

## CAREERS EDUCATION AND GUIDANCE POLICY

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| <b>Role responsible:</b>                                                                                                                                                                                   | Assistant Principal – Skills                                                                                                                                |
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| <b>Approved by:</b>                                                                                                                                                                                        | Policy Review Group                                                                                                                                         |
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| <i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i> |                                                                                                                                                             |
| <b>Changes made from previous version:</b>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• 2.18 - Addition of In year leavers information request and data sharing with other education providers.</li> </ul> |
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## CAREERS EDUCATION AND GUIDANCE POLICY

### 1. Purpose

- 1.1** All students are entitled to and receive a comprehensive programme of careers education, information, advice, and guidance (CEIAG). All student-facing staff are responsible for supporting our students to be successful, developing transferable skills and promoting progression to positive destinations.

A structured Careers programme provides a framework for all teachers and tutors to work within. It ensures that all students receive timely and relevant advice, guidance, and opportunities at every stage of their academic journey. The Careers Programme ensures that students can develop employability skills that are embedded within their taught curriculum, punctuated by whole college events at relevant points. It allows students to see the link between the application of knowledge and skills across their subjects, recognise that some knowledge and skills are transferable and see how this all links with their preferred destinations.

The Wyke Skills' Strategy is part of the 'Wyke Experience' and provides a framework that we have developed to ensure that we are able to develop students and provide them with the skills, knowledge, and experience to make a significant contribution to the local and national labour market. The strategy has five strands that exist under the umbrella of our careers programme.

- a. Careers in the Curriculum
- b. Pre-professional programmes
- c. Next Steps AIG
- d. Enrichment
- e. Partner Engagement

There are quality assurance processes in place to ensure that this guidance is up to date, informed by labour market changes and is delivered in a timely and consistent manner. The College has achieved the Quality in Careers Standard and completes a Compass audit every term.

### 2. Policy Framework

Today (8 May 2025), the Department for Education published updated guidance confirming that, from September 2025, all secondary schools, colleges and independent training providers (ITPs) will be expected to use the updated Gatsby Benchmarks to shape their careers programmes. This marks an exciting new chapter for careers guidance in England.

**Beth Jones, Head of Career Programmes, Gatsby Charitable Foundation**

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.

**(Gatsby Website, 2025)**

CIAG at Wyke is built upon this framework and ensures that we adhere to the eight benchmarks outlined below.

## **2.1** The Gatsby benchmarks of Good Career Guidance are:

### **2.1.1** Benchmark 1: A stable careers programme

- a. We are committed to providing a comprehensive careers education and guidance programme that is embedded across our institution and clearly communicated to all stakeholders — including learners, parents and carers, staff, governors, employers, and partner agencies.
- b. Our Careers Programme is accessible via our website and is regularly shared with students, staff, and parents to ensure transparency and engagement. ([Link](#))
- c. All students are introduced to the programme through personal development sessions and integrated curriculum activities, ensuring they receive consistent and meaningful careers support throughout their learning journey.

### **2.1.2** Benchmark 2: Learning from career and labour market information

At Wyke, we are committed to ensuring that all learners have access to high-quality, up-to-date career and labour market information to support informed decision-making about their future pathways we achieve this in several ways

- a. **Curriculum Alignment:** Our curriculum is regularly reviewed by the Senior Leadership Team to reflect changes in both national and local labour market trends. This ensures that our educational offer remains relevant and responsive to evolving industry needs.
- b. **Careers Information, Advice and Guidance (CIAG):** CIAG is designed to incorporate current labour market insights, helping learners understand the opportunities available to them. This includes information on study options, career pathways, and employment prospects.
- c. **Inclusive Access:** We ensure that learners, parents/carers, subject staff, and support staff all have access to this information. For learners with special educational needs and disabilities (SEND), we provide tailored or additional resources to meet their specific needs.
- d. **Adviser Support:** All learners benefit from the guidance of informed advisers who help them interpret and make the best use of the career and labour market information available.

### **2.1.3** Benchmark 3: Addressing the needs of each pupil/ Personal guidance

- a. **Pre-Entry Support:** All applicants are invited to attend pre-entry meetings and the Wyke Start two-day taster event. These sessions provide early opportunities to explore career options and make informed decisions before finalising their study programme.
- b. **Tailored CIAG Programmes:** Every student receives a bespoke Careers Information, Advice and Guidance (CIAG) programme, shaped by their chosen study and enrichment pathways.
- c. **Ongoing Personal Guidance:** Learners engage in regular one-to-one meetings with their tutors, where career aspirations and next steps are key discussion points. This ensures continuous support throughout their time at college.

- d. **Access to Careers Team:** Students can book appointments with the Careers team for more in-depth guidance. This service is also available for up to one academic year after a student leaves the college, supporting smooth transitions into further education, training, or employment.
- e. **Inclusive and Responsive Support:** Careers guidance is adapted to meet the evolving needs of learners at different stages. We provide tailored support for vulnerable and disadvantaged students, including those with SEND and those who may be absent, helping them overcome barriers to career progression.

#### 2.1.4 **Benchmark 4: Linking curriculum learning to careers**

- a. **Embedded Careers Education:** Students receive career education through both tutorial sessions and subject-specific teaching. This includes employability skills development and access to enrichment activities that support career readiness.
- b. **Equal Opportunities:** Careers education is delivered in line with the College's Equal Opportunities Policy, ensuring all students have fair access to guidance and support regardless of background or circumstance.
- c. **Subject-Specific Career Planning:** Each curriculum area has a dedicated "career in the curriculum" plan, tailored to highlight the progression routes and career opportunities linked to that subject.
- d. **Personal Development Programme:** A structured tutorial programme provides all students with general careers information and guidance at key points during their time at college, helping them make informed decisions about their future.
- e. **Staff Engagement:** All subject staff are encouraged to actively link their teaching to career pathways, even in subjects not directly tied to specific occupations. This includes highlighting how the knowledge and skills developed in their subject apply to a broad range of careers.

#### 2.1.5 **Benchmark 5: Encounters with Employers and Employees**

- a. **Careers Conventions:** We host two major Careers Fairs annually—**Careers Convention** in October and **Next Steps** in June. All students have access to these events, and parents are invited to attend the June fair.
- b. **Industry Engagement:** As part of the Careers in the Curriculum programme, every subject area is required to provide opportunities for students to engage with industry professionals and higher education institutions.
- c. **Enrichment Activities:** Students benefit from a variety of employer-led activities such as guest speakers, mentoring, and enterprise schemes. Where applicable, students' own part-time employment is also recognised as a valuable learning experience.

#### 2.1.6 **Benchmark 6: Experiences of Workplaces**

- a. **Work Experience:** Curriculum teams actively promote work experience, which is strongly encouraged for students on large vocational programmes and is **mandatory** for those studying Health and Social Care.
- b. **Self-Organised Industry Exposure:** Students who arrange their own industry experiences are supported through the College's disclaimer policy, which outlines the College's responsibilities and expectations.

### 2.1.7 **Benchmark 7: Encounters with Further and Higher Education**

- a. **Provider Access:** Students are given impartial CIAG and access to other Level 2/3 providers where appropriate. The College welcomes legitimate, aspirational, and professional organisations to engage with students through our **Provider Access Statement**. ([LINK](#))
- b. **Higher Education Exposure:** Subject areas incorporate higher education experiences into their curriculum plans, ensuring students are aware of progression routes and opportunities beyond college.

### 2.1.8 **Quality Assurance**

#### a. **Annual Careers in the Curriculum Audit:**

The Careers Team conducts a yearly audit to assess how effectively careers programme elements are embedded across the curriculum. This ensures continuous improvement and alignment with student needs and labour market demands.

### 2.1.9 **Our Careers Programme and Skills Strategy**

- a. To ensure our students are making aspirational, informed choices based on comprehensive cross college information, advice and guidance
- b. To ensure our students have the opportunity to develop the relevant skills and competencies
- c. To ensure that all students progress onto a prestigious/positive destination
- d. To enhance student's knowledge of the world of work
- e. To support Students with SEND and include parents and any other relevant staff
- f. Support is offered to ex-students wishing to apply to higher education or with progression to employment throughout the academic year after they have left the College.
- g. In year leaver information is shared with Local Authorities in line with our agreed Learning Agreement, and learner records are updated on the Learner Record Service where they are viewable by other education providers; however, any additional or specific requested student information is only shared with a new provider with the student's explicit consent to ensure full compliance with GDPR. This can be requested at [mis.support@wyke.ac.uk](mailto:mis.support@wyke.ac.uk)

## 3. **Health and Safety and Safeguarding**

- 3.1 Unifrog is used to manage the health and safety compliance of the work placement programme. All forms and documents will be managed through this programme.
- 3.2 All placements are in a safe environment and where employers have the appropriate risk assessments in place. Employers are given guidance before the placement and have a point of contact for any safeguarding concerns. Many placements require students to complete a DBS, and this is provided by the college. All students are aware of a clear reporting process in case of an emergency.

#### **4. Legal Framework**

Wyke 6<sup>th</sup> Form College recognises that it has a statutory obligation in relation to CIAG: making the most of everyone's skills and talents, part of the governments' plan to make Britain fairer, improve social mobility and offer opportunity to everyone.

- a. The Careers guidance and access or education and training providers – October 2018.
- b. Supporting the Careers and Enterprise Company set up by the government
- c. Education Act 1997
- d. Education and Skills Act 2008

#### **5. Monitoring and Review**

- a. This policy will be monitored by the Careers Lead.
- b. This policy will be reviewed annually.

#### **6. Related College Documents**

Documents related to this policy are:

- Safeguarding
- Equality & Diversity
- SEND
- Staff Development
- Behaviour Management
- Self – Organised Industry Exposure (p9)

#### **7. Equality and Diversity**

*This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be a compliant with the College's Equality and Diversity Policy.*

#### **8. General Data Protection Regulations**

*This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.*

## **Self-Organised Industry Exposure Document**

Through our comprehensive careers program, we actively encourage students to engage with various employers and guest speakers from the local community. As a result of these collaborations, we may occasionally promote initiatives offered by these providers which happen external to the college. These opportunities are to be pursued independently of the college, and any experiences gained through personal initiatives—such as internships, part-time jobs, volunteer work, self-organised work experience or any other professional engagements—are not directly associated with the college.

This disclaimer is intended to clarify that in these instances, it does not fall under the college's statute of responsibility. Mandatory Curriculum Work experience organised by the college ordinarily includes checking:

- Placement suitability
- Employer's Liability Insurance
- Risk assessments specific to the student activity
- Safeguarding policy

In self-organised opportunities, we recommend you complete your own due diligence in the areas above to guarantee that the employer is acting responsibly. This parental consent acknowledges that you accept this is the responsibility of yourselves and your young person and will not lie with the college. It also recognises that the skills and knowledge acquired during these opportunities are a result of independent efforts and are separate from any students' academic responsibilities.

We strongly recommend wherever possible, to organise work experience in students own time (weekends, evenings, study periods), however we know depending on the nature of the work experience, this may not always be possible. Therefore, as we recognise the value of this, students' attendance can be positively coded for usually a maximum of 3 days' worth of work experience within college time over the duration of their studies at Wyke.

### Appendix 1 - Equality Impact Assessment

|                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|
| Policy, procedure, practice or strategy:                                                                                                                                                                                                            | Careers Education and Guidance Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |        |
| Role responsible:                                                                                                                                                                                                                                   | Careers Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Date: | Feb 26 |
| Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.                                                                                                                                                    | To ensure the college is providing careers, information, advice and guidance for all students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |        |
|                                                                                                                                                                                                                                                     | <p>Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity.</p> <p>Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.</p>                                                                                                                                                                                                                                                       |       |        |
| <p>Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)?</p> <p>Please include any equality concerns expressed during consultation.</p> | <p>There is the possibility that some placement activities or external visits may need reasonable adjustments to be made to ensure they are accessible for all students. Considerations may need to be made for students with physical disabilities and due diligence must be taken to ensure that these students are appropriately supported to participate and are safe whilst doing so.</p> <p>Some industries traditionally do not have an equal or proportionate gender split and there are historical stereotypes applied. It is important that the CIAG we provide breaks down and challenges any stereotypes and ensures that we actively promote opportunities to all students.</p> |       |        |
| Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?                                                | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |        |
| If any action is required as a result of this screening exercise, please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.                                                                        | <p>Appropriate risk assessments prior to undertaking trips and visits.</p> <p>Targeted advice and guidance sessions – e.g. women into STEM etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |        |