



Policy Information	
Version number	V2.0
Date of issue	November 2022
Date of next review	September 2023
Person responsible for review	Natasha Roberts – Assistant Head of College
Ratified by:	Governing Body

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the college. The Head of College, along with the Executive Head will take a key role in monitoring and evaluating the policy. The policy along with other college policies will be available on the college website. The Governing Body will review the policy annually and assess its implementation and effectiveness.

Purpose:

This policy provides a detailed description of the responsibilities for staff and governing body involved in careers education information and guidance provision (CEIAG) in school. It complies with statutory requirements for Careers Education for schools in England, especially those relating to legislation contained in the Education Act 1997 (sections 42A, 42B and 45A) and the Education and Skills Act 2008 (section 72).

Roles and Responsibilities

Head of College to give "explicit backing" to the Careers Leader to ensure there is strong strategic leadership to develop a progressive and impactful careers programme. The Governing Body is responsible for offering strategic support to college leaders and by holding the Head of College to account for the quality of provision of careers education, information advice and guidance. Encourage employer engagement for careers, they should be ensuring that the college meets its statutory requirements for the provision of work-related learning and employer engagement for all its scholars. The Link Governor for careers is also encouraged to ensure that the college is constantly reviewing its practice. The Link Governor for careers should meet regularly with the college's dedicated Careers Leader to ensure that there is a coordinated approach to careers and implementing the Gatsby Benchmarks.

The Careers Leader is responsible and accountable for the delivery of the college's programme of career advice and guidance. This involves: planning, implementing and quality assuring a careers programme for the college; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of, subject teachers, tutors and SENDCO. They are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people.

The Senior Leadership Team are responsible for contributing to strategy and provide back-up to the Careers Leader where needed to implement a careers programme. To support in driving improvement in the college's career provision. Ensure all staff are contributing to the careers programme and sharing the careers vision across the college. Subject leaders / all staff are responsible for linking careers to curriculum, ensuring scholars are exposed to the world of work in their subject areas. To support with PD and Careers related learning across the college. To have informal discussions with scholars regarding careers regularly through academic tutoring appointments. To resonate with the careers vision and support all activities, just as they would with curriculum learning.

Strategic responsibilities

Ensuring a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools, as the framework used to guide provision in school with the support of Nacho Galvez, Enterprise Coordinator with Leicester & Leicestershire Enterprise Partnership and a dedicated Enterprise Adviser (Dekra).

Creating a cycle of activity and meetings with those responsible for delivery in college to drive the planning and monitoring of careers education information and guidance.

Interrogating student destinations and the careers education information and guidance audit to ensure the strategic plan is evidence-led and focused on key priority areas.

Ensuring timely and relevant messaging around careers education information and guidance to Governors, SLT and key staff as appropriate to gain buy-in and embed knowledge and understanding of careers education information and guidance across the whole college.

Ensuring that pastoral and CPD activity is linked to needs identified in careers education information and guidance provision priorities for the year.

Identify need and access relevant support from Leicester & Leicestershire Enterprise Partnership and LEBC.

Operational Responsibilities

Ensuring a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools, as the framework used to guide careers education information and guidance provision.

Ensuring the strategic plan includes independent guidance for all scholars, and access for higher education and to speak with scholars.

Ensuring that relevant evidence is recorded against the strategic plan and programmes and activities are regularly evaluated for quality and monitored for impact.

Engaging with external businesses, higher education institutions and third sector organisations to create purposeful partnerships and secure high-quality student opportunities.

Facilitating and coordinating events and opportunities for scholars and ensuring that all safeguarding and health and safety requirements are met, particularly for off site visits, including UCAS convention and to partner universities.

Overseeing personal guidance opportunities for scholars to secure positive and appropriate destinations at the end of Year 13 and manage the destinations data collection process.

Developing and managing the alumni community within the college, ensuring that they are used within careers education information and guidance provision.

Making strong links within the college to ensure Careers education information and guidance provision is embedded across the curriculum, including liaising with colleagues delivering PD and enrichment programmes.

Our mission, values and aims

We know there is more to success than academic achievement alone. Education isn't simply about passing exams; it is about enabling scholars to learn the skills and qualities they need to be successful at MV16 and beyond. This will be done through various methods such as:

- **Self-development**
- **Reflective practice**
- **Career Exploration/ Employer Engagements**
- **Personal Development**
- **Career Management**
- **A growth mindset approach**

We want every student to do well so that they are leaving with knowledge of what their options are, whether that is to go to university, pursue a Higher/Degree Apprenticeship, and pursue the career of their choice. To support this, we ensure that alongside setting high expectations for academic progress, we also focus on building the habits and skills most desired by employers and universities which will be guided by the Gatsby Benchmarks as well as CDI Framework. Scholars will be guaranteed access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university / apprenticeship or career pathway after MV.

Destinations Data

We will collect the intended and final destinations of their Year 13 scholars and share with local authorities as part of our statutory responsibility. To go along this, we will also look at career aspirations in Year 12 this will support in analysing their journey at the beginning and end of year 13.

We will analyse destinations data on an ongoing basis and review intended destinations after May Year 13, once the UCAS deadline has passed and students have firmed their choices.

We will support scholars on results days with any changes to destination decisions and to remain in contact with students who are taking a Gap Year to ensure they have the support they require to continue with applications for both UCAS and Apprenticeship routes. This is supported through LEBC careers interviews in the summer term.

Annex 1: Careers Policy statement

Melton Vale Sixth Form College uses the Gatsby Benchmarks as a guide to plan our careers education information and guidance programme. As part of our commitment to informing our scholars of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to scholars.

We also proactively seek to build relationships with these partners as we plan our careers education information and guidance provision throughout each academic year to ensure that providers have multiple opportunities to speak to scholars and their parents.

MV16 ensures college staff involved in personnel guidance and pastoral support are up to date on their knowledge of these post 18 pathways, through a programme of Continuing Professional Development. Academy staff will work with scholars to avoid being NEET - Not in Employment, Education or Training.

Opportunities for providers to speak with scholars may include:

- Visiting speakers
- Assembly, in lunchtime talks, in special one-off events, etc
- Careers fairs
- Enterprise events (e.g. mini enterprises)
- Other work simulations
- Mentoring programme by employers
- Mock interviews and CV writing

MV16's careers education information and guidance programme is monitored for quality and impact by the Senior Leadership and Academy Council and monitoring of access to and opportunities to engage with, technical, vocational and training providers will form part of this process.

In the first instance, requests by providers should be sent to Natasha Roberts at nroberts@mv16.org.uk with a minimum of 6 weeks' lead time. All requests will be considered on the basis of: staffing availability to support the activity, clashes with other planned activity, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.