



## Birtenshaw College Careers Policy

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### Scope of Policy

It is vitally important that young people have access to good and realistic information and guidance about the full range of career pathways and options available to them as they prepare for adulthood. At Birtenshaw College individual learners will be signposted to different career guidance activities at the relevant stages of their development and decision-making. It is based on the premise that not all learners need the same level of careers guidance at the same time.

### Aims

1. To encourage learners to be ambitious, broaden their horizons and explore their own futures throughout their life at Birtenshaw College
2. To ensure learners are ready for their next stage after Birtenshaw College
3. To follow the principles of the Gatsby Benchmarks
  - i. a stable careers programme
  - ii. learning from career and labour market information
  - iii. addressing the needs of each learner
  - iv. linking curriculum learning to careers
  - v. encounters with employers and employees
  - vi. experiences of workplaces
  - vii. encounters with further and higher education
  - viii. personal guidance

### Objectives

- support positive transitions to adulthood
- help learners to understand the world of work
- facilitate meaningful encounters with employers
- support learners to develop employability skills, qualities and attitudes
- enable learners to develop research skills to find out about opportunities
- support inclusion, challenge stereotypes and promote equality of opportunity
- contribute to strategies for raising achievement and increasing motivation

## **Roles and Responsibilities**

The Head of College is responsible for taking a strategic lead and direction for careers work in the College.

- Ensure each learner has an Aspiration and Destination Plan which is reviewed on a termly basis
- Liaise with Connexions to secure SLA
- Organise and co-ordinate Connexions appointments
- Ensure CEIAG is a focus for at least one learning walk/lesson observation
- Monitor and evaluate Connexions provision
- Ensure that the College is fulfilling its statutory responsibilities
- Monitor and evaluate CEIAG within the College QIP
- Ensure that provision meets the quality of a dedicated CEIAG award – Quality in Careers Standard
- Ensure Model 3 learners have a 'CEIAG Portfolio' – final personal statement, CV, Vocational Profile
- Plan CEIAG activities, events and visits for learners
- Monitor progress within Employability qualification
- Ensure staff access relevant CPD to fulfil their CEIAG responsibilities
- Ensure parents/carers are informed of the range of careers, information, advice and guidance support available
- Ensure CEIAG curriculum is resourced as appropriate
- Evaluate CEIAG provision from all stakeholders and use this to inform and develop future provision

## Teachers

### Model 1

Provide a range of multi-sensory experiences associated with jobs.

### Model 2

- Link curriculum areas to different work opportunities, jobs and careers
- Help develop learners' employability skills within lessons
- Promote progression routes and accreditation opportunities within curriculum areas
- Help prepare learners for the world of work
- Qualification: BTEC Pre-Vocational Studies (EL1 & EL2)

### Model 3

- Link curriculum areas to different work opportunities, jobs and careers
- Help develop learners' employability skills within lessons
- Promote progression routes and accreditation opportunities within curriculum areas
- Ensure all learners have a CEIAG Portfolio
- Support work with Connexions
- Develop external work placements
- Monitor and evaluate work placements
- Qualifications: ASDAN Employability (EL2, EL3, L1, L2), City and Guilds Skills for Working Life (EL2 & EL3), BTEC Pre-Vocational Studies (EL1 & EL2), BTEC Introduction to Vocational Studies (EL3), BTEC Vocational Studies (L1 & L2)

## **Staff Development**

Staff are supported to access relevant CPD to fulfil their CEIAG responsibilities. There is a training needs analysis which is conducted at least annually.

## **Delivery of the Careers Programme**

The purpose of the curriculum at Birtenshaw College is to enable learners to develop their self-awareness and to raise their aspirations and motivation which will enable them to make a smooth and successful transition from College to adulthood.

The views, interests and aspirations of learners and their parents/carers, as outlined in their Education and Health Care Plans, informs our personalised approach to learning and the appropriate pathway for each learner:

Model 1 Pathway: Learning for Living (Pre Entry. M1-M3)

Progression Focus: Developing life skills and the ability to make choices.

Model 2 Pathway: Preparing for Adulthood (Pre-Entry M4 – M8).

Progression Focus: Increased independence and development of employability skills for voluntary work.

Model 3 Pathway: Preparing for Employability (Entry Level 1 – Level 2)

Progression Focus: Increased independence and preparation for paid employment.

We believe that disabled young people have a right to work - we want employment to be seen as a key part of their life. As such, the curriculum offer is based on the four Preparing for Adulthood outcomes which are based on what disabled young people say is important to them. These include paid employment and higher education, housing options and independent living, good health, friends, relationships, community inclusion and choice and control over their lives and support.

## **External Providers**

Birtenshaw College has a Service Level Agreement with Connexions in order to provide good careers advice and guidance to help young people with their decision-making.

## **Vocational Profiles**

Learners are supported to complete their vocational profile workbook with a member of staff.

<https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm>

This is a useful and successful way of finding out what kind of job a young person may be interested in. It can also inform the range of work experience that a young person does.

## **Work Experience**

Work experience is an opportunity to introduce young people to the world of work, and layer up the skills needed to help them get a job in the future. We believe that, through effective partnership working, the barriers that currently prevent young people with

special educational needs and disabilities (SEND) from accessing work experience, can be broken down to ensure that lives can be changed - one experience at a time.

We are working towards three Work Experience Models at Birtenshaw College:

1. Experiential Model where a young person accesses one or two short periods of work experience to broaden their understanding of the world of work, and to inform future study options. This may be undertaken internally.
2. Vocational Model where a young person is matched to an employer linked to their longer - term employment aspirations. This is often undertaken one or two days a week, for an extended period of time and enables them to layer up the skills needed to do the job.
3. Extended Model is a part of a structured study programme, where the student is based primarily with an external employer for an extended work placement, i.e. a supported internship; intended to help students obtain sustainable paid employment by equipping them with the skills for work through learning in the workplace. The internship normally lasts for a year and includes an unpaid work placement of at least 6 months. Birtenshaw College is currently investigating this route.

### **Employers**

Staff actively seek employers based on the interests of learners and desired outcomes stated in EHCPs.

### **External links**

The College has membership of the Community Volunteers Service (CVS) Employment Forum, Bolton's 100 Day Challenge Task Group, the North West Preparing for Adulthood Network Group and Natspec's Employment Forum.

### **Professional Association**

Birtenshaw College is a member of the British Association for Supported Employment (BASE).

### **Resources**

Birtenshaw College is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources. Two company vehicles have been provided to facilitate external work placements.

### **Qualifications**

Learners are able to achieve the following qualifications on the Employment pathway:

- City and Guilds Skills for Working Life (Entry Level 2 & Entry Level 3)
- BTEC Pre-Vocational Studies (Entry Level 1 and Entry Level 2)
- BTEC Introduction to Vocational Studies (Entry Level 3)
- BTEC Vocational Studies (Level 1)
- ASDAN Employability (Entry Level 2, Entry Level 3, Level 1 and Level 2)

## **Monitoring**

The College has achieved Stage 1 of the Quality in Careers Standard. This is the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning. It is fully aligned with the eight Gatsby Benchmarks for "Good Career Guidance" and fully complies with the Department for Education's 'statutory guidance'.

Birtenshaw College will continue to use this Quality Standard as part of its self-evaluation. This will incorporate

- learner feedback on their experience of the careers programme and what they gained from it
- staff feedback on the delivery of CEIAG, work placements, etc.
- gathering feedback from external partners and from parents/carers
- learner destination figures