
CAREERS INFORMATION AND GUIDANCE (IAG) POLICY (INC - PROVIDER ACCESS)

Person(s) Responsible:	Mrs E Clelland
Governors' Committee:	Curriculum Development Committee
Last Review Date:	Summer 2025
Next Review Date:	Summer 2026
Status:	Recommended

CAREERS EDUCATION AND GUIDANCE

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them to make informed decisions about learning and work that are right for them and to be able to manage their careers throughout their lives. Following the Department for Education's document in 2017 'Careers Strategy: making the most of everyone's skills and talents' and 'Careers Guidance and Access for Education and Training Providers 2021', the College has developed a range of Careers opportunities that are tightly linked to the Gatsby Benchmarks.

At Collingwood College, we will offer Careers Education that is framed by the Gatsby Benchmarks to all students in all year groups. This programme will support them to:

- Develop their knowledge and understanding of the changing nature of work, learning and career.
- Extend their understanding of opportunities in learning and work.
- Make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making, course and other choices
- Develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves and cope with change and transition.
- Develop themselves and their ability to explore careers.
- Develop their ability to become independent enquirers, allowing them to take responsibility for managing their own career path.

Governor Responsibility

Governors are responsible for ensuring that there is provision for careers education for all students from Year 7 to Year 13.

Our Commitment

- To provide a planned programme of activities to which all students are entitled and will have equal access;
- Work in partnership with Surrey County Council and external agencies to ensure that no student is disadvantaged in gaining access to education, training or work;
- Ensure that, wherever possible, students' progress to an opportunity in further education, training or employment;
- Involve young people and their parents in programme activities and further developments.

Guidance

Guidance is provided by the Information, Advice and Guidance Co-ordinator and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within procedure guidelines), and responsive to students' needs and based on the principle of equality. Guidance will follow the Career Development Institute (CDI's) Code of Ethical Principles.

Evaluation and Assessment

The College will ensure that the Careers Education and Guidance (CEG) programme is evaluated and assessed in accordance with other College programmes. All parties involved will be consulted on the content, delivery and impact of the CEG programme. All programmes are monitored, reviewed and evaluated with active involvement of the students. The findings are presented in the annual self-evaluation report. The development priorities identified in the report form the basis of the programme's development plan.

Curriculum Provision

Aims:

- To enable all students to develop the self-knowledge and skills that they need to take charge of their personal and career development;
- To be an integral part of the College curriculum;
- To raise aspirations, improve motivation, develop key and other employability skills and illustrate the relevance of subject studies to future life;
- To promote equal opportunities and to challenge stereotypical thinking and attitudes;
- To help students overcome any overt and hidden barriers to progress that they may encounter;
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and that all career decisions involve making choices about learning and lifestyles;
- To ensure that students receive appropriate information, advice and guidance, especially at key decision and transition points.

Outcomes:

By the end of Key Stage 3, all students will have:

- A minimum of two encounters with approved providers of apprenticeships and technical education that are mandatory for all students to attend;
- Accessed the Collingwood Careers website and web-based resources;
- An understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations);
- Used the research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes;
- Received appropriate advice and guidance on post-14 choices;
- An understanding of how to use Labour Market Information to inform future careers, pathways and next steps;
- Attended at least one careers fair;
- Accessed subject specific careers information within curriculum time;
- Attend Personal Development days with a careers theme, research careers, exploring learning styles, skills, action planning and stereotypes;
- Explored destinations, job markets and working environments.
- Participate in one week of activity based 'Experiences'.
- By age 14, every student should have explored how subjects connect to different careers.

By the end of Key Stage 4, all students will have:

- A minimum of two further encounters with approved providers of apprenticeships and technical education that are mandatory for all students to attend;

- Enhanced their self-knowledge and career management and other employability skills;
- Used the other resources to investigate future choices including apprenticeship options and explore alternative routes to their goals;
- Accessed advice, guidance and support to help them firm up their choices and think about the implications;
- Accessed information about how to gain experience of work out of term-time;
- A clear understanding of the requirements to continue in Education or Training until their 18th birthday;
- A clear understanding of the importance of achieving a Grade 4/5 or above in English Language and Maths;
- Chosen and applied for an appropriate opportunity and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Identified where to get help in the future;
- Attended at least one careers fair/virtual careers fair;
- Accessed subject specific careers information within curriculum time;
- An understanding of how to market yourself, make applications and examine selection processes;
- The ability to record details of careers interviews, exploring risks and rewards, examine money and budgeting and understand the importance of being resilient;
- Completed a week of an experience of work.

By the end of Key Stage 5, all students will have:

- A minimum of two additional encounters with approved providers of apprenticeships and technical education that are optional for all pupils to attend;
- Devised a set of personal criteria to help them identify appropriate routes to their goals;
- Accessed information about how to gain appropriate experience of work. Year 12 and 13 students are encouraged to organise their own placements and complete them out of term-time;
- Researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity including apprenticeship options and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Identified where to get help in the future;
- Attended at least one careers fair/virtual careers fair;
- Accessed subject specific careers information within curriculum time;
- Visited two different universities, apprenticeship providers or suitable alternative progression routes either in person or virtually;
- Understand how to make an UCAS or Apprenticeship application;
- Completed a week of meaningful experience of work.

Provider Access Statement

The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive

employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Collingwood College is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Collingwood College is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Collingwood College endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Collingwood College policy for access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Collingwood College fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.