

Careers Information, Advice and Guidance Policy

(including the Provider Access Policy & Procedure)

Understanding the Terminology

Careers education	Is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.
Work-related learning	Is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
Careers information	Is the provision of information and resources about courses, occupations and career paths.
Careers advice	Is more in-depth explanation of information and how to access and use information.
Careers guidance	Or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Rationale and commitment to careers information, advice, and guidance (CIAG)

Our commitment

- To support our learners to maximise their potential and help them decide how their skills and experiences fit with opportunities in the labour market.
- To provide our learners with a holistic careers service highlighting both vocation and academic routes to their preferred destination.
- To provide our learners, parents and carers with information about alternative services offered by the Local Authorities and others.
- To provide face to face guidance to all learners once a year.
- To help our learners develop skills and competencies which are transferable both into the world of work and their community.
- To provide resources and information that allows parents/carers to support the learner in making informed choices.
- Integrate careers and development skills into a broad and balanced curriculum.
- To provide a variety of opportunities to all learners for engaging with a range of alumni, employers, training providers and further/higher education institutions.
- To provide experiences of real working environments if possible and volunteering placements during the learner's time at Green Corridor.
- To send parents/carers information which will enrich, enhance, and add to the curriculum offered, including open days, activities, events and a termly newsletter.

- To encourage learners to participate in charity and community events which will enable them to develop a range of skills, knowledge and experience which is transferrable to the world of work.
- To find out about technical education qualifications and local supported internships opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point.

Links to Policies and Action Plans

Several different resources have been used to underpin our strategy including:

National	<ul style="list-style-type: none"> • DFE: Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff. • DFE: Careers strategy: making the most of everyone’s skills and talents • Careers and Enterprise Company: Transition programmes for young adults with SEND. What works?
Regional	<ul style="list-style-type: none"> • Local Authority: Supported Employment Pathway
Internal	<ul style="list-style-type: none"> • Teaching and learning • Assessment for Learning • SRE Education • Equality • Safeguarding • PREVENT training • SEND

Staffing resources

The CIAG Officer at Green Corridor who is qualified to Level 6, has lead operational responsibility for the Careers information and guidance throughout the College. All tutoring staff contribute to CIAG through their roles as subject tutors and deliver career information which is embedded in the curriculum.

Staff development

The CIAG department will attend local collaborative meetings and careers related conferences and training events to keep knowledge and understanding of opportunities and developments up to date.

Monitoring, review, and evaluation

The CIAG programme is reviewed annually by the Head of Education and the SLT. The overall effectiveness of the CIAG programme will be assessed using the Gatsby Benchmarks (see Appendix 1) and the results will be used to inform improvement priorities.

Destination Data, Recording and Measures

At Green Corridor we take our statutory duties seriously and record our success data and destination data and accurately report this to the Local Authority.

Provider Access Policy

This policy statement sets out the College's arrangements for managing the access of providers to learners at the college for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the College's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

Work experience is seen as an extension of the learners' curriculum to enable them to practise learn skills within real working environments.

All learners on the vocational pathway at Green Corridor follow a bespoke vocational curriculum. We actively seek to build partnerships with external partners and companies to provide learners with a range of education and career opportunities to develop their aspirations. We attend Open day events and fairs with learners in order for them to explore opportunities available to them. We encourage providers to contact our Careers Advisor to make suitable arrangements for work experience or to learn about how they can accommodate young adults with additional needs and the value they can add to a company.

Green Corridor offers a bi-yearly Preparation for Adulthood fair. The fair offers learners from Green Corridor, local 6th form and other specialist colleges/schools and their parents the unique opportunity to meet representatives from further education and internship providers to explore the opportunities on offer through, education, training and employment.

Training providers and employers wishing to talk to Learners about possible opportunities of employment or working alongside our college and training events are encouraged to contact the Careers Advisor. A provider wishing to request access should contact the college and speak to the Careers Advisor: Telephone 01753 687236, Email: dawn.mowbray@greencorridor.org.uk

We will support providers prior to their visit to ensure resources and presentations are accessible to our Learners according to their needs.

Safeguarding

Our Safeguarding policy sets out the regulations in place for safeguarding our learners and staff. The policy outlines the college's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Appendix 1 – The Gatsby Benchmarks

1. **A stable career programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every learner, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. **Addressing the needs of each learner.** Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. **Encounters with further and higher education.** All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Links with other policies

This Careers statement is linked to the:

Admissions Policy

Data Protection Policy

Document Control

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