

<b>CEIAG Strategy</b>			
<b>Current Status</b>	Operational	<b>Last Review:</b>	March 2022
<b>Responsibility for Review:</b>	Careers Leader	<b>Next Review:</b>	March 2023
<b>Internal Approval:</b>	SLT	<b>Originated:</b>	September 2019

## 1. Introduction

- 1.1. All students in Suffolk Academies Trust (SAT) are entitled to access careers education, information advice and guidance throughout their time here. This means providing a high-quality service to support current and prospective students through a reliable cross college network.
- 1.2. The Academy Trusts Careers strategy is in line with the Department for Education Careers Guidance and access for education and training providers (July 2021) by ensuring students have engaging and inspirational careers education, information and guidance through access to employers and other providers. It also outlines the College's role in supporting the student's ability to progress effectively within learning and the labour market. We will ensure that students have access to a range of opportunities and that they receive an excellent Careers Programme with embedded advice and guidance delivered by appropriately skilled staff.
- 1.3. The Careers Guidance and access for education and training providers (July 2021) sets out its expectations for colleges. Abbeygate Sixth Form College will work towards these requirements and expectations and will be guided by the Gatsby Benchmarks<sup>1</sup> to develop and enhance its Careers provision.
- 1.4. We recognise that we must continue to develop external partnerships with employers, multi-agency services and higher education providers so that students continue to receive a high-quality Careers experience.
- 1.5. The guidance provided in this strategy covers the following:
  - Our aims
  - Student entitlement
  - Student outcomes and progression
  - Responsibilities of staff.
  - Careers Programme
  - Supporting students considering Early Entry UCAS applications
  - Developing Employer Engagement.
  - Parent/Carer involvement.
  - Supporting Social Mobility
  - Quality assurance
  - Our commitment to Professional Development.

<sup>1</sup> [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

## **2. Aims of the strategy**

- 2.1. The strategy is in place to ensure that all young people have opportunities to acquire and develop the skills needed for Higher Education, apprenticeships, employment, and training matched with the skills required by employers. We do this by providing guidance that makes a difference to young people's lives, and including those from disadvantaged backgrounds, making sure that we do not promote a narrow view of opportunities.

## **3. We will ensure that all students have:**

- a) Access to independent and impartial career guidance delivered by a Level 6 qualified career development professional.
- b) Access to an inspirational Careers Programme that challenges stereotypes and promotes equality of opportunity.
- c) Access to information and advice about all progression pathways including Higher Education courses, Apprenticeships, work-based qualifications, and progression into employment.
- d) Encounters with Higher Education Institutions
- e) A programme of events to allow students the opportunity to explore a variety of progressing options
- f) Meaningful opportunities to interact with employers and learn about the skills they need to develop in order to be successful, including in-person and virtual encounters.
- g) Access to and are made aware of relevant changes in education, training, and employment.
- h) Access to up to date online resources related to Volunteering, Employment, Work Experience, Higher Education and Apprenticeships and local labour market information
- i) All students identified as considering applications to Early Entry courses or competitive Universities will have access to support, information and guidance through the Aim Higher Programme

## **4. Student progression:**

- 4.1. Students will be able to:
- Decide on their next step in their career's development using action planning, reviewing, and setting targets
  - Manage transition
  - Search for appropriate opportunities and develop networks

- Prepare for work, Apprenticeship or Higher Education through written application and selection at interview

## **5. Responsibilities of staff:**

### **5.1. Careers Leadership Team:**

- 5.1.1. The Trust recognises the importance of putting in place effective arrangements for the management, delivery, and implementation of the Careers programme. Each College has a named Careers Leader, who works closely with the College Leadership Team to provide leadership and coordination of a high-quality careers programme in line with the Gatsby Benchmarks. The Careers Programme and Gatsby Benchmarks are one of the Trust's KPI's and is monitored and reviewed to provide quality assurance and drive continuous improvement.
- 5.1.2. To complement the work that this group do, we also have wider staff that provide quality advice and guidance to students across the year:

### **5.2. Personal Progress Tutors (PPTs)**

- 5.2.1. This team have a responsibility to:
- a) Be the named point of contact for a student during their course.
  - b) Offer careers advice when needed and know where to source additional advice from if needed e.g. signposting to the CEIAG adviser for specialised careers advice where appropriate.
  - c) Provide opportunities to consider course options, progression routes and careers advice.
  - d) Track and monitor the academic progress of students by setting and reviewing realistic but challenging targets leading to successful achievement and completion of their chosen programme.
  - e) Support with UCAS (Personal Statement Writing and References) and/or CV writing through Tutorials and 1:1s.
  - f) Liaise with parents as and when required in support of a students' chosen career path.
  - g) Offer guidance in relation to next steps and related career decisions in liaison with other agencies.

### **5.3. Teaching Staff**

- 5.3.1. This team have a responsibility to:
- a) Give students careers advice which links to their subject area.
  - b) Develop and/or sustain further links with HEIs and/or employers which are linked to their subject.
  - c) Maintain current working knowledge about the employment pathways that are open to their subject.

## **5.4 Aim Higher Manager**

5.4.1. The Aim Higher Manager has responsibility for leading the Early Entry element of the UCAS cycle. The Aim Higher Programme provides effective and timely information, advice and guidance for learners wishing to apply to Universities or courses with the Early Entry UCAS deadline and other high tariff Universities.

5.4.2. The Aim Higher Manager will identify students who are considering Early Entry UCAS applications and will offer the following support to these students and those considering high tariff Universities.

- a) Act as a named point of contact
- b) Facilitate the delivery of workshops, events and activities to support the Early Entry application process
- c) Provide opportunities for students to have meaningful encounters with external speakers
- d) Track and monitor Early Entry applications throughout the UCAS cycle
- e) Produce and administer Early Entry resources to support student exploration

## **6. Developing Employer Engagement:**

6.1. It is the responsibility of leaders in the curriculum to encourage all teaching staff to enhance their understanding and knowledge associated with opportunities for students post sixth form college in the areas of Higher Education, Apprenticeships, and employment with training, in so doing they should endeavour to make as many external links as possible with organisations who will support the development and independence of our students.

## **7. Parent/Carer involvement:**

8. We recognise the important role that parent/carers have in their child's career development. The College has a programme of events to allow students and their parents the opportunity to explore a variety of progression options, including Open Events, Progression Evenings, Post-18 option events, Aim Higher information. Events that are held virtually are recorded to ensure accessible to all. In addition, the College website has up-to-date information on careers and progression.

## **9. Supporting Social Mobility:**

9.1. We ensure that all students across the Trust are well informed and supported in order to help them achieve and progress to their chosen destination be that in Higher Education, Training or Employment, we will ensure that those students who are classed as disadvantaged are targeted and offered support to ensure that they gain access to opportunities that otherwise might have been denied to them. They receive clear progression advice and where appropriate we establish contacts/links with employers and meaningful work experience to further support their chances of success.

## **10. Our commitment to Professional Development:**

10.1. To ensure that our students receive the best possible careers education, information, advice, and guidance we are dedicated to sourcing (as required) high quality continuing professional development for all who have responsibility for delivering CEIAG to our students.

## **11. Quality Assurance:**

11.1. The Colleges in the Trust will evaluate the impact and success of the career's strategy through a range of performance measures:

- Analysis of intended destination data at key stages of the student journey
- Student feedback 1:1 and feedback in group sessions
- Regular self-evaluation using Compass Evaluation Tool to monitor achievement of Gatsby Benchmarks, with the Careers Enterprise Company
- Self-Assessment Report
- Quality Improvement Plan
- Annual review process

## **Revision History**

<b>Revision date</b>	<b>Reason for revision</b>	<b>Section number</b>	<b>Changes made</b>
10/7	Annual Review	Start of document	MHU details changed to GCN – Vice Principal (students)
10/7		Start of document	Dates changed in light of 2-year review cycle.
10/7		Page 2	Changes made to titles and addition of Abbie from Abbeygate.
11/9/2020	SAT Review	All	Reference to One changed to Suffolk Academies trust (SAT)

		Section 1.2	Reworded
		Section 1.3	New paragraph
		Section 1.4	Previously paragraph 1.3
		Section 5	Table of responsibilities removed
		Section 5.2	Itemised duties list removed
		Section 11	New section
03/22	SAT Review	Section 1.2	Updated DfE guidance
		Section 5	New section for Aim Higher programme