

CAREERS POLICY

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This policy meets all the requirements of SEN and Disability (SEND) Code of Practice. It will be reviewed annually or when there is a change in circumstances, in work practices or the introduction of new legislation.

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LifeBridge ASEND Careers Policy

1. Introduction and Context

Our mission is that through our innovative and unique 'Pathway to Employment', we will 'Increase the opportunities for sustainable paid or voluntary employment for our learners'.

Maximising the life chances of our young people is at the heart of LifeBridge ASEND College provision. We want our learners to be valued members of their local communities and so we need to adequately prepare them for employment opportunities and for life beyond college.

Through LifeBridge ASEND 'person centred' approach to planning, learners are able to articulate their dreams and aspirations for their future and adult life by completing an 'Employment Plan' and taking part in an individual tailored work placement.

2. Purpose and Principles

We have adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice & Guidance (CEIAG).

This policy covers CEIAG given to learners on our employability and independence study programmes, and has been reviewed in line with the published Department for Education (DfE) guidance document '[Careers guidance and access for education and training providers](#)' (DfE, September 2022).

The purpose of this policy is to ensure all learners and potential learners have access to informed, impartial and supportive careers education and guidance which will enable them to make informed career decisions which are consistent with their abilities, needs and education.

LifeBridge ASEND College is committed to providing high quality and impartial Careers Education, Information, Advice and Guidance (CEIAG) which supports learners to plan towards and achieve their career goals and aspirations. This policy responds to the duties of LifeBridge ASEND in accordance with statutory guidance including meeting the eight Gatsby benchmark requirements.

CEIAG will promote the following to all learners: self-development, career exploration, workplace experience, independent investigation and progression planning. Careers, information and advice activities have been designed to meet the needs of all learners. Activities are delivered by tutors and support staff in BTEC Workskills lessons and as part of the general curriculum. Additional impartial CEIAG will be delivered by a professionally qualified Level 6 Connexions Careers Adviser. This approach supports successful progression and reflects every learner's stage of career learning, planning and development. Consideration is given to each individual's special educational needs.

3. Roles and Responsibilities

The responsibility for implementation of this policy lies with the Principal of LifeBridge ASEND and the Senior Leadership Team.

3.1 The Principal of LifeBridge ASEND and the Senior Leadership Team are responsible for ensuring:

- All staff are aware of this policy.
- There are sufficiently qualified and experienced staff and resources.
- All staff have access to training, support and resources which are appropriate to their role.
- Maintenance of quality assurance of standards reflecting Gatsby benchmarks.
- Monitoring and recording of all intended progressions and destinations for learners to ensure they progress to a positive destination.
- Ensuring there is an appropriate Service Level Agreement in place with Connexions.

3.2 The Employability Engagement Officer is responsible for ensuring:

- Liaising with the designated impartial careers adviser (Bolton Connexions) for LifeBridge ASEND as per the terms of the Service Level Agreement.
- Co-ordinate dedicated careers sessions and employer presentations and inspirational talks where possible.
- Complete vocational profiling with individual learners and develop employment plans with employers.
- Setting SMART employability targets for individual learners.
- Exploring and creating work placement opportunities that fit the needs and aspirations of individual learners.
- Job Coaches are deployed where necessary to provide appropriate support to ensure work placements are successful.
- Reporting destinations data to the Principal of LifeBridge ASEND

3.3 The Impartial Careers Adviser is responsible for:

- Providing sufficient course information and advice to enable prospective learners to make suitable choices.
- Providing information related to progression to Employment, Further Education and Independent Living.
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to the learners' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.
- Attend EHCP reviews for those leavers who need further input to determine positive destinations.

3.4 Tutors and support staff are responsible for:

- Ensuring that they are aware of specialist services, maintaining effective working links and making relevant referrals when required.
- Have a good working knowledge of the Gatsby benchmarks and use these as the central focus when designing and delivering CEIAG activities.

4. LifeBridge ASEND Learners and parents / carers

LifeBridge ASEND values the importance of recognising each individual's talents, goals and aspirations of our learners. All learners at LifeBridge ASEND have an Education, Health and Care Plan (EHCP) in place under section 37 of the Children and Families Act 2014. The EHCP is a main focus for planning, setting and achieving targets to include Preparing for Adulthood and Employability.

- Parents / carers will be kept informed of any work placements that are organised and learner progress throughout its duration.
- Learners will be actively involved in and take ownership of their progression planning and career development.
- Learners will attend planned tutorial sessions, careers education and guidance activities including careers guidance interviews with a Level 6 impartial careers adviser. .
- Learners will actively work towards identified targets.
- Learners will work cooperatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.

5. Partnerships with Employers

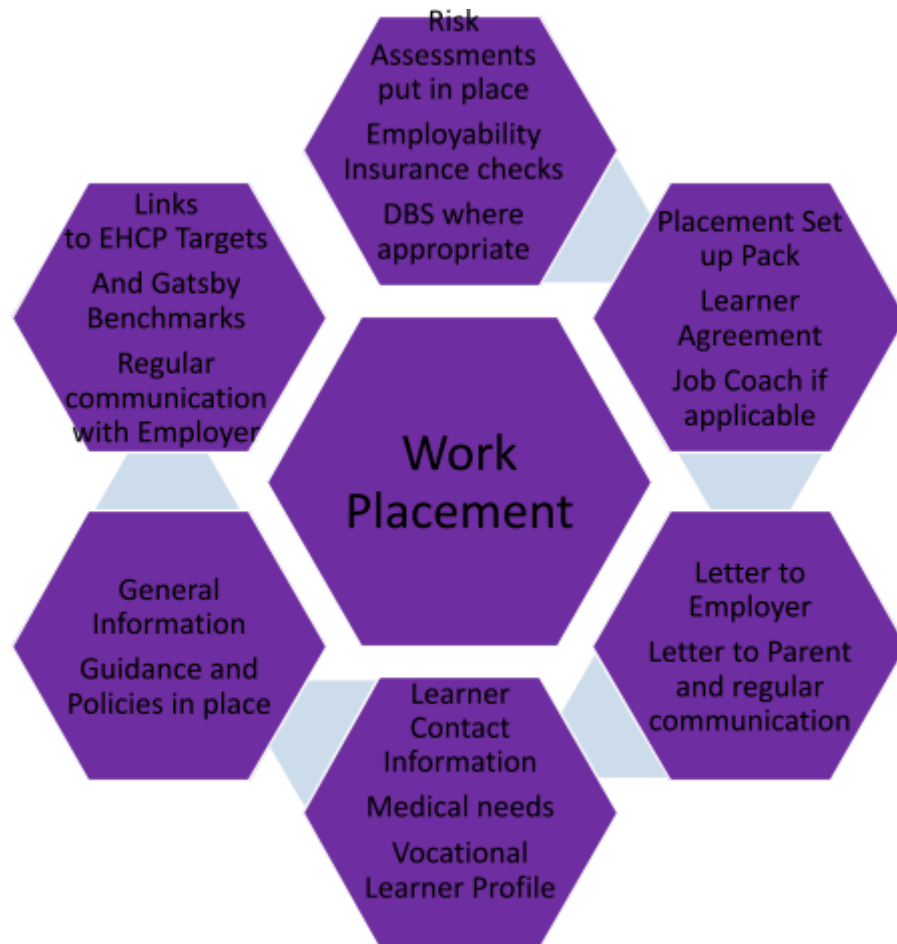
By developing effective working relationships with employers and businesses before a work placement commences, LifeBridge provides them with an individual and tailored 'Employment Plan', learning agreement and risk assessment prior to a work placement taking place.

Job coaches will work alongside employers where necessary to ensure appropriate training and strategies are put in place to support the needs of the young person. This will enable work placements to be sustainable and successful.

Our aim is that employers will feel confidence in the ability of the learner to fulfil a job role and work placements where possible will lead to a positive outcome and learners will secure future paid or voluntary employment.

The Employer Engagement Officer has responsibility for facilitating work placements. Refer to the Work Placement Process (page 6) for more information.

LifeBridge ASEND Work Placement Process



6. Gatsby Benchmarks

In accordance with D f E guidance, LifeBridge ASEND have utilised the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for learners to access experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, further education colleges and training providers. The benchmarks support LifeBridge ASEND by providing a framework around which we have developed our careers programme in line with our legal requirements to provide independent careers guidance to learners aged up to 25 with an education, health and care plan.

Please refer to Appendix 1 which details how LifeBridge ASEND implements the eight Gatsby benchmarks.



Appendix 1

Gatsby Benchmark 1

A stable careers programme – Every college should have an embedded programme of careers education and guidance, which is clear and understood by learners, parents/carers, tutors, governors and employers. All linked through Inclusivity, Equality and Diversity.

Learners and Parents/Carers

- Careers programme – linked to Website
- Initial Assessment to baseline personal goals and aspirations
- Impartial Careers, Education, Information, Advice and Guidance (CEIAG)
- Education Health Care Plan (EHCP) outcomes linked to curriculum and employability targets
- Personalised learner timetables
- Careers Events
- Business and Employer presentations and visits
- Alumni Events
- Parents open days/evenings
- Real life experience
- Industry Days

Teaching Staff

- Continuous Professional Development (CPD)
- Training in strategies to support our young people to achieve their personal career aspirations and targets
- Coherent schemes of work for preparation for employment
- Delivery of BTEC Workskills at the appropriate level
- Personalised timetables to incorporate vocational days and work placements.
- Learner log books

Board of Governors, Directors and Trustees

- Updates to the governing body, board of directors and trustees through presentations and reports

Gatsby Benchmark 2

Learning from career and labour market information – Every learner and their parents/carers, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- Impartial Careers, Education, Information, Advice and Guidance (CEIAG) from a Level 6 Careers Advisor
- Learners EHCP reviews
- Working with Local Authorities and supporting transition to next destination
- Parents open days/evenings
- Sourcing current and relevant information regarding current trends in the labour market from our local Connexions service
- CPD and staff training sessions to keep updated with career and labour market information
- Industry Days
- Visits to local businesses to consider future employment opportunities such as Carrs Pasties, Mercedes, Good Companions Allotment, the Triangle Cafe.



Gatsby Benchmark 3

Addressing the needs of each learner – Learners have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each learner. A college careers programme should embed equality and diversity considerations throughout.

- Planned initial two year learner journey on the Employability Pathway with opportunity for extended study
- Impartial Careers, Education, Information, Advice and Guidance (CEIAG)
- Education Health Care Plan (EHCP) outcomes linked to personal aspirations and employment goals and targets
- Employer talks linked to learner interests and realistic opportunities
- Industry Days to enthuse ambition and progression in employment
- Project work to create opportunities based on individual needs and aspirations and form long term partnerships within the local community
- Job coaches to support individual needs, implement strategies to ensure employment is sustained and inspire progression
- Differentiated learner work log books
- Annual training for staff related to embedding equality and diversity

Gatsby Benchmark 4

Linking curriculum learning to careers – All teachers should link curriculum learning with careers. STEM (Science, technology, engineering and mathematics) subject tutors should highlight the relevance of STEM subjects for a wide range of future career paths. Study programme should also reflect the importance of Maths and English as a key expectation from employers.

- Work experience and work skills
- Individualised timetables
- Employer notice boards and posters
- Links to curriculum
- BTEC courses linked to end destination
- Industry days
- Embedding functional skills in maths and English across the curriculum
- ILP's
- Scheme of Work
- Lesson plans
- Trackers



Gatsby Benchmark 5

Encounters with employers and employees – Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speaker, mentoring and enterprise schemes, and should include learners own part time employment where it exists.

- Mock Interview days hosting by local employers
- Work Experience opportunities to develop transferable work skills
- Employer Engagement Events and Industry Days including Skills Workshops
- Alumni Events
- Engagement with local businesses and community ventures

Gatsby Benchmark 6

Experience of workplaces – Every learner should have first-hand experiences of the workplace through work visits, work shadowing and /or work experience to help their exploration of career opportunities and expand their networks.

- External and internal work experience and placements matched to the individual learner
- Weekly vocational day to develop the transferable skills needed for employment
- A programme of study towards achievement of the BTEC Work Skills qualification which embeds skills necessary to support successful work experience
- Informative ‘Day in the Life of...’ presentations to encourage learners and enable them to visualise a variety of job roles
- Alumni – sharing of former learner experiences in the workplace
- Industry Days



Gatsby Benchmark 7

Encounters with further and higher education – All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- Transition Event to support next destination
- Visits to external providers including vocational opportunities
- College visits to local further education colleges
- Access to college prospectus
- Impartial Careers, Education, Information, Advice and Guidance (CEIAG)

Gatsby Benchmark 8

Personal Guidance – Every learner should have the opportunity for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to the appropriate level. These should be available whenever significant study or career choices need making to meet individual needs.

- Employment Engagement Officer personalised sessions
- Individualised meeting with Level 6 impartial Careers Advisor at key transition stages
- Experienced team of job coaches to support learners if required
- Form tutor sessions and regular updates and feedback on achievement of targets and goals
- Engagement with parents and carers to inform progress against agreed careers targets and discuss next steps