Careers Education, Information, Advice and Guidance Policy

Aurora Foxes

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Applies to:	Aurora Foxes
Associated documents:	Child Protection and Safeguarding Policy Adult Safeguarding Policy Teaching and Learning Policy
Approved by:	Principal
Implementation date:	October 2026
Next review due by:	October 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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0. Summary of changes since previous version of policy

- Section 2
  - Aims and Objectives, addition of the words “where appropriate” on bullet point 5.
  - Parental involvement, addition of the term “EHCP”.
  - *Delivery of the Careers Programme, addition of the 6 learning areas.*
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- *Section 4*
  - *Redefined what the careers programme will enable students to do*
  - *Redefined what the learning outcomes are of the careers programme*
- *Section 5*
  - *Redefined the role of the “Careers Leader”.*
  - *Addition of the role “Careers Link Governor”*
  - *Addition of the role “Enterprise Advisor”*
- *Section 7*
  - *Removal of Admissions and Transition Manager*
- *Section 8*
  - *Replaced “Principal” with “Head of Education” as the person responsible for reviewing the policy.*

1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Aurora Foxes. It is clear that the careers programme is tailored to the individual needs of each student. All students will be supported to progress through the careers programme at a pace which best suits their needs, abilities and aspirations.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make their own decisions and manage transitions as students and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-college remit designed to complement the curriculum, which is set out in the education quality cycle, reviewed annually.

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

2. Scope

Aims and objectives

Aurora Foxes careers programme aims to:

Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at college. Ensure students’ readiness to take their next step in their learning or career.

The objectives for the careers programme are as follows:

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- Assist students to understand the changing world of work and engage positively in the local community
- Facilitate meaningful encounters with employers for all students
- Enable students to develop the research skills to discover opportunities
- Help students to develop the skills, attitudes and qualities to make a successful transition into employment
- Encouraging participation in continued learning, including further education, Supported Internships and Apprenticeships where appropriate
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.
- Embed and deliver the Gatsby benchmarks

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at college, all students can expect:

- The support they need to make the right choices and the development of a bespoke transition plan
- Access up-to-date and unbiased information on future learning and training, careers and labour market information (National Careers Service)
- Support to develop the self-awareness and career management skills needed for their future
- Employability lessons covering options after college, the world of work, the job market and the skills needed for the future
- At least four meaningful encounters with representatives from the world of work; this could be through work experience, careers talks (in or outside lessons), projects and visits
- To hear from a range of employment and training providers, this could include visits and taster days, as well as talks and meetings at college
- The opportunity to relate what they learn in lessons to their life and career beyond college
- The opportunity to explore and discuss their career aspirations and educational pathways with tutors and staff from different departments, enabling informed decision-making about their future
- The opportunity to talk through their career and educational choices with staff from the National Careers Service
- Access to one-to-one guidance with a trained, impartial careers adviser.

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- The college will keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making, provided consent has been provided by the student. Parents/carers can attend careers meetings, by prior arrangement and in agreement with the student.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The college is keen to foster parental involvement in the careers programme, wherever possible.

Annual EHCP review meetings with parents/carers and Local Authorities include discussion and target setting related to Transition/Career pathways and choices, based on the individual choice of each student.

Delivery of the Careers Programme, Key Activities:

The Careers programme follows the six learning areas identified by the Careers Development Institute and is embedded within the Preparing for Adulthood Programme.

These are:

- EMP1. Grow throughout life
- EMP2. Explore possibilities
- EMP3. Manage career
- EMP4. Create opportunities
- EMP 5. Balance work and life
- EMP 6. See the big picture.

This framework clarifies the skills, knowledge and attitudes that students need to have a positive career.

Students will be supported to progress through the careers programme at a pace which best suits their needs.

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future and the geography of jobs.

By the end of their final year, all students will have had the opportunity to:

- Be introduced to career and educational pathways to help them understand their aspirations and the options open to them in their chosen career.
- Develop their functional skills and learn how these are transferable to the workplace.
- Develop their self-awareness
- Receive support to make the right 'Transition' choices, including parent-carer conversations, meeting with staff at college and careers meetings.

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- Volunteering activities in the local community, interaction with charities, Internal Work Related Activities, External Work experience and mock interviews
- Understand how independent living skills support gaining employment through personal hygiene, formal presentation and travel training. Students prepare, find and carry out work experience placements, the creation of CVs and personal profiles, applications and interview technique in preparation for mock interviews.
- Develop internet safety skills, understanding what information and personal details are appropriate to share.
- Develop their understanding and practice of soft skills and how these are implemented and transferable in the current labour market.
- Complete qualifications to support communication in readiness for the world of work.
- Understand how to self-regulate heightened emotions through mindfulness activities.
- Receive feedback through individual workplace observations that feeds into an appraisal process.
- Have an up-to-date CV and vocational profile.

4. Policy Statement

At Aurora Foxes students are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. As part of this, we are committed to ensuring each young person receives a personalised pathway which prepares them well for the next stage of their journey and raises aspirations. We are committed to ensuring all students have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability. Our programme incorporates the areas of good practice identified in The Gatsby Benchmarks.

The careers programme will enable students to:

- Grow throughout life by learning and reflecting on themselves, their background, and their strengths.
- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Manage their career actively, make the most of opportunities and learn from setbacks.
- Create opportunities by being proactive and building positive relationships with others.
- Balance their life as a worker with their wellbeing, other interests and their involvement with their family and community.
- See the big picture by paying attention to how the economy, politics and society connect with their own life and career.

The outcome of the careers programme will be that students can:

- Make use of help, support and feedback
- Recognise how learning, skills and experience contribute to career
- Reflect on and recording achievements, experiences and learning
- Commit to lifelong learning and development
- Challenge themselves and try new things

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- Think about what jobs and roles to pursue
- Find and make use of labour market information and information about the education system (where appropriate)
- Understand learning pathways and how to access and succeed in them
- Recognise the relationship between learning, qualifications and work
- Build awareness about workplaces, workplace culture and expectations
- Analyse and prepare for recruitment and selection processes

- Understand the concept of career
- Be confident about their futures
- Plan, prioritise and set targets with support
- Manage opportunities, changes and transitions
- Be resilient and learn from setbacks

- Build and maintain relationships and networks
- Be proactive
- Represent themselves and others with support
- Act as a leader, role model or example to others

- Consider work-life balance
- Attend to physical and mental wellbeing
- Plan and manage personal finances
- Consider how to be involved in family and community
- Be aware of rights and responsibilities in the workplace and in society
- Be aware of prejudice, stereotypes and Discrimination and who to go to for support

- Explore and respond to local and national labour market trends
- Explore and respond to the relationship between career and the environment
- Explore and respond to the relationship between career, community and society
- Explore and respond to the relationship between career, politics and the economy

Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)

A higher proportion of young people are at risk of being NEET (not in employment, education or training) as an adult if they have been identified as having an Education, Health and Care Plan whilst in compulsory education.

At Aurora Foxes, careers education, information, advice and guidance is at our forefront ensuring students leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market.

We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We ensure that students are inspired and motivated for the world of world, ensuring high achievable aspirations are considered for a range of careers available.

We work closely with local authorities due to the vulnerable nature of our students who all have special education needs with Education, Health and Care plans in place, ensuring that

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we know of all the services available to support students, to access these and share this knowledge amongst our community.

At Aurora Foxes we believe that many of our students are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment or having successful work placements at every possible opportunity.

Curriculum

Our Careers curriculum fully supports students by delivering careers focussed lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire.

Tutors identify the interests, strengths and motivations of students and use these as a basis for planning support. We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge, skills and experience.

Our students have access to a curriculum which enables them to:

- Develop an understanding of their own skills, values and aspirations
- Understand the range of options available to them within their home area
- Develop sound communication, employability and work-related skills
- Build their confidence and resilience
- Understand where they can look for work and how they can apply.

Some of the elements covered in our Careers Programme include.

- Curriculum Vitae (CVs) / Covering Letters
- Interview practice – virtual/face to face, with familiar and unfamiliar people
- Job searches
- Making telephone calls for information and advice
- Personal presentation and hygiene
- Career talks / Guest speakers /Employability workshops
- Work experience in Foxes Hotel
- Work experience in external provider
- Work experience in home area
- Work trials
- Employer Talks
- Alumni Talks
- Role expectations
- Work related skills and knowledge
- Volunteering opportunities
- Open days/aspirational visits and experiences/careers events

We celebrate National Careers Week to raise aspirations amongst our students.

Information, Advice and Guidance

- All students have individual sessions with a qualified independent and impartial Careers Advisor.

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- All students have access to clear unbiased advice and information about all options available to them, so that they understand what they involve i.e. career fairs.
- All students receive support and guidance to help them make appropriate choices for their future to help them decide what to do when they leave the college, including further learning, training or employment.
- All students have access to a programme of careers education which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.
- All students are supported to develop the behaviours and attitudes required for transition.
- All students are supported to be involved in making decisions about things that affect their learning
- All students have an opportunity to learn about the world of work through work related learning

Travel Training
All students will have the opportunity to take part in travel training or independent travel training to support them to prepare for the world of work.

Risk assessments and Safeguarding
All placements are fully risk assessed and we ensure the suitability of any community work experience, work trials or volunteering. The wellbeing of our students is always paramount in all opportunities offered.

External Partners
We regularly invite employers and speakers to meet with students about the world of work and the opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context.

Parent/Carer Involvement
We work in partnership with parents/carers and other agencies to ensure that students are supported holistically with their career aspirations. Parents are a fundamental part of the students transition process and finding suitable meaningful employment and work experience in their home area.

5. Roles & Responsibilities

Careers Leader

- Take a strategic lead and direction for careers work in the college; working under the direction of the Head of Education.
- Quality assure the colleges careers programme
- Work with external stakeholders, developing new relationships
- Agree the vision and direction of the college's careers provision with the college senior leadership team and the link governor.
- Ensure that the college's career guidance provision is of high quality and meets all external requirements
- Understand the implications of education and training reforms, and of changes in the labour market, for career guidance.
- Promote career guidance within the college.

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- Ensure that the college has a strategy and systems to support the effective provision of information to support the careers programme
- Oversee the relationship between different departments and areas of the college to ensure that career guidance is effectively delivered.
- Develop a strategy for the college's employer engagement and work placements. This is likely to be done in partnership with the transition manager.

Careers Link Governor

- The Careers Link Governor will empower Careers Leaders and keep up-to-date with developments and progress of the college's careers programme by scheduling regular meetings with the Careers Leader.
- Reporting back to the Governing Body on how the college's careers education and guidance is contributing to the college's strategic priorities.
- Reporting back to the Governing Body on how the college's careers education and guidance
- is contributing to students' learning and career decision making.
- Facilitating partnerships with local businesses.
- Ensure that statutory duties are met.
- Encourage schools to work toward the Quality in Careers Standard.

Enterprise Advisor

- Raise the quality of careers provision.
- Help connect with more employers and increase high quality experiences for students.
- Develop the industry based knowledge and skills of Careers Leaders and Education Leaders.
- Help align careers provision to local economic needs.
- Raise the awareness of the colleges profile within the industry.

Staff Development

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

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

Resources

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

Employer Links

Links with partnership companies, 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 Foxes 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

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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 by the Admissions & Transition manager.

6. Implementation

Aurora Foxes Principal, Head of Education and Admissions & Transition Manager are responsible for the implementation of this policy.

7. Support, Advice and Communication

Aurora Foxes Principal and Head of Education can be contacted for further advice about this policy.

8. Monitoring arrangements

This policy will be reviewed annually by the Head of Education.

When reviewing this policy, the college will consider formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. This will be completed in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on lessons focussed on careers, mock interviews etc.
- Gathering informal feedback from external partners and from parents
- Quality assurance of lessons focussed on careers
- Student destination data

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