


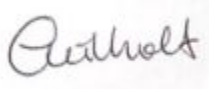


Careers Policy

Policy Review

Review Cycle:	Date of Current Policy:	Author(s) of Current Policy:	Review Date
Annual	November 2023	Charlotte Gale	November 2024

Policy Ratification

Role	Name	Signature	Date
Principal	Emma Reynolds		29 th November 2023
Chair of Governors	Gayle Willmott		29 th November 2023

Contents

1	Rationale	4
2	Aims	4
3	Objectives	5
4	Careers Education	5
5	Careers Impartial Advice and Guidance	6
6	Equalities	10
7	Essential Skills	10
8	Partnerships	11
9	Parental Involvement	11
10	Staff Development	11
11	Careers Programme	11
12	Roles and responsibilities	12
12.1	Senior Leadership Team	12
12.2	Careers Leader	12
12.3	Careers Advisor	12
13	Monitoring, review and evaluation	13

Our Vision

Our vision is to inspire, challenge and empower every student on their personal learning journey, enabling them to thrive and reach their full potential in our college and beyond.

Our commitment

The College has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. We want our students to achieve, not only in school but in their community and their future beyond the College.

While they are with us we provide them with essential confidence and resources and information in their preparation for adulthood. We achieve this through delivery of our Careers programme underpinned by our Careers Policy. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all students' entitlement and learning for their personal development.

There has never been a time when careers guidance has been as important for young people as it is today. Frome College is committed to enabling all students to explore, enjoy and develop their aspirations and Career options.

Our Values

- We promote the highest aspirations, matched with high levels of support for everyone.
- We encourage all the members of our community to value learning and see this as a lifelong process.
- We will all act with honesty and integrity, creating a climate of mutual respect and trust.
- We embrace and empower the diversity of the whole Frome community

A key strategic objective for our work at Frome college is to enable every student to develop the skills and personal qualities to develop their future (Strategic Objectives no 8 30.8.22).

For more detailed information about Frome Colleges Next Steps programme and an overview of the careers programme we provide please go to <https://www.fromecollege.org/home/careers-and-next-steps/what-is-the-next-steps-programme/>

1 Rationale

Frome College has a statutory duty to secure careers guidance for all year 9 to 13 students and to meet the eight Gatsby Benchmarks for Good Career Guidance.

Frome College has an important role to play in preparing our students for the next stage of their education or training and beyond. Our aim at Frome College is for all students to aspire to achieve their personal best. In careers education, this translates as every student making the right choices for progression through making well-informed decisions.

Effective career program contributes to raising aspirations, improving motivation and overcoming barriers to success. With annual reviews we seek to improve and regulate our careers program to provide current and relevant provision.

We support every student to aspire and challenge themselves so that they acquire the knowledge, skills and attitudes for lifelong learning which are valued by employers. We want every student to realise their potential and enhance their employability.

2 Aims

All learners at Frome College are entitled to receive a full programme of careers education, which is delivered through lessons, Tutor Time, PSHE, calendared events and guest speakers.

During their time at school learners will:

- Understand themselves, their interests, what their strengths are and how this can inform their future decisions.
- Can independently know where to gather information about careers, courses and qualifications that they are interested in.
- Find out about different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills they may need for working life
- Make informed choices about courses and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop interview skills
- Improve confidence
- Receive information, advice and guidance by a fully qualified and experienced careers advisor.

3 Objectives

- To ensure that students develop and recognise the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 16+ and 18+.
- To educate students an awareness of the wide variety of education, training and career opportunities both locally and nationally.
- To provide appropriate guidance, up-to-date information and a range of opportunities to support students' development at key points throughout their education.
- To foster links between the Trust, local businesses and further/higher education establishments.
- To enable students to experience the world of work and develop transferable skills.
- To raise aspirations.
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or pupil premium students receive it.
- To ensure any independent careers guidance given is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- To give information on the range of education or training options, including apprenticeships and technical education routes.
- To ensure all guidance given will promote the best interests of the pupils to whom it is given.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 9 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- To ensure there is a policy statement in place setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed.
- To develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- To be based on the Gatsby Benchmarks for Good Career Guidance
- To be weaved and embedded into subjects across the Curriculum.

4 Careers Education

Frome College is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance. This is differentiated to suit the needs of each individual student. The current careers programme is delivered through a combination of methods, including PSHE lessons, tutor activities, careers talks, assemblies, presentations, employer visits and work experience.

5 Careers Impartial Advice and Guidance

- Independent and impartial careers information, advice and guidance can be accessed by any student on request.
- All students receive independent and impartial advice in a one to one careers interview with a trained personal advisor. There is a further opportunity for another interview in Sixth Form.
- All students receive a face-to-face interview at key decision making points during their education (in Years 11 and 13) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11 and Year 13, all students are helped to develop a careers action plan.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews. Somerset Work provides careers interviews for our more vulnerable Year 11 Students.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Frome College advertises the open days and evenings for local education providers to all students and their parents.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on our website.
- Personal guidance is provided by the Careers Advisor (who is a registered careers professional (CDI Professional Register) who has a L6 Postgraduate Diploma in Careers Guidance.
- Frome College is committed to maintaining good quality careers guidance and acts on the feedback from students, parents, staff and employers.

6 Destinations

The DFE defines destination data as information that is collected on student destinations (where a student goes and what they do after they leave school). This can be an intended destination or actual destination.

Our Aim

To provide an effective careers programme our destinations data will be used to identify trends and make appropriate changes to the careers curriculum. This will be tracked and analysed over a 3 year period from when a student progresses at the end of year 11. Data will be collected and used in the following ways:

- Collect and record intended destination data
- Collect and record actual destination data
- Compare destination data to local, regional and national trends
- Analyse the range of destinations
- Adjust the careers programme in response to analysis of student destinations data and trends.
- Develop an inspirational Alumni Network

Sourcing Data

Data will be sourced from school, the local authority, Somerset Works, the DFE and FE Colleges. Responsibility for collecting data is shared amongst the tutors, pastoral team, careers advisor, Careers Lead and SENCO. This will happen every year and will commence from the Autumn term.

Intended Destinations

Intended destinations are those that students, whilst still at the school, intend to go on to do. Information will be obtained through the following ways and appropriate support will be provided depending on individual needs.

- Primarily, destinations will be collected during tutor time via a spreadsheet tracker and through intended destination surveys (outlook survey forms)
- Tutor 1:1s
- 1:1 career guidance interviews and support
- EHCP reviews
- RAE evenings
- Parent/carer engagement
- Unifrog

The following information will be collated and monitored to support individuals: name, tutor, plans, have they applied for their next steps, how certain they are (1-10), career interests, personal email addresses for the purpose of staying in touch with regards to career choices.

Support for students

Students who have no ideas, need additional support or at risk of being NEET will receive additional support for applying for next steps. This will be addressed through support from the learning support team, careers advisor, careers lead and pastoral team.

Collected Data

The data collected will include the following:

- Name
- Year group
- Tutor group
- What the student plans to do
- Has the student applied?
- Career/job interest
- Permission to contact student in 3 years
- Personal contact details
- GDPR statement
- Whether the student would be happy to return to the school to talk about next steps.

When: The following data will be collected at these points:

1. Year group: Year 11 and 13

When: Autumn/Winter term

How: Tutor tracking spreadsheet and 1:1 careers guidance

2. Year group: Year 13

When: Autumn/Winter term

How: Tutor tracking spreadsheet and 1:1 careers guidance (where applicable)

3. Year group: Year 11

When: Winter term

How: tutor and Intended destinations survey and 1:1 careers guidance

4. Year group: Year 13

When: Winter term

How: tutor and Intended destinations survey and 1:1 careers guidance (where applicable)

5. Year group: Year 11

When: Spring term

How: Tailored support based on the individuals needs and 1:1 careers guidance.

Actual Destinations

Actual destinations is the monitoring of where the students attend and how what they complete over a 3 year period. This data will be collected using the following sources:

- Student enrolled in to sixth form
- Contacting FE colleges
- Contacting parents
- Contacting independent training advisors
- Contacting the LA and using destination data as shared with Frome College.
- Using and developing an Alumni network – Facebook, email, phone call

The information gathered will be used to review and cross reference their intended destinations against their actual destinations to help improve our careers programme and to create a strong Alumni network. Tracking will also be used to support leavers who may need contact details of services such as the National Careers Service.

Collected Data

- The data collected will include the following:
- Name
- Year left college
- Actual Destination
- Annual Alumni emails
- Career/job interest
- Whether the student would be happy to return to the school to talk about next steps.

When: The following data will be collected late September to early October

Tracking Destinations

Tracking of destinations will be regularly monitored and tracked through spreadsheets and used to analyse the following:

- Identify students who are unclear about their next steps
- Compare destination data to local, regional and national trends
- Analyse the range of destinations
- Identify trends and anomalies in intended and actual
- Inform adjustments to school career strategy and plan

Data Recording

- All intended and actual destinations data has been collected and stored in the following ways:
- Spreadsheet (teams)
- Unifrog
- Outlook surveys

Data Usage

Destination data is used to:

Identify students who are unsure of their destinations, so that 1:1 career guidance can be provided.

Analyse the range of intended destinations and the number of students choosing each destination.

Analyse the range of actual destinations and the number of students choosing each destination.

Inform adjustments to the schools Careers Strategy and Careers Plan, as appropriate, guided by the analyse.

7 Equalities

Frome College consciously works to prevent all forms of stereotyping in the advice and guidance we provide to ensure that all students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. Learners are encouraged to explore career paths that suit their interests, skills and strengths. All learners are provided with the same opportunities and diversity is celebrated as we try to discourage stereotypical attitudes. The careers team supports the whole school equal opportunities policy, and endeavours to implement it in the following ways:

- Equal opportunities lessons
- Careful selection of posters and display material
- By encouraging all students to prepare to support themselves financially
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g., using she/he; waiter / waitress.
- By making every effort to give all students equal opportunities to speak, offer opinions and answer questions in lessons.
- Ensuring equal access to information for all students of all abilities

We recognise that courses and employment opportunities are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when looking at their options post-16 and post-18. If a learner does not have an academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

We use the Destination Measures data published by the Department for Education to assess how successfully our students make the transition into the next stage of education or training, or into employment and data provided to us by the Local Authority.

8 Essential Skills

Essential skills are a key component of employability. We believe in the importance of developing a set of essential, transferable skills for individuals to thrive in education, employment and entrepreneurship.

9 Partnerships

We work with many different partners, including qualified career professionals, employers and training providers, to make sure our young people receive information and guidance to understand the full range of options available to them. This involvement includes the provision of work experience placements, careers talks, and workplace visits. Links are also maintained with various training providers supporting apprenticeships for those students considering that route as an alternative to further or higher education. Parental involvement is encouraged at all stages. We recognise that parents/carers remain the biggest influencers on a young person's career choices and we offer parents help and guidance at critical stages in the students' time with us. Parents also have the opportunity to contact the Careers Advisor through emailing nextsteps@fromecollege.org.

Our provision includes:

- work experience (for all year 10 and 12 students);
- career insight talks;
- mentoring;
- collapsed timetable days;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Inviting vocational training providers into College
- curriculum projects and
- National Careers and Apprenticeship Week.

10 Parental Involvement

Young people do not make decisions about their future career's pathways in isolation. Parents/carers can have a substantial impact on the decisions young people make, as well as a clear interest in ensuring the right outcomes for their young person. Frome College is committed to involving parents as much as possible, wherever possible. We actively promote parent/carer involvement through parent information evenings, The Principal's Weekly Letter, Termly Newsletter and the school's website.

11 Staff Development

Training needs are identified through performance management, staff appraisals and line manager meetings. CPD is offered to relevant staff as opportunities arise. Staff attend

12 Careers Programme

This is published on the schools website with up and coming events being promoted to students and parents/carers through tutor time notices and letters to parents.

13 Roles and responsibilities

13.1 Senior Leadership Team

The Senior Leader – Student Progression /Assistant Headteacher will take overall responsibility for the application of this policy, monitoring of the quality of provision in relation to individual student learning outcomes.

13.2 Careers Leader

The Careers Leader will take responsibility for the implementation of the policy to ensure equal opportunity for all students. They will be responsible for the day to day application of the policy working with the Careers Advisor and will ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy. The Careers Leader will deliver the careers programme across all eight Gatsby Benchmarks.

13.3 Careers Advisor

Careers interviews are conducted by our fully qualified and impartial Careers Advisor. All interviews are held in a private room and information from these meetings is confidential. An individual action plan for each learner is produced following each meeting. All year 11 and 13 students are guaranteed an interview, with vulnerable learners being prioritised. After this, learners' interviews are allocated on a needs basis. Learners are free to request an interview at any time and one will be allocated as soon as possible. If a parent or carer would like to be present for the interview this can be arranged. However, the time is for the learner to discuss their own ideas and aspirations and will be conducted as such. All staff will contribute to careers through their roles as tutors, subject teachers and support roles.

14 Monitoring, review and evaluation

The careers programme is delivered through PSHE lessons, tutor time, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Compass+ tracking data
- Curriculum plans
- Destination data
- Unifrog – Logging participation
- Questionnaires – students, staff, parents and carers, external partners
- Student evaluations of personal guidance interviews

The effectiveness of our careers program will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

The Careers Strategy is reviewed on an annual basis by the Careers Leader. The careers policy is reviewed on a biannual basis by the Senior Leaders responsible for Careers.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed regularly in relation to government policy by the member of the Senior Leadership Team responsible as part of the whole-school self-assessment process.

Parents are welcome to give feedback on any aspect of the programme to the Careers Leader.

Links with other policies

This policy should be read in conjunction with the Learning Policy, PSHE Policy and Provider Access Policy.

Year Group	Events	Gatsby Benchmark
Year 9	Career Talks	1,2,3,4,8
	PSHE – Career opportunities and career pathways. Challenging stereotypes and empowering equality	1,3,
	National Careers Week Activities	1,4,
	Fortnightly careers tutor activity	1,3,4,5,6,7
	Introduction to Unifrog	7,3
Year 10	PSHE - CV writing and interview techniques	1,5,8
	Next steps Talks – Apprenticeships, T-Levels, traineeships Sixth form and College	7,3
	Mock interviews	1,8
	Assembly – Interviewing techniques	1,8
	Career Talks	1,2,3,4,5,8
	Fortnightly careers tutor activity	1,3,4,5,6,7
	Work Experience	1,2,3,5,6
	National Careers Week Activities	1,4,
	Tutor Time - Using Unifrog to log activities	7,3,4
	Next Steps Talk at Raising Achievement Evening For Parents	1,3,8
Year 11	PSHE – Next steps research, Using Unifrog for planning the future	1,7
	Next steps talks – Apprenticeships, T-Levels, Sixth form and College	7
	One to one Careers advice	3,8
	Fortnightly careers tutor activity	1,3,4,5,6,7
	National Careers Week Activities	1,4,
	Post 16 option evening and taster sessions	4
	Tutor Time - Using Unifrog to log activities	7,3,4
	Next Steps Talk at Raising Achievement Evening For Parents	1,3,8
	Career Talks	1,2,3,4,5,8
Year 12	Opportunities to attend career related events and webinars	2
	Talks on University and Higher Level Apprenticeships	7
	UCAS information evening	7
	Trip to UCAS University and apprenticeship fair	7
	National Careers Week Activities	1,4,
	Work Experience	1,2,3,5,6
	Careers as part of PSHE programme	1,3,4,5,6,7
	Preparing for after Sixth Form – Destination Day	1,7,8
	Launch of Unifrog	7,4
	Next Steps Talk at Raising Achievement Evening For Parents	1,3,8
Year 13	Careers as part of PSHE programme	1,3,4,5,6,7
	One to one destination interviews	3,8

	Mock interviews	1,8
	National Careers Week Activities	1,4
	Unifrog – next steps research	7,4