

## CAREERS POLICY

Member of Staff Responsible	Careers Leader
Board of Directors' Committee Responsible	Careers Link Governor
Related policies	Provider Access Policy Statement
Implementation date	September 2018
Review date	September 2019

### 1. PURPOSE

- 1.1. At Silverstone UTC we are totally committed to every student's well-being, work-readiness, and personal and academic success. Our core purpose is to enable all young people to have the opportunities to make exceptional progress both outside and inside the classroom so that they are able to live fulfilling and successful lives. We believe that every individual should be thoroughly prepared for work and exposed to a range of employers so that they are able successfully to manage the responsibilities and experiences of adult life, and we will ensure that this preparation for life and work is a fundamental part of the curriculum.
- 1.2. The UTC will ensure that each pupil's curriculum is broad and balanced with plenty of opportunity within curricula to develop employability skills and raise career aspirations. There will be equality of access to all teaching and learning strategies irrespective of gender, race, creed and ability. Diversity will be championed and negative stereotyping challenged. This will be achieved through consultation with the Board of Governors, teachers, pupils, parents/carers, and the statutory independent and impartial careers advice led by the Careers Leader.

### 2. STATUTORY DUTY

- 2.1. "Careers guidance and access for education and training providers" (DfE, Jan 2018) contains statutory guidance for governing bodies, school leaders and schools staff relating to the provision of careers guidance and provider access.
- 2.2. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance.
- 2.3. The governing body must ensure that the independent careers guidance provided:
  - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
  - includes information on the range of education or training options, including apprenticeships and technical education routes;
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

- 2.4. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.5. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. This has been published as the "Provider Access Policy Statement".

### **3. OBJECTIVES**

- 3.1. To ensure every student leaves school prepared for modern life in Britain.
- 3.2. To develop in every student the values, skills and behaviour needed to get on in life.
- 3.3. To provide high quality, independent careers guidance that is crucial in helping pupils emerge from school more fully rounded and better prepared than their peers ready for the world of work.
- 3.4. To ensure all students are well informed when making subject and career decisions.
- 3.5. To have all staff in the college able to provide impartial advice and guidance to all students, to enable them to reach their academic, personal and career aspirations.
- 3.6. To continue to build upon new and existing relationships with a range of partners including business organisations, employers, local authority networks, colleges, apprenticeship providers, trainers and universities.
- 3.7. For CEIAG to be embedded in the ethos of UTC and throughout the delivery of curriculum content, PSHCE programme and enrichment activities.
- 3.8. To monitor and evaluate our performance through analysis of student destination data, KPIs related to work experience and work placement and student feedback.

### **4. PROVISION**

- 4.1. The objectives will be achieved through some or all of the following types of provision:-
  - Meetings to ensure that at appropriate stages students receive independent advice and guidance relating to their career.
  - Extended work placements for a proportion of 6<sup>th</sup> form students studying technical qualifications, leading to full provision on the introduction of T-Levels.
  - Work experience opportunities, organised by the UTC or independently.
  - Mentoring and Personal Learning Conversations.
  - Employability training provided in Form Time and PSHCE lessons.
  - Help and advice with UCAS and Apprenticeship applications, provided in groups or 1:1.
  - Interview preparation, tailored to the interview that is planned.
  - Tailored advice on CV and cover letter preparation.
  - Provision of speed-networking and employer visits amongst other meaningful encounters with employers.
  - Opportunities for employer engagement in the form of assemblies, talks and workshops provided by employers about the roles needed in their businesses and other key requirements of new recruits.

- Visits from FE Colleges, HEIs and Training Providers to offer assemblies/sessions about their offers and opportunities.
- Visits to university open days as appropriate.
- Details of opportunities that we seek out or are informed about shared with all relevant students.
- Accurate and reliable information and links on our website.
- Opportunities for students and parents to speak to the Careers Leader at Parents' Evenings.
- Employability to be embedded in the existing curriculum where possible, working with employers to achieve this.