



cadburycollege
CAREER PLAN
REF NO: CP.18

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FOREWARD

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level's are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The College careers plan sets out how the College intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The school Careers Plan is based on the DfE document "Careers Strategy: making the most of everyone's skills and talents" dated December 2017. Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

STUDENT ENTITLEMENT STATEMENTS

Year 12 & 13 Careers Entitlement

- Students are given specific help with preparing UCAS applications/apply for apprenticeships
- Tutorials designed to increase understanding about school leaver and graduate job markets
- Students should know how to look and apply for jobs and voluntary positions
- Students are given information about higher education, employment, gap years and apprenticeships
- Students are encouraged to attend open days, mock interviews and masterclasses
- Students have the opportunity to access independent and impartial advice from the Careers department
- Learners are supported in finding a relevant, appropriate work experience placement
- Learners are encouraged to participate and supported with applications for widening participation schemes

FOREWARD

1. Careers Service Goals
2. Activities and Events
3. Information & Self Help
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CAREERS SERVICE GOALS

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
All learners should access and use information about career paths and the labour market Gatsby Benchmark#2	Termly labour market and career path report disseminated through subject area staff.	Government published labour market information and Grofar	The utilisation of information provided throughout curriculum areas and tutorials.	19th July 2019
Provide independent guidance for all pupils Gatsby Benchmark#3	We will set high expectations for our students and provide independent careers guidance for all our lower and upper sixth students.	<ul style="list-style-type: none"> External IAG providers 	A number of services have been delivered to students by independent providers.	19th July 2019
Integrate Career readiness into School curriculum Gatsby Benchmark #4	We will ensure that we take every opportunity to integrate career readiness into the College curriculum	<ul style="list-style-type: none"> SLT and teaching staff buy in Career displays in all department areas Staff training 	Curriculum lesson plans that include a provision for careers readiness.	19th July 2019
Two meaningful encounters with employers. Gatsby Benchmark#5	Every learner should have at least two opportunities to learn from employers about work, employment and skills that are valued in the workplace. These could occur through a range of activities including guest speakers, workshops, mentoring or part time employment.	<ul style="list-style-type: none"> Bank of partnered employers Student Progression Officer to assist curriculum areas in making contact with employers and planning events/ encounters 	Evident as to whether each student has at least two employer encounters listed on their student passport.	19th July 2019

Goal	Description	Resources Required	Success Criteria	Target Date
Every student should have had at least one work experience by the end of their study programme	All learners should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks	<ul style="list-style-type: none"> Bank of trusted employers and training providers who can offer valuable work experiences Student passport 	When all students have logged and recorded their experience in their student passport of a work place experience.	19th July 2019
Encounters with further and higher education Gatsby Benchmark #7	By the end of their study programme, every learner should have had a meaningful encounter with a range of learning providers, including further education colleges, higher education, apprenticeship and training providers.	<ul style="list-style-type: none"> Bank of contacts from HE and FE establishments, training and apprenticeship providers 	Number of masterclasses, open days, HE and employability fairs each student has been involved with.	19th July 2019
Provide every learner with at least one careers interview by the end of their study programme	All students should have the opportunities for careers interview in-house, and IAG interviews with an external career adviser (at least a level 6). These should be available for all learners whenever significant study or career choice are being made. The interview should be timed to meet individual needs	<ul style="list-style-type: none"> External IAG providers and in-house staff 	All students have received at least one interview by the end of their programme of study – recorded in student passport on Grofar.	19th July 2019

INFORMATION & SELF HELP

Self-Help Resources

A broad range of information sources are available in the careers library. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and will be provided with guidance on the use of the resources where necessary.

Resource	Description
Learning Resource Centre	Books about further and higher education, gap years, travelling and studying abroad and volunteering. University prospectus library available for students to use.
Grofar	Online platform to support careers service delivery College wide, allows students to engage with organisations and employers, research LMI and build CVs.

CAREERS PROVIDERS

Independent Providers

The College will secure independent careers information, advice and guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including: Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Provider	Services	Summary
EEF	<ul style="list-style-type: none"> • Careers fair participation • Careers workshops • Post-16 Education Information 	<p>Provider Type: IAG Cost: £0.00 per day</p>
South & City College	<ul style="list-style-type: none"> • Careers fair participation CV critiquing and coaching Employability Days • Post-16 Education Information 	<p>Provider Type: IAG Cost: £0.00 per day</p>
Job Centre Plus	<ul style="list-style-type: none"> • Careers fair participation • Careers workshops • CV critiquing and coaching • Employability Days • Post-16 Education Information 	<p>Provider Type: IAG Cost: £0.00 per day</p>
Stepping Forward Limited	<ul style="list-style-type: none"> • Careers fair participation CV critiquing and coaching Employability Days • Post-16 Education Information 	<p>Provider Type: IAG Cost: £185.00 per day</p>

Access to Independent Careers Guidance

The College's careers plan adheres to the ACEG/CDI framework for careers education and work-related learning and also complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined the senior leadership team, the careers leader, student progression officer and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first.

Access to Internal Careers Guidance

The student progression officer will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school. Any other pupils who self-refer are accommodated and the adviser has an open door policy at lunch time and at the end of the day.

ROLES AND RESPONSIBILITIES

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the College and its curriculum in order to promote high standards of educational attainment (DfE, 2014). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff
- Ensure the annual Careers Plan is completed and signed off by the end of September
- Ensure that the agreed careers objectives are understood and implemented across the school
- Ensure school meets and exceeds the statutory careers requirements
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year
- Review progress and achievements versus the careers plan and make adjustments as necessary

Learning Services Manager

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan
- Recruit, retain and support the careers leader
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved

Student Progression Officer

- Prepare and deliver the careers plan
- Recruit, retain and develop the support staff needed to deliver the careers plan
- Report monthly progress to the SLT
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required
- Bring any problems that you are unable to resolve to the attention of the careers senior leader
- Engage with stakeholders including, Local Authority, Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers

Student Progression Officer (continued)

- Put systems in place to ensure the delivery of measurable year on year improvements to the careers programme
- Be the designated contact in all matters relating to careers education and training, and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made
- Build a bank of providers that can be used to meet the benchmarks of employer and educational encounters
- Ensure a broad suite of quality, unbiased resource is available on all pathways
- Monitor the usage of each resource type and explore if and how information sources can be improved

Administrative and support staff responsibilities

- Support the careers department in delivering the careers plan and achieving its objectives
- Contribute towards the development of an atmosphere within the College of learning, confidence and ambition
- Feedback any provider contacts or opportunities to the Student Progression Officer
- Teachers and teaching support staff responsibilities
- Ensure you are familiar with the College's careers plan and its objectives
- Ensure that career readiness and careers education are embedded in your lesson plans
- Each department to allocate a 'Careers' board in their departmental area
- Feedback specific student needs (or opportunities) to the Student Progression Officer

Inclusion Director, Pastoral Director and Tutors responsibilities

- Ensure you are familiar with the College's career plan and its objectives
- Working with the Student Progression Officer to provide additional support for the NEET risk group
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs, provider contacts or opportunities to the Student Progression Officer
- Review plans for work placement with each student at specific points in the year and ensure that these are accurately reflected in enrolments, and that actions are put in place to address any shortcomings

LEADERSHIP AND MANAGEMENT

Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy. Well-structured operational meetings are recognised as a key function to running an effective careers service.

Date	Meeting Type	Actions
Ongoing	Careers Strategy Meeting	Review previous year's careers plan versus what actually happened. Brainstorm and agree improvements for input into this year's business plan.
Ongoing	Careers Curriculum Integration Meeting	Review effectiveness of careers activities embedded into lessons and brainstorm ideas for improvement.
Ongoing	Careers Plan Review Meeting	Review and sign off annual careers plan.

CAREERS SERVICE EVALUATION

Evaluations

The College believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
1. Student Needs	End of year survey to understand how well we met our students needs and to identify improvements	28 Jun 2019
2. Staff Needs	End of year survey to measure careers integration and identify changes for next academic year.	28 Jun 2019
3. Parent Needs	Scheduled parents career evening to ensure we get parental input for each student.	28 Jun 2019

