	A2L3	Compulsory for all health and social care A2L3 students
	Internal UCAS deadline	3Y2	Ensure all applications and references are checked and completed by external deadline
	Career Ready Launch	3Y1 students	Launch of career ready with networking event for all applicants
	UCAS support	3Y2	Drop in sessions on Wednesday afternoons
	Career ready Launch	All career ready applicants	Masterclass and networking event
Jan	UCAS Deadline	3Y2	Ensure all applications and references are checked and submitted by external deadline
	Futures	3Y1	Behaviour for the future – skills needed for the future and personal development Intended Destination Capture
	Progress Review Day	A2L3 and 3Y2	Stands from local providers, talks about apprenticeships, post 18 options,
	Career Ready employability masterclasses		For all students but compulsory for Careers Ready students

Feb	Futures	3Y1	Unifrog Introduction for all 3Y1 students, all students to have passwords Applications
	Career Ready employability masterclasses	3Y1	For all students but compulsory for Careers Ready students
	National Apprenticeship Week	All students	Promotional events throughout the week. External speakers invited
March	Oxbridge Convention	3Y1	For all potential Oxbridge applicants
	Futures		Networking Interview techniques
	National Careers Week	All students	All teachers pledge a careers related learning activity during lessons
	Career Ready employability masterclasses	3Y1	For all students but compulsory for Careers Ready students
	Priority guidance appointments	A2L3, 3Y1, 3Y2	Ensure that all priority students are seen before leaving or moving to next year. Focus on EHCP and CIC and A2L3 non returners
April	UCAS convention	3Y1	UCAS convention, trip for up to 200 3Y1 students.
May	Priority guidance appointments	All students without a clear plan of next steps	Particular focus on A2L3 who are not returning and 3Y2 without a clear plan. Ensure that all CIC and EHCP students have had support
June	Transition Week	A2L3	Preparation for next steps including HE visit and future quest activity
	Progress Review Day	3Y1	Providers invited to have stands and deliver talks about University and Apprenticeships
	Futures	3Y1	Writing applications and personal statements, completing UCAS Intended Destination Capture
	Work Experience	A2L3	For all access to level 3 students
	Future Progression Day	A2L3, 3Y1	Workshops, Presentations and Mock interviews for all 2Y1 and 3Y1 students
July	Early applicant personal statement first draft	3Y2 early applicants	Students submit first draft of personal statement to work on corrections over the summer

