

## Careers Guidance Policy Aurora Boveridge College

<b>Policy Reference:</b>	BOC15
<b>Version Number:</b>	7
<b>Applies to:</b>	Aurora Boveridge College
<b>Associated documents:</b>	Safeguarding Policy Curriculum Policy
<b>Approved by:</b>	Principal
<b>Implementation date:</b>	June 2025
<b>Next review due by:</b>	June 2026
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

## 1. Aims

We are committed to implementing a careers education and guidance programme which maximises opportunities for each student to fulfil their potential, by making the most of their talents and creating outcomes that suit their unique set of skills and abilities. We work in partnership with each young person to deliver personalised careers advice and work experience (WEX) which meets each individual's needs and aspirations. We believe in giving our young people the opportunities they need to lead fulfilling and independent lives.

This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Executive Directors can expect from the careers programme.

## 2. Scope

The Aurora Boveridge College careers programme aims to:

### **Statutory requirements and expectations**

Aurora Boveridge College has a number of statutory requirements and expectations;

Ensure that all pupils are provided with independent careers guidance up to the age of 18 and up to 25 if an EHCP is in place.

Aurora Boveridge College Careers Programme uses the Gatsby Benchmarks to raise our young people's aspirations, promote access to all career pathways and to enable them to develop the skills and outlook they need to achieve. At Aurora Boveridge College we strive to ensure that our Careers Programme is accurate, up to date, presented in an impartial manner and enables our students to make informed choices about a broad range of career options. We recognise and celebrate that all of our young people are different and as a result, their education and career pathways will be planned on an individualised basis. Careers education for our students will be relevant, specific, planned and delivered carefully to meet their individual needs. An important part of the programme is Work Experience and Work Related Activities which focuses on providing tailored opportunities for all students. This enables our young people to engage in either external or internal work related activities in a range of industries that are closely linked to their career and educational aspirations. There is a clear focus on the curriculum offer meeting the Local Enterprise Partnership priorities, embedding employability skills, positive employer relationships through all the curriculum areas to ensure a positive experience for all learners.

Publishing the details of the Careers Programme for young people and their parents/carers to access.

### **Student entitlement:**

All students will be given the opportunity to learn from employers, this will be through a variety of activities such as work place visits, visiting speakers and enterprise schemes. Each student will have at least one encounter a year. The encounters will be based on what employers are offering regionally to ensure insight into the labour market and the opportunities that are available to our students. All students will meet regularly with the Employability Coordinator to identify and discuss their career interests and be given the opportunity to complete work

related learning, volunteering and work experience placement/s relevant to their needs and aspirations.

All students will have the opportunity to access Independent Advice and Careers Guidance from an Level 6 qualified external advisor at least once a year to identify and discuss their career and/or educational aspirations. They will be provided with essential information regarding their chosen pathways including details of courses & educational institutions, apprenticeship schemes, employers and any prerequisite qualifications. The work experience co-ordinator will liaise with the IACG practitioner to ensure goals and plans are tracked and implemented.

Students will be supported with developing key skills that have been identified either as crucial for a specific career path or through a student's EHC Plan. Teachers will embed these key skills into the curriculum where possible. There is also the opportunity for students to work on skills individually during sessions with our Speech and Language Therapists, Occupational therapists or Psychology Team based on site.

## **Management and Delivery**

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

Throughout their placement, students will be expected to complete a WEX diary to track their progress and reflect on their learning and development, with particular reference to their strengths and identified areas of need. This will enhance their experience as it will help them to review the key aspects of their role, responsibilities, the organisation and type of industry.

The Employability Coordinator will continually liaise with the employer to monitor progress, ensure students are engaging appropriately and revise any support requirements. Following placement, formal feedback will be requested, of which will be provided to the students and parents (if appropriate). The collated information from their WEX diary and Employer feedback and other encounters with

Employers will help students make an informed decision as to whether they wish to continue to explore the industry through the completion of further placements or seek alternative options. All WEX placements will contribute towards their transition plan and any identified outcomes within their EHCP. As each student moves closer to their end of college placement, Aurora Boveridge

College will work closely with the student, their families and local authority to identify and secure employment or further education opportunities that are aligned with their aspirations.

The **Work Experience Programme** has been developed to include 4 key stages, of which 2 are repeated throughout their attendance (stage 3 and 4)

### **Stage 1**

All students will be given the opportunity to complete employability modules and industry insights on line through Unifrog, this will provide students with an overview of the skills needed in the workplace and an understanding of the different jobs available. The aim of this, is to support student's preparation of completing WEX placements by developing and building on their existing knowledge of key factors within the workplace in including: Health and Safety, Communication and Teamwork, Rights and Responsibilities, Qualities and Attitudes. Modules can be revisited by students throughout their year.

## Stage 2

All students will meet with the Employability Team to identify and discuss their career interests, previous WEX experience, key strengths/qualities, and areas of development that they want to focus on. This information informs choices of placements that the Employability Team will seek. It also helps to identify and discuss any support requirements and preferred choice of placement delivery i.e. a block (5 days) or extended (1 or 2 days a week over 6 weeks). Duration and delivery will be agreed with the employer and reviewed during the placement to identify any amendment requirements. Students will be provided with a Work Experience Diary to record key skills learnt at the placement. The employability team will work closely with the student and local community to identify additional opportunities for students to learn from their interested industry such as talks, visits and online meetings.

## Stage 3

The Employability Team will identify and secure a potential placement and arrange an interview with the employer. All students will be supported to attend the interview and/or informal visit to discuss the WEX, meet the employer and agree terms/expectations of placement. All placements will be closely linked to their identified careers aspirations to ensure it is meaningful and of interest to them. An agreement between the student, parent (if under 18 years) and the employer must be signed prior to commencement.

## Stage 4

The student will attend their placement. This can be supported, depending on the individual needs of the student, the type of placement and/or the employer's request. Support can be provided throughout the placement or it can be provided initially and then gradually withdrawn. All students that have a 1:1 support within education and/or care, will continue to have a full support throughout. Transport to and from placement will be provided by Boveridge College.

## Internal Placements

Students that are not able to engage with external placements will have the opportunity to complete internal placements (Work Related Activities). The aim is to help build and enhance their confidence and self-esteem, and any other employability skills or those identified on EHC plan i.e. communication, that they feel they would like to develop. Students will work closely with key members of staff, in real-life working conditions to gain a better understanding of the expectations and responsibilities but delivered in a supported environment.

## Roles and responsibilities

The governing board are responsible for monitoring the overall effectiveness of Careers Education and Guidance Programme (CEGP) at Aurora Boveridge College.

The Senior Leadership Team are responsible for the strategic direction and effective implementation and review of the CEGP, ensuring it is ambitious for our students, appropriate, well resourced, safe and meets the needs of the students and the local / regional economy.

The Employability Coordinator and Head of Education are responsible for the CEGP's effectiveness in delivery of the Gatsby Benchmarks, embedding and developing employability in the curriculum, the scheduling of liaison events, activities and planning, the day to day operation and review of the GEGP's effectiveness, liaising with all stakeholders to ensure it's appropriateness and safety.

The independent advice and careers adviser is responsible for ensuring each student is given an effective overview of career opportunities available to them and liaising with the Employability Coordinator to ensure plans are tracked and implemented

Subject leaders are responsible for ensuring that they maintain close links with local employers, promote the CEGP, ensure employability and careers themes are embedded, reviewed and successfully integrated into schemes of work, support students with their progress toward employability.

All staff are responsible for the safety, encouragement, wellbeing, and individual support required to ensure that students can successfully engage, develop, review and grow through their experience of the CEGP.

### 3. External Careers Guidance

All students will have the opportunity to access Independent Advice and Careers Guidance from an external agency at least once a year. Working jointly with Education Development Trust, each term, a cohort of students will meet to identify and discuss their career and/or educational aspirations. They will be provided with essential information regarding their chosen pathways including details of courses & educational institutions, apprenticeship schemes, employers and any prerequisite qualifications. In all cases, such staff and organisations will be vetted for suitability.

### 4. Roles and responsibilities

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Head of Education with responsibility for careers and employability. Due to the whole-college remit of careers work, the range of staff involved in supporting careers activities includes staff from education, care, therapy, administration and facilities management.

#### Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG at Aurora Boveridge College during regular staff meetings.

The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

#### Resources

Aurora Boveridge College is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

#### Employer Links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections and engaging with a range of local partners.

#### Equal Opportunities

Aurora Boveridge College is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students 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 student might see a careers adviser. There is a whole team approach to support Education, Health and Care planning.

The destinations of leavers are monitored and trends identified.

## 5. Implementation

Boveridge College Principal and Senior Leadership Team are responsible for the implementation of this policy.

## 6. Monitoring arrangements

Our CEGP is evaluated in several ways. three times per year we complete the 'Compass' Careers Benchmark Tool.

We ask for student feedback on their experience of the careers programme and what they gained from it

We collect staff feedback on careers lessons, activities and events

We gather informal feedback from external partners and from parents

We monitor student destination figures post-16 and post-18.

We follow up at 3 months, 6 months and 1 year to evaluate progress of our alumni.

This policy will be monitored and reviewed on an annual basis by the Careers Lead and the Senior Leadership Team (SLT).

This Policy should be read in conjunction with the Gatsby Benchmarks Progress Grid, Careers Programme and the Work Experience Programme.

## 7. Health & Safety

All placements are identified by the Employability Coordinator, who is then responsible for completing necessary checks including Health & Safety compliance and Public Liability Insurance. It is essential that adequate Insurance Cover is in place for any Learner on work placement. If the initial health and safety assessment indicates that the placement provider does not provide Employers Liability Insurance the placement will not be authorised. It is the responsibility of all employers and premises managers to keep up to date with Health and Safety legislation and to comply with it and ensure the learner understands and complies with these. The Health and Safety Assessment and any necessary follow up action, will be agreed with the placement provider and recorded with, a date for action as appropriate. The placement provider is responsible for ensuring that a learner receives adequate induction to the Health and Safety aspects of the workplace. This will include induction to new equipment and procedures etc. which the learner will be introduced to during the learning programme. It is expected that learners will not be exposed to the use / operation of potentially dangerous machinery given the short duration of activity and specialist / age restricted training required.

NB. We would expect that this procedure must be repeated when changes in the working pattern occur e.g. when the learner moves sections.

Prior to attendance of their placement, an onsite visit, risk assessment will be completed by the Employability Coordinator and shared with the employers (agreed by the young person and family) to ensure that they are aware of any potential issues such as social, emotional, behavioural and medical needs. This does not disclose any sensitive information and only required information is provided. A risk of assessment of the workplace is also requested from the employers to ensure that our students are accessing an appropriate working environment and all hazards/risks are being managed effectively

## 8. Safeguarding

All students will be safeguarded against any potential harm whilst on their placement. All supporting staff members that accompany students will be Boveridge College employees and hold a current DBS. For students that are completing their placement independently or eventually become independent, the appointed supporting staff member within the placement (organisation) will need to hold a current DBS (for those students under age of 18) and ensure that students are safeguarded at all times. Students and the Employer will be provided with relevant contact details of Boveridge College should they need to contact at any time.

## 9. Review

This policy is to be reviewed annually by the Principal.