



Careers Education, Information, Advice and Guidance Policy

UTC Reading

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Policy Coordinator: Director of Industry Relations, Stephanie Mitchell

Reviewed: Business Relations Manager, Michael Halliday

Introduction

Statutory Duty

From the 'Careers Guidance and Inspiration in Schools' 2017 document, the Department for Education outlines statutory duty as the following:

"The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 (12 – 18 Year Olds) to Year 13 (17 – 18 Year Olds)."

"The governing body must ensure that the independent careers guidance provided;

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Legislation

Our statutory duty meets the legislation Section 42A and 45A of the Education Act, 1997.

School Ethos and Overview

UTC Reading is a University Technical College that delivers Computer Science and Engineering excellence for 14 to 19 year olds.

We aim to educate and train the next generation of technicians, engineers and industrial innovators.

Our vision is for our students to be inspired by the relevance and challenge of solving real life industrial and community problems. They will rapidly gain the confidence and both the technical and personal skills to become the creative contributors on whom our business and public services can rely for shaping and driving the future of our society.

The ethos of UTC Reading is inclusive, enabling and non-hierarchical. Every student and member of staff is encouraged and expected to continuously strive for improvement, setting themselves goals that are both personally challenging and constructive for the community as a whole. In a climate of mutual support and respect, individuals gain the motivation to work with initiative and independence and also the self-confidence to ask questions and to seek the help of others.

UTC Reading is wholly committed to providing a high quality, planned and impartial programme of careers education, information, advice and guidance (CEIAG) for all students in attendance at the college.

Links to Other Policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, including;

- Assessment Policy
- SEND Policy
- Curriculum Policy
- Safeguarding Policy
- Disability Access Statement
- Tutoring Policy
- Partnership Protocols for Working
- Mentoring Policy
- Enrichment Policy
- Individual Needs Policy
- Curriculum Partnership Policy
- Equality and Diversity Policy
- Gifted and Talented Policy
- Equality Policy
- PSHCE Policy

Objectives and Aims

Aims

- To ensure every student leaves school prepared for modern life in Britain
- To ensure academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours needed to get on in life.
- To ensure all students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment
- To provide high quality, independent careers guidance that is crucial in helping pupils emerge from school more fully rounded and ready for the world of work
- To ensure all students are well informed when making subject and career decisions

Implementation of Objectives

- For all students at UTC Reading to have a minimum of 10 hours contact time with external industry partners
- For all students to have open access to impartial careers information and resources including information about apprenticeships and vocational pathways, through the One Note platform
- To have all staff in the college able to provide impartial advice and guidance to all students, to enable them to reach their academic, personal and career aspirations
- To continue to build upon new and existing relationships with a range of partners including business organisations, employers, local authority networks, colleges, apprenticeship providers, trainers and universities
- To have all key stakeholders engaged and contributing to the provision of CEIAG, including students, staff, industry partners and parents/guardian
- For CEIAG to be embedded in the ethos of UTC and throughout the delivery of curriculum content, PSHE programme and enrichment activities

Monitoring and Evaluation

- Analysis of student destination data and, where possible, information about their progress in further or higher education, training and employment
- Surveys taken by students, staff and industry partners after each significant event
- Department development plans and progress of these
- Monitoring of students at each event including gender, age and year group
- Careers Audit as provided by The Careers and Enterprise Company
- Feedback from industry partners outlining both positive and areas for improvement
- One Note platform to monitor student progress with applications for university and/or apprenticeships.
- GroFar Platform providing a complete careers guidance management solution (Demonstration June 2017) with expected implementation for academic year 2017 – 2018

Outline of Provision and Implementation

Staffing

Business Relations Manager; Michael Halliday

- Liaises with industry partners
- Organises industry events, such as career talks, workshops, enrichment, mock interviews
- Coordinates classroom support (CoTeach) for project based learning
- The management and co-ordination of the various aspects of Careers Guidance
- Provides one to one careers advice, and mentoring for students
- The Business relations budget allocation and management

Director of Industry Relations; Stephanie Mitchell

- Responsible for monitoring the quality and impact of UTC Reading CEIAG events
- Bridging the gap between teachers and the Business Relations Manager
- Responsible for raising the profile of and encouraging more women into STEM subjects
- Organising and planning CEIAG documentation
- Writing the Industry Relations Department Development plan in line with the School Improvement Plan
- Updating the school's CEIAG policy
- Striving to achieve the Career Mark Quality Standard for UTC Reading

Events Coordinator; Amy Sutcliffe

- Organises, plans and implements all industry partner and employer related activities
- Liaising with industry partners to ensure information is communicated effectively
- Communicating events and CEIAG activities to all key stakeholders; staff, teachers & parents
- Keeping social media platforms and internal marketing platforms up to date with correct and relevant event information.
- Collating and monitoring student attendance at events

Futures and Destinations Coordinator; Nicola Gibson

- To provide 'The Big Debate' PSHE topics for tutorial, to encourage skill building
- Responsible for futures and destinations of students at UTC Reading
- Providing students will impartial CEIAG information through internal One Note Platform
- Tracking and monitoring progress of Year 13 students as they complete university and/or apprenticeship applications
- Providing referral system to external CEIAG advisor, Adviza

Director of KS4; Jennie Thompson, Director of KS5; Tanya Powell

- Coordinate, plan and implement careers related activities within tutor time
- Coordinate information gathering form tutors
- To be the first in line of support for students

Curriculum Directors

- Responsible for ensuring relevant information about career events are communicated effectively to the relevant party
- To feedback on any particular students that may have specific career aspirations, wants or needs that warrant bespoke support
- To attend career events that support their department
- To be active in planning and organising CoTeach with the Director of Industry Relations

Resources

Funding is allocated in the annual budget. The Business Relations Manager; Michael Halliday is responsible for the effective deployment and preparation of resources. Director of Industry Relations; Stephanie Mitchell is also responsible for a separate business relations budget and the effective expenditure of this.

KS4 & KS5 Provision

See Entitlement Statement for more information

KS4

- Enhanced self-knowledge of career pathways and employability skills
- Information about future options available e.g. KS5, apprenticeships
- Had at least 20 hours of contact time with industry partners over a two year span
- Gained direct experience of the work place
- Been involved in group mentoring with industry partner support and guidance
- Individual meetings with external company Adviza, on an ad hoc basis
- How to produce, write and maintain a good CV
- Assemblies and talks provided by external parties about future careers
- Project Based Learning provided by industry partners linked to their specialisms

KS5

- Increased knowledge of careers and pathways available once leaving KS5
- Had at least 20 hours of contact time with industry partners over a two year span
- Been involved in group mentoring with industry partner support and guidance
- Been supported through the decision making process regarding higher/further education as well as alternative routes such as apprenticeships and employment after Year 13
- Monitoring and tracking through the UCAS application process
- Had the opportunity to take advantage of further work experience opportunities
- Enhanced personal and employability skills valued by employers such as time management, problem solving, resilience, communication and team working
- Had further opportunities to develop interview skills with industry partners
- Attended UTC Reading Careers Fair which gives impartial advice about future job prospects, as well as university and apprenticeship routes
- Attended UCAS Day to support with the university application process
- Assemblies and talks provided by external parties about future careers
- Project Based Learning provided by industry partners linked to their specialisms

Work Experience

Work experience is a compulsory part of education here at UTC Reading. We expect all students in Year 10 and 12 to achieve at least one-week work experience during the summer term. Work

experience is optional for all other year groups, but highly recommended. All work experience is administered through Sandra Taylor, Assistant Principal.

Employer Engagement

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. Our lead partners are Microsoft, Cisco, University of Reading, PBA, and Network Rail but to name a few. Our industry partners engage with our students in a number of different ways:

- Mentoring and coaching
- Delivering talks to students about the world of work
- Offering work experience and apprenticeships for our students
- Workshop days including problem solving and team building
- Work Related Learning; CoTeach – Employer led curriculum learning
- Careers fairs and Career networking events
- Employability skills workshops
- Representation at Open Evenings and Taster Events
- Delivering impartial careers talks to the public, hosted at UTC Reading
- CV writing workshops
- Mock interviews for students achieving the Duke of York award
- Trips and visits to the workplace

Information

Students have access to a vast range of information in a multitude of places:

- One Note: All students have access to a 'UTC Futures and Destinations' One Note, which outlines apprenticeship offers, employment advice, industry partner details, university application processes and UTC KS5 Courses
- UTC Reading website is consistently updated with the latest information about careers events happening at the College
- External social media platforms and internal marketing platforms are updated on a regular basis providing students with information
- Important information is communicated with students via Yammer and Email (internal systems) which give details about apprenticeships and other opportunities

Impartial Advice

UTC Reading works closely with external providers that regularly visit the school and meet students in groups and/or one to one.

- Adviza: Fortnightly presence on UTC Reading site, meetings booked via pastoral leads, tutors or reception
- Partner-related Careers Advice and Application Support: Provided by the Business Relations Manager, offering sessions as and when students are available.
- Group Mentoring: Plans for academic year 2017 – 2018 to put in place group mentoring sessions, provided by industry partners, led by Fairsale

Quality Standards

UTC Reading is currently working towards accreditation of CEIAG by revalidating its Career Mark award to quality assure the provision of CEIAG delivered at the establishment. The Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both to themselves and to the working world and to make good choices that are successful for them. Using Career Mark will enable UTC Reading to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective.