



# THE COLNE

COMMUNITY SCHOOL & COLLEGE

## Careers Policy

<b>Approved</b>	<b>LGC</b>	<b>Autumn Term 2022</b>
<b>Review Cycle</b>	<b>LGC</b>	<b>Annually</b>

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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 students 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 students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students 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 (2022) '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
- Data Protection Policy

## **2. Roles and responsibilities**

2.1 The governing board is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students 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 the wider curriculum lead (AHT), form tutors, Year Leaders and the SENCO to identify students needing guidance.
- Referring students 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 students.
- Providing students 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 students.
- 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 students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student 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 students 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 students with SEND and implement personalised support.
- Ensuring that students 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 student 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 students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.

- Developing incentives and initiatives which actively encourage students 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 students once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with students who are interested in the careers service.
- Offering services to past students 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 students 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:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

3.2 The programme will be reviewed throughout the academic year against the benchmarks to ensure it remains on target.

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

3.4 The careers leader ensures the leadership and coordination of a high-quality careers programme. The careers leader is Laura Weaver. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to students. The careers adviser is Lauren Brett. The contact details of the careers team is published on the school website.

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

3.6 The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on students.
- The date and review schedule of the careers information published.

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

4.1 The school will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat. They will also have access to this information via our Career's Hub on our school website.

4.2 The school will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students 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 students, by the end of Year 9, have accessed and used information about career paths and the labour market to inform their decisions on study options. Students will be provided with the necessary information via the tutorial programme and will have opportunities to access further information that will enable them to make appropriate Post-14 decisions.

4.4 The school will make use of local enterprise partnerships to provide students 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 students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

4.6 The school will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with students, including technical routes, to strengthen their capacity to make effective choices.

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

5.1 The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students 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 students 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 students. These will be stored securely. Access will be allowed to this information, should a student 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 students attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- 5.5 Data retained will be collected, stored and managed in line with the Data Protection Policy
- 5.6 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, children's social care and VSHs to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways.
- 6.2 Agreements will be made on how these students can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for FSM.
- 6.3 The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support students 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 student data and ensure these students receive such support.
- 6.4 Students 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. Supporting students 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 student'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 students 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 students to help them understand what career options are available.
- 7.3 Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students 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 students 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 student's career aspirations and the post-16 options which are most likely to give the student 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. Students 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 Students 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 students, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **8. Linking curriculum learning to careers**

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 Students are expected to study the core academic subjects at GCSE, including English, maths, science, history, geography and a language. Students 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 ensure that, by the end of Year 9, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them be more effective workers. The same will be applied for every student in their chosen subjects by the end of their course of study.

## **9. Enabling encounters with employers and alumni**

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

9.2 Every year, from the age of 11, students 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.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

9.3 The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

## **10. Work experience**

10.1 The school will ensure that all students have had at least one experience of a work place by the age of 16.

10.2 Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

10.3 The school will encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon, and learn from these experiences.

10.4 Work experience will be designed to meet the needs of individual students, with particular consideration for students with SEND. The school carefully match the placement to each student's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for students with additional needs, where required, and help prepare the student for the work placement.

## **11. Enabling encounters with further education (FE) and higher education (HE)**

11.1 Students are required to remain in education or training until their 18th birthday. By the age of 16, every student will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

11.2 The school will provide students 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.

11.3 Students 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 students from Year 8 onwards for the purpose of informing them about approved technical education qualifications and apprenticeships.

11.4 The school will ensure that there are opportunities for providers to visit the school and speak to students from Year 8 onwards, 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.

11.5 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.

## **12. Personal guidance**

12.1 Careers advice provided by the school will be unbiased and maintain the best interests of individual students at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, students will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

12.2 All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16.

12.3 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.

12.4 Careers advisers working with students 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 students will have a named adviser who will build a relationship with them to better understand their individual needs.

## **13. Information sharing**

13.1 The school will provide the relevant information about all students to the LA support services including:

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

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

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

#### **14. Monitoring and review**

- 14.1 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 students 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 students 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.

#### **Student entitlement**

All students from Year 8 onwards 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 students and/or their parents/carers:

Year Group	Autumn Term	Spring Term	Summer Term
8	Careers Assemblies	Workshops	Assemblies Tutorials
9	Careers Assemblies	Workplace skills day KS4 options event	Assemblies Tutorials
10	Careers Assemblies and tutorials	Careers Assemblies	Mock interview workshop day FE visits
11	Workplace/FE + HE visits Post-16 skills evening	Career Assemblies	
12	Currently no students on roll in KS5		

13	Currently no students on roll in KS5		
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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 2022-2023

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	Spring – Tutorials	Tutors	Completed workbook	1, 2
	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
	Career talk	Summer	External speaker	Student voice	4, 5
	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 Awareness and engagement	4
	Career talk	Autumn	External speaker - Essex Fire and Search/Rescue Team	Attendance	4, 5

	STEM workshop	Autumn – Workshop	Science teachers	Evaluation sheets	1, 2, 4
	Challenging gender stereotypes	Autumn - Tutorial	Tutors	Attendance	1, 3, 8
	NHS Enterprise workshop	Autumn - afternoon off timetable	Teachers	Student voice	2, 4, 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
	Series of careers talk from external employers	Summer - assemblies	External employers	Engagement	1, 5
9					
	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, digital footprint	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/Summer	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
	Essex University taster day	TBC	Outreach team	Evaluation forms	7
11					
	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
	NHS Careers Fair	Autumn - half day	NHS staff	Attendance	5, 6, 7, 8
	College application support sessions	Autumn /Spring – Life Days and afterschool	LWE/CIAG advisor/Tutors	Attendance and applications	3, 8
	Sigma College Taster Day	Autumn – All day possibly moving to the Yr10 Summer term)	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
	Essex University taster day	Autumn	Outreach team	Evaluation forms	7