



# THE COLNE

COMMUNITY SCHOOL & COLLEGE

## Careers Policy

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## **Statement of intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at The Colne Community School and College are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## **1. Legal framework**

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2018) 'Careers guidance and access for education and training providers'

1.2 This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Child Protection and Safeguarding Policy

## **2. Roles and responsibilities**

2.1 The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2 The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with tutorial managers, mentors, the SENCO and head of sixth form to identify pupils needing guidance.
- Referring pupils to careers advisers.

- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

### 2.3 The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.

- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

2.4 Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. A stable careers programme**

3.1 The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.

3.2 Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.

3.3 A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers adviser is Lauren Brett.

3.4 The headteacher will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

3.5 The school will work towards the [Quality in Careers Standard](#) to support the development of their careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

### **4. Labour market information**

4.1 The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

4.2 The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour

market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

- 4.3 The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- 4.4 The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 4.5 To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

## **5. Addressing the needs of pupils**

- 5.1 The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 5.3 Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely in the careers office. Access will be allowed to this information, should a pupil or their parent request it.
- 5.4 Destinations data will be retained by the school for at least three years. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- 5.5 The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## **6. Targeted support**

- 6.1 The school will work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

6.2 The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

6.3 Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

## **7. Pupils with SEND**

7.1 The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

7.2 The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

7.3 Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

7.4 Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

7.5 The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

7.6 Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

7.7 When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **8. Curriculum**

8.1 The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

8.2 Pupils are expected to study the core academic subjects at GCSE, including English, maths, science, history, geography and a language. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

8.3 The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 14.

8.4 Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

## **9. Work experience**

9.1 The school will ensure that all pupils have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18.

9.2 16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, including the following:

- Workplace visits
- Work experience (1-2 weeks)
- Job shadowing
- Career-related volunteering and social action

## **10. Further education (FE)**

10.1 Pupils are required to remain in education or training until their 18th birthday.

10.2 The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

10.3 Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

10.4 The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 13, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10.5 A policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

## **11. Personal guidance**

11.1 All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

11.2 Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

11.3 Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

## **12. Information sharing**

12.1 The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

12.2 The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

12.3 LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

## **13. Monitoring and review**

13.1 The governing board, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

## **Appendix A**

### **Colne Community School and College: Provider Access Statement**

#### **Introduction**

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

#### **Pupil entitlement**

All pupils in years 8-13 at The Colne are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships;
- to understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact Laura Weaver (CIAEG Lead).

Telephone: 01206303511 Email: [mail@colne.school](mailto:mail@colne.school)

##### **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:

Year Group	Autumn Term	Spring Term	Summer Term
8	Careers Assemblies	Work place skills day	Assemblies Tutorials
9	Careers Assemblies	Work place skills day KS4 options event	Assemblies Tutorials
10	Careers Assemblies and tutorials	Work place skills day	Mock interview workshop day
11	Careers Assemblies and tutorials Post-16 skills evening	Career Assemblies Work place skills day	

12	Currently no students on roll in KS5		
13	Currently no students on roll in KS5		

There is also an opportunity for online delivery of talks which is on-going via our Careers Classroom.

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

### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available 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 Office, which is managed by the careers team. This will be made available to all students at lunch and break times.

By considering carefully the frequency and scale of opportunities to offer to providers, the school can minimise the burden of dealing with unsolicited requests. For example, the school may decide to arrange an annual event for a whole year group and invite multiple providers, or work with a group of providers to deliver one presentation covering multiple further education or apprenticeship opportunities in the local area.

## Appendix B

### CEIAG Programme 2021-2022

Year Group	Activity	Term Delivered and when	Delivered by (staff)	Impact measure	Relevant Gatsby benchmark
7					
	Introduction to careers and personal skills	Autumn – Tutorials/Assemblies	Tutors/LWE	Student voice Awareness and engagement	4
	Career passport session – personal skills, career research task – investigating three job roles from different sectors, gender stereotypes	Autumn – Tutorials	Tutors	Completed workbook	1, 2
	Career talk - Journalist and author talks to Year 7 students about her career and inspirations	Autumn	External - journalist	Student voice	4, 5
	Careers focussed lessons as part of the Guided Learning Curriculum. Lessons include: different job areas; learning styles and setting personal and aspirational targets.	Spring – Tutorial sessions	Tutors	Student voice, parent feedback Evaluations analysis	3, 4, 8
	National Careers Week: Careers discussion with Tutors and within subject areas.	Spring – Tutorial sessions/subjects	Tutors and subject teachers	Student voice, parent feedback Evaluations analysis	3, 4, 5, 8
	Assembly on personal awareness and interests and how subjects will link to careers (in preparation for GCSE options)	Summer	Teacher/LWE	Attendance	1, 3, 4
8					
	Recap of careers and personal skills	Autumn – Tutorials	Tutors	Student voice	4

				Awareness and engagement	
	STEM workshop	Autumn – Workshop	Science teachers	Evaluation sheets	1, 2, 4
	Challenging gender stereotypes	Autumn - Tutorial	Tutors	Attendance	1, 3, 8
	National Careers Week: Careers discussion with Tutors including LMI.	Spring – Tutorial sessions/subjects	Tutors and subject teachers	Student voice, parent feedback Evaluations analysis	3, 4, 5, 8
	KS4 options support: Assemblies, options fair, opportunities for support from Careers Advisor.	Spring	Subject leaders/teachers	Appropriate KS4 choices reached	3, 8
	Careers talk from external employer perhaps from medical or construction industries	Summer - assembly	External employer	Engagement	1, 5
9					
	Career STEM workshop and booklet	Autumn – Careers day	External/LWE	Feedback evaluations	2, 4, 5
	STEM carousels within Maths/Science	Autumn – afterschool	Maths	Attendance/feedback	2, 4
	Various career topics explored including LMI, changing work industries, work ethics and expectations	Autumn - Tutorials	Tutors	Attendance	1, 2, 5
	National Careers Week: Careers discussion with Tutors including LMI.	Spring – Tutorial sessions/subjects	Tutors and subject teachers	Student voice, parent feedback Evaluations analysis	3, 4, 5, 8
	Career skills exploration workshop	Spring – Work skills day	External employers/LWE	Student voice	2, 3, 5, 8
	KS4 options support: Assemblies, options fair, opportunities for support from Careers Advisor.	Spring	Subject leaders/teachers	Appropriate KS4 choices reached	3, 8

	Careers talk – Alumini students come in to talk about their career pathways	Summer – one hour assembly style session	LWE - alumini	Engagement. attendance	1, 2, 3, 4, 5
	STEM visit to Essex University – Big Bang Fair	Summer – all day	Maths/Science	Attendance/feedback	2, 4, 7
10	Work shadow experience	Non-pupil days across the year	Parents	Feedback evaluations	5, 6
	Apprenticeship guidance delivered by external agencies, such as the Apprenticeship Hub team.	On-going throughout the year	External	NEET figures	3, 7, 8
	LMI, work ethics, changing industries	Autumn - Tutorial	Tutors	Attendance	1, 2, 6
	Career skills exploration workshop	Spring – Work skills day	External employers/LWE	Student voice	2, 3, 5, 8
	CV writing workshop	Spring - Tutorial	Tutors/LWE	CVs written	1, 3, 8
	Mock Interview Day	Spring	External/LWE	Feedback evaluations	4, 5, 8
	GCSE information assemblies.	Spring	Subject leaders/teachers	Appropriate KS4 outcomes	3, 8
	Career talk – external visitor to discuss career pathway	Spring	External employer	Attendance, student voice	1, 2, 3, 4, 5
	Session with Colchester Institute about vocational options – either at their venue or our school	Summer - assembly	Sue from Institute	Applications	3, 7, 8
	Access to impartial 1:1 careers guidance	Summer - on-going	LBR	Individual action plans	3, 8
11	Intentions form	Autumn - Tutorial	Tutors	Results analysis	3
	Access to impartial 1:1 careers guidance	Autumn - on-going	LBR	Individual action plans	3, 8

	Sigma Careers Convention	Autumn - All day	External/LWE	Feedback evaluations	2, 4, 5
	Apprenticeship Assembly and support hubs	Autumn - Tutorial	AIM Apprenticeships	Intentions records/applications	7
	College application support sessions	Autumn /Spring – Life Days and afterschool	LWE/CIAG advisor/Tutors	Attendance and applications	3, 8
	Sigma College Taster session	Autumn – All day	Sigma	Attendance	7, 8
	Alternative provider assemblies about post 16 choices	Autumn - tutorial	External	Student voice/attendance	7, 8
	Topic list: Linking subjects / grades / next steps with overall aspirations, breaking down gender stereotypes associated with job areas, using websites to research career pathways, understanding post 16 and post 18 pathways, <i>Labour Market Information</i> .	Throughout the year – tutorials	Tutors/teachers/external	Student voice/NEET	3, 4, 8