

Careers Policy
DRAFT

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1. Purpose

- 1.1. This policy sets out how career activities are delivered at Future Finders and explains what stakeholders can expect from the careers programme.

2. Scope of Policy

- 2.1. Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students across the college. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-college remit designed to complement the rest of the college curriculum.

3. Reason for Review

- 3.1. Annual policy review

4. Aim(s)

- 4.1. The Future Finders careers programme aims to:
 - 4.1.1. encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at college
 - 4.1.2. ensure students' readiness to take their next step in their learning or career.
- 4.2. Future Finders follows the principles of the Gatsby Benchmarks:
 - 4.2.1. a stable career programme
 - 4.2.2. learning from career and labour market information
 - 4.2.3. addressing the needs of each pupil
 - 4.2.4. linking curriculum learning to careers
 - 4.2.5. encounters with employers and employees
 - 4.2.6. experiences of workplaces
 - 4.2.7. encounters with further and higher education
 - 4.2.8. personal guidance
- 4.3. The objectives for the careers programme are as follows:
 - 4.3.1. helping students to understand the changing world of work
 - 4.3.2. facilitating meaningful encounters with employers for all students
 - 4.3.3. supporting positive transitions in to post-19
 - 4.3.4. enabling students to develop the research skills to find out about opportunities
 - 4.3.5. helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
 - 4.3.6. encouraging participation in continued learning, including further and higher education and apprenticeships
 - 4.3.7. supporting inclusion, challenging stereotyping and promoting equality of opportunity
 - 4.3.8. contributing to strategies for raising achievement, particularly by increasing motivation.



5. Procedures and practice

5.1. Pupil entitlement

- 5.1.1. All students are entitled to be fully involved in an effective CEIAG programme
- 5.1.2. Students are encouraged to take an active role in their own career development, so the careers programme emphasises pupil participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

5.2. During their time at college, all students can expect:

- 5.2.1. access to up-to-date and unbiased information on future learning and training, careers and labour market information
- 5.2.2. support to develop the self-awareness and career management skills needed for their future
- 5.2.3. to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks, parents' evenings and meetings at college
- 5.2.4. the opportunity to relate what they learn in lessons to their life and career beyond college
- 5.2.5. the opportunity to talk through their career and educational choices with staff including form tutors and job coaches
- 5.2.6. access to one-to-one guidance with a trained, impartial careers adviser from Positive Steps, by appointment; this is available to students in any year group
- 5.2.7. the college to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- 5.2.8. to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

5.3. Parental involvement

- 5.3.1. Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The college is keen to foster parental involvement in the careers programme, wherever possible.

5.4. Events for parents and carers

- 5.4.1. Parents/carers are invited into college several times a year to discuss their child's progress, on parents' evenings and via coffee mornings. In readiness for these events, students' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and planning, as well as academic progress.
- 5.4.2. Representatives of the careers team, as well as education and training providers, attend events for specific year groups.
- 5.4.3. In addition, specialist events for parents include:
 - 5.4.3.1. an employability pathway open evening held annually for students interested in moving onto our Internship Pathways.
 - 5.4.3.2. Parents/carers are kept up to date with career-related events and activities affecting their child via letters and weekly blogs. A copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be



asked to attend. They are also welcome to contact the Careers Team at college, should they have any questions or concerns.

5.5. Delivery of the Careers Programme

5.5.1. Employability

- 5.5.2. The content of the taught career's education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

5.6. All Students

- 5.6.1. Key activities: Post-19 Applications, mock interviews and optional work experience.
- 5.6.2. Students will have a mock business interview, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-19 application processes, including UCAS and apprenticeship, job applications, work-related or college options.
- 5.6.3. By the end of college, all students will have had the opportunity to:
- 5.6.3.1. use a range of resources (with support, as required) to explore post-19 options
 - 5.6.3.2. develop their self-awareness and career management skills
 - 5.6.3.3. develop further experience in the workplace
 - 5.6.3.4. attend events in college and out of college where they can speak to employers, colleges, training providers and universities
- 5.6.4. In September 2018, Future Finders opened to a supported internship course to young adults from Oldham aged 18 to 24 with additional needs. This provision has been commissioned by Oldham Local Authority.
- 5.6.5. The course is designed for young people (up to 24 years old) with moderate or significant learning difficulties who are motivated and ready to progress towards paid employment. Learners will spend most of their time in work placements on employers' premises. They will be supported by our skilled team of job coaches.
- 5.6.6. We have developed a number of partnerships with key employers across Oldham and greater Manchester. Some of the placements currently on offer include:
- 5.6.6.1. Age UK
 - 5.6.6.2. Oldham Library
 - 5.6.6.3. The Atrium Café
 - 5.6.6.4. Lees Park
 - 5.6.6.5. Furniture Hub
 - 5.6.6.6. Toby Carvery
 - 5.6.6.7. Manchester Metropolitan University (roles include shop assistant/porter/post room).
- 5.6.7. The course is full time and runs from Monday to Friday each week (9am to 3pm) for one academic year. The course aims to prepare students to:
- 5.6.7.1. develop real work skills with the goal of getting paid work at the end of the project
 - 5.6.7.2. gain a qualification in employment



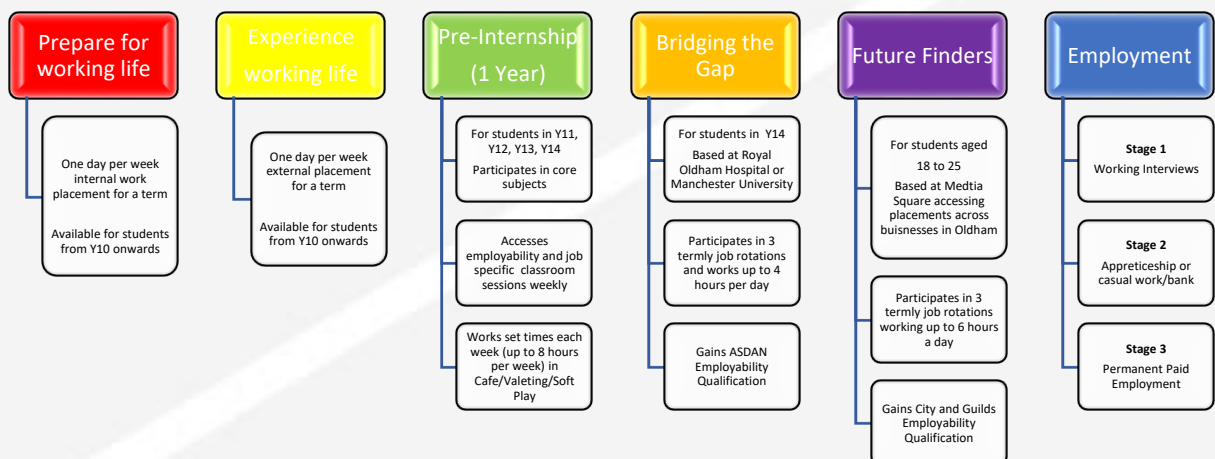
- 5.6.7.3. improve functional skills through weekly Maths and English lessons
- 5.6.7.4. get a long term, full time placement within at least 3 different roles

5.7. Impact

5.7.1. To date, many of our young people have moved from the Future Finders Supported Internship Programme into paid work or independent volunteering. Some of the paid roles gained by students over the past three years include Teaching Assistant Apprentice, Kitchen Porter at The Whitegate Inn, Admin Assistant for Oldham Plastics, Nursery Nurse, Library Assistant at Oldham Library, Porter at Oldham Hospital. Independent volunteering roles gained include Age Concern Lunch Clubs, Oldham Coliseum Front of House Assistant and Library Assistant at Oldham Library.

5.8. Employability Matrix

5.8.1. Students from across The Future Finders have access to the Employability Matrix from Key Stage 4. The matrix is supported by a dedicated team of job coaches.



5.9. External providers

- 5.9.1. A range of external providers are invited into college to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, college alumni or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at college.
- 5.9.2. The Director of Employability is responsible for taking a strategic lead and direction for careers work in the college; working under the direction of the CEO with responsibility for careers and employability, and working with the heads of site across the Group.
- 5.9.3. The impartial careers guidance by Positive Steps is provided by a Level 6 qualified Careers Adviser and a member of the *UK Register of Career Development Professionals*.
- 5.9.4. Due to the whole-college remit of careers work, the range of staff involved in supporting careers activities is large and includes form tutors and a dedicated team of job coaches.



5.10. Staff Development

- 5.10.1. Form tutors are introduced to the concepts, aims and programme for CEIAG at Future Finders during INSET days and Year Team/Curriculum meetings. The Director of Employability attends conferences and network meetings to keep up to date with best practice and legislation

5.11. Professional Association

- 5.11.1. Future Finders is a recognised member of the British Association for Supported Employment (BASE).

5.12. Resources

- 5.12.1. The Group is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

5.13. Employer links

- 5.13.1. Links with employers, businesses and other external agencies continue to grow throughout Future Finders; by building on local community connections as well as through the support of the Group's Enterprise Advisor (brokered through Careers & Enterprise Co-ordinator from the Greater Manchester Combined Authority).

5.14. Equal opportunities

- 5.14.1. The Group is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All young people can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identification of students requiring additional support, with no limit placed on how many times a pupil might see a careers adviser. The destinations of college-leavers are monitored and trends identified

6. References

- 6.1. *The Gatsby Benchmarks*
6.2. www.gatsby.org.uk/education/focus-areas/good-career-guidance
6.3. *The Career Development Institute Careers Framework*
6.4. www.thecdi.net/New-Careers-Framework-2015

7. Other useful documents

- 7.1. Provider Access Policy

8. Monitoring

- 8.1. This policy will be monitored through the MAT's accountability framework. When monitoring the success of the careers programme, the Group considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.
- 8.2. The careers programme is evaluated in a number of ways, including:
- 8.2.1. student feedback on their experience of the careers programme and what they gained from it
 - 8.2.2. staff feedback on careers lessons, work placement schemes, mock interviews etc.
 - 8.2.3. gathering informal feedback from external partners and from parents
 - 8.2.4. quality assurance of careers lessons as part of the tutor time programme



8.2.5. student destination figures post-19.

