The right support, at the right time

Career Education and Guidance Policy (Including Provider Access Statement)

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This policy sets out the procedures and responsibilities for Career Education and Guidance Policy at the Leading Futures Alternative Provision.

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    Including the Gatsby Benchmarks

Leading Futures Careers Education Vision:

"To provide a meaningful and challenging learning journey of careers education."

1. Vision and Values

Our learners deserve an environment in which they can flourish and achieve their potential, empowering them to change their lives for the better, hold high aspirations for themselves, regardless of their academic or social starting point.

From the moment they walk through our doors, our learners will experience a highly personalised, modern Careers curriculum, rich in variety and diversity, yet underpinned by traditional values.

Our learners will be encouraged to become enterprising individuals and will experience preparation for adulthood, support and guidance information for all pathways beyond Leading Futures Alternative Provision, including Further and Higher Education and apprenticeship routes.

Careers education at Leading Futures will support the Preparing for Adulthood outcomes of:

- Employment
- Independent living
- Community inclusion
- Good health and wellbeing

Our learners will not only receive information around local labour markets but will be supported in their aspirations and vision to work within national and international sectors.

2. Aim

The Aim of the Careers Programme at Leading Futures is to support learners to flourish and develop whilst we support them in developing a deep understanding of the opportunities available to them through a variety of different pathways following the completion of their education with us.

As an alternative provision supporting many learners with SEND, SEMH needs, neurodiversity, trauma-related experiences and disrupted educational journeys, Leading Futures recognises that careers guidance can play a significant role in improving aspirations, engagement and future outcomes. Careers education will therefore be personalised, aspirational and focused on supporting every learner to successfully progress into education, employment or training.

Careers Information Advice and Guidance will be delivered throughout the Key Stage 4 curriculum at Leading Futures, ensuring that as learners' progress their knowledge and understanding of career opportunities increases and informs their post 16 choices.

All learners are equal and therefore all will be able to access the careers curriculum and opportunities available throughout their time at Leading Futures.

Careers education and guidance will be tailored to meet the individual needs of learners with SEND, neurodiversity, social, emotional and mental health needs, trauma-related needs and those at risk of becoming NEET. Reasonable adjustments will be made to ensure all learners can access careers learning, experiences and guidance.

In line with Gatsby Eight Benchmarks for Careers Excellence, Leading Futures aims to:

1. Design and provide a stable careers programme for our learners
2. Expose learners and their families to relevant labour market information (LMI)
3. Address the needs of all learners, in line with our provision's vision
4. Link curriculum learning to careers across all year groups and subjects
5. Provide opportunities for learners to encounter employers and employees at a local and national level
6. Support learners to obtain work experience placements within year 11
7. Provide opportunities for learners to encounter further and higher education across key Stage 4
8. Provide personal guidance to learners in a specified programme

3. Learner Entitlement, Management and Delivery

Leading Futures aims to develop the following career learning in learners and expose them to a rich and varied experiences of different careers. The programme of events will be updated on the website and communicated via the Careers Lead.

We commit to:

- Provide learners with up-to-date careers information, allowing learners to direct themselves towards both guidance activities and information throughout the development and decision-making stages of their time at Leading Futures, specifically Post 16 options. These decisions should be informed by the experience they have gained over their Key Stage 4.

- Raise aspirations of all learners, including subgroups – Disadvantaged, SEND, Gender etc to ensure that learners are aspiring to the highest level of education, training or employment possible to facilitate aspirational career goals. This will be supported through access to careers and Further Education information in a variety of styles, a well-managed curriculum linked careers programme. Particular attention will be given to learners who are:

    - In care or Previously Looked After
    - Young carers
    - Learners with SEND
    - Learners with SEMH needs
    - Learners with attendance concerns
    - Learners at risk of becoming NEET

- Enable learners to understand how personal finances will constantly impact their lives and should be considered when looking at career aspirations. This will be managed through careers led Life Skills Learning opportunities and the Learning 4 Life curriculum.

- Ensure that careers guidance is wide ranging through a variety of different portals and through external providers, as this reduces the risk of learners becoming NEET.

- Provide career learning opportunities through our business partnerships and other local companies as well as national employers, such as NHS and the armed forces.

- Ensure that every learner experiences the world of work, via a Year 11 placement. This is supported through the Careers and Enterprise colleagues. All work experience placements will be appropriately risk assessed and reasonable adjustments made where necessary to support learner needs.

- Ensure that all staff have an up to date understanding of the job roles and careers that link directly with their subject area. This knowledge is used to enrich their teaching so that learners are enthused by the subject and the potential careers opportunities that success in the subject can bring. Teachers will be supported with resources, lesson plans and updates in curriculum linked careers learning.

- Develop and support a culture which promotes an open and curious relationship between learners and the Careers and Enterprise. Learners will be invited to access the Careers resources frequently with support or as individuals, engage in feedback, communicate through social media, email or arrange a 1:1 career interview session. This will enable learners to develop self-driven career learning.

- Support learners' career development by communicating with families and carers, sharing careers and further education information, inviting them to engage in feedback and to access many resources that are made available online.

- Create a diverse and exciting programme of activities, events and interactions with further education and the world of work in line with the provision's vision of creating an environment in which children can flourish and reach their full potential.

- This programme will continuously be assessed, expanded, and improved as the Careers Lead and Enterprise Colleague's review its provision each year.

4. Staff Responsibilities

At Leading Futures, we believe it is essential to involve all key stakeholders as detailed within our career's development plan.

Directors at Leading Futures
Support careers growth and development within Leading Futures. Actively promote careers and support with staffing and resources.

All Staff at Leading Futures
Support and promote careers across the whole provision.

Mrs Rennie-Gibbons – Senior Leadership within the provision oversees of the stable careers programme and ensures the provision meets the Gatsby Benchmarks. Line manages the Careers Lead.

Careers Lead
Is responsible for the Leading Futures careers programme, planning and delivery of whole provision careers and enterprise events.

Connexions Wolverhampton
Providing support and guidance to all Year 10 and 11 learners, parents/ carers, to ensure that all year 11 learners have a mapped career/ education pathway after leaving Leading Futures.

Transition Coordinator
Supports learners to further education or alternative routes post 16 to reduce the risk on NEETS.

SENDCo
Mrs Samantha Webster - Ensure that all learners with SEND have an appropriate and ambitious educational or employment pathway planned prior to leaving Leading Futures. Work collaboratively with learners, families, professionals and post-16 providers to support successful transition arrangements. Contribute to EHCP annual reviews and preparation for adulthood planning.

Engagement Lead
Ensure that all disadvantaged learners have an appropriate career/ educational pathway mapped and planned prior to leaving Leading in Year 11.

Tutors
Deliver Careers based activities and provide support and guidance during whole cohort/ provision events.

Subject Tutors
Will support the delivery of the careers programme. Tutors will link their subject area to lesson plans, using labour market information and with direct job role links. Tutors will use employers and employees to enrich the curriculum and inspire learners to want to work in their sectors and experience workplaces when appropriate.

Will ensure that within their subject area, Careers education is applied to the curriculum to ensure that Gatsby Benchmarks 2,4,5 & 7 are delivered at Leading Futures.

Staff Development

All staff are expected to contribute to the career learning and development of learners in their different roles. To meet the training needs from this, we will conduct whole provision training during personal development days alongside regular presentations to whole staff on the careers programme and its development.

The Careers Lead will undergo training in areas of Careers and Enterprise.

5. Funding and Resourcing

Funding for careers will be allocated in the provision budget – Set within the Personal Development Budget which is managed by Mrs Rennie-Gibbons, Director of Service.

The provision will explore sources of external funding and support covering the careers programme, the local authority and private enterprises. Leading Futures will also look to secure grants and other funding opportunities as and when they arise.

6. Teaching, Learning and Assessment

In line with the provision's vision to provide "*To provide a meaningful and challenging learning journey of careers education*", the Careers Lead will provide a deep and broad selection of learning experiences within and outside of the classroom and provide information in a variety of formats and using different communication methods.

Assessment on an individual basis will be through formal and informal feedback.

Overall results of career interventions will be assessed on formal and informal feedback, through post 16 results monitoring and NEET statistics monitoring.

7. Monitoring, Reviewing, Evaluating and Reporting

All Careers and Enterprise interventions will be reviewed individually using feedback from the Careers Lead, Subject Tutors, SLT, external providers, parents/ carers and learners. An ongoing and dynamic management of the Careers Programme will ensure improvements can be incorporated and the programme evolves with the needs of the learners.

The effectiveness of the careers programme will also be evaluated through:

- Learner feedback
- Parent/carer feedback
- Gatsby Benchmark audits
- Destination data
- NEET figures
- Participation in work experience and employer encounters

A formal, annual review will include statistics derived from CEIAG (Careers Programme) measurement.

8. Stakeholders and Partners

Parents / Carers

We recognise the important role that parents and carers have in their child's career development and the Careers Lead will manage a regular communication programme with parents/ carers, providing careers and Further Education information and sharing details of the various activities and resources the provision offers their children.

Careers Support Agencies

The Careers Lead will continue to grow the professional and productive relationships they have with external agencies, including Connexions, Wolves at Work, Wolverhampton Council, as well all within Leading Futures.

Employers, Community Partners and Learning Providers

The Careers Lead will continue to grow the professional and productive relationships they have

with local employers, regional representatives of national employers, community organisations and both local and regional FE and HE providers. In line with Leading Futures strategies, a review of skills and education provision in cooperation with local authorities and major local employers will be supported, relationships promoted, and activities designed to provide engaging and inspirational careers learning through our provision. The provision is conscious of the local context, that the area of Wolverhampton has a diverse manufacturing sector, a burgeoning tourism sector and research and development facilities.

The biggest contributors to the borough's economy are distribution, transport, accommodation and food, manufacturing and public administration and education and health.

9. Statutory Requirements and Expectations

The provision is committed to fulfilling its statutory duties in relation to Career Guidance and the following policy statements support that commitment.

Access to Providers Policy 2024-2025

This policy statement sets out the provision's arrangements for managing the access of providers to learners at the provision for the purpose of giving them information about the provider's education or training offer.

This complies with the provision's legal obligations under Section 42B of the Education Act 1997.

Learner Entitlement

All learners in Year 10 and 11 are entitled:

- To find out about technical education qualifications, apprenticeships and traineeship 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, traineeships and apprenticeships – through options events, assemblies, group discussions, session within the Learning 4 Life programme and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests and Opportunities for Access

A provider wishing to request access should contact the Careers Lead or Director of Service.

Email: enquiries@leadingfutures.uk
Telephone: 07397908929

Several events, integrated into the provision careers programme, will offer providers an opportunity to come into provision to speak to learners and/ or their parents/ carers.

Please refer to the Careers and Enterprise Programme for current details or contact us to discuss other opportunities.

Equality and Opportunity Statement

We have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

Equality, as well as being incorporated as a legal requirement, forms part of the ethos of the provision and of the Careers Education offer.

Statutory guidance – Careers Guidance and Access for Education and Training Providers (latest version)

The statutory career guidance duty (2011 Education Act, subsequently extended) requires provisions to ensure that all learners are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the learners to whom it is given. As Leading Futures is a Key Stage 4 setting, we offer this guidance to all Year 10 and 11 learners.

Please also refer to the following policies which underpin the work of the Careers Lead.

- Engagement for Learning Policy
- Special Education Needs and Disability Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy
- Complaints Procedure Policy

10. Dissemination of the Careers Policy

The careers policy forms part of Leading Futures overall strategy in the delivery of excellent education for all.

This policy is approved and supported by Directors of Leading Futures. All play an active role in supporting the Careers Lead and the implementation and evaluation of the careers programme. The policy is regularly reviewed and developed to reflect feedback from all stakeholders. Leading Futures learner leadership body are invited to contribute their thoughts and ideas. All considerations will inform any changes required.

This policy will be available to view on the provision's website within the policy section and the careers section. All stakeholders will be signed posted to view the careers policy via this route.

All information regarding the careers programme will be shared with all stakeholders through a variety of methods including:

- Information within the provision's newsletter
- Information displayed on notice boards

- Detailed information on the provision's website
- Letters sent home advertising events and activities
- Information stands and careers staff available during parent/ carers evenings and provision events
- Through the provision's electronic platforms
- Through staff training sessions
- Within Connexions
- On individual request

11. Date of Approval and Next Review

This policy will be reviewed annually.

Appendix 1

Definitions of Careers Terms

Careers Education (CEIAG) - helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.

Careers Guidance - enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.

Careers Lead - the member of staff responsible for leading and coordinating the Careers curriculum in provision.

NEET – A young person who is no longer in the education system and who is not working or being trained for work.

Appendix 2

Gatsby Benchmarks

Gatsby Benchmark	Benchmark Descriptor
GB1 – Stable Careers Programme	Every provision and college should have an embedded programme of career education and guidance that is known and understood by learners, parents/ carers, teachers and employers.
GB2 – Learning from Careers and Labour Market Information	Every learner, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
GB3 – Addressing the Needs of All Learners	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A provision's careers programme should embed equality and diversity considerations throughout.
GB4 – Linking Curriculum to Careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
GB5 – Encounters with Employers and Employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.
GB6 – Experiences of Workplaces	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience to help their exploration of career opportunities and expand their networks.
GB7 – Encounters with Further and Higher Education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in provisions, colleges, universities and in the workplace.
GB8 – Personal Guidance	Every learner should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of provision staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.