

A Strategy for Careers Guidance and Inspiration

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Our Strategy:

The careers programme at Soar Valley is developed in consideration of the needs of our students and parents and the Gatsby Reports benchmarks. The key areas are;

- ① A Stable Careers Programme
- ② Learning from Career and Labour Market Information
- ③ Addressing the Needs of Each Pupil
- ④ Linking Curriculum Learning to Careers
- ⑤ Encounters with Employers and Employees
- ⑥ Experiences of Workplaces
- ⑦ Encounters with Further and Higher Education
- ⑧ Personal Guidance

Our careers strategy is designed to enable that every student can access the college, apprenticeship or career of their choice and so our goal is for every Soar Valley College student to:

- Ensure that every student can access the Post 16 provider, university or career of their choice
- Develop good behaviours and skills, such as communication, creativity, problem solving, digital literacy and resilience in the face of challenge
- Have access and exposure to a range of opportunities which help build a picture of what they want their future to look like
- Make ambitious and informed decisions about their future.

Our Objectives:

- To have a clear plan for careers education, advice, information and guidance (CEIAG) for students in Year 7 through to 11.
- To engage with employers to raise aspiration through knowledge of careers and career pathways.
- To ensure students receive impartial, independent advice at all stages of their time at Soar Valley College.

Statutory Duties:

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 11 (16-16 year olds).
2. The governing body must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
 - Includes information on the range of education or training options, including apprenticeships and technical education routes.
 - Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. Please see Provider Access Policy on our website.

Introduction

Soar Valley College has statutory responsibility for securing access to independent and impartial careers guidance for all pupils in years 7-11. In the context of this duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

The aim of CEIAG is to raise our student's aspirations, broaden their horizons and empower them to make informed realistic decisions at all key transition points in learning and work. The role of our Careers Advisor is to assist young people's career learning, planning and development by leading and managing the development of Careers Education, Information, Advice and Guidance (CEIAG) in school. The colleges Careers Advisor, together with the

Careers Leader facilitates the contribution of colleagues, students and partners, develops the careers programme, organises resources and ensures that students have access to impartial information and guidance within the college.

Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and unbiased information.

Our NEET (not in employment, education or training) figures remain very low. Our 2017 leavers progressed successfully onto the pathways of their choice with only four year 11 students not taking up their offers, this represents 1.9% of the cohort.

Soar Valley College has strong links with outside agencies including universities and colleges, global corporations and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET
- Careers work also supports strategies for student’s personal and social development by:
 - Building self-confidence and self-reliance
 - Promoting positive and informed attitudes to learning
 - Promoting leadership, organisation, resilience and initiative
 - Developing good communication skills

Careers Guidance and Inspiration

The Careers programme is developed in consideration of the CDI (Career Development Institute) framework and the Gatsby Report's benchmarks. The key areas are:

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- ① A Stable Careers Programme
- ② Learning from Career and Labour Market Information
- ③ Addressing the Needs of Each Pupil
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Soar Valley College has an embedded programme of careers education and guidance which ensures that all students and their parents have access to good quality information about future study options and labour market opportunities. Students have different career guidance needs at different stages and therefore advice and support is tailored to the needs of each student. All teachers aim to link curriculum learning with careers with particular emphasis on the relevance of STEM subjects for a wide range of career paths.

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. All students understand the full range of learning opportunities that are available to them. This includes both academic, vocational and apprenticeship routes and learning in schools, colleges, universities and in the workplace. Every student has the opportunity for a guidance interview with a career adviser. This is available whenever significant study or career choices are being made.

Our careers strategy enables students to be:

- Engaged in understanding the world of work and motivated to pursue a job or career
- Aware of options in the labour market, locally, nationally and internationally.
- Able to make choices that support their aspirations and are aligned to labour market opportunities. Students are also aware of their current strengths and interests.
- Able to acquire skills and behaviours necessary to attain their desired employment.
- Able to attain and transition to their desired employment, or are en route to doing so in their career.

We have a planned approach to careers guidance in each year as follows with each activity mapped against the Gatsby Benchmarks:

Year 7

- Form time activities to identify transferrable skills from curriculum to careers. ③④
- Assemblies to introduce the concept of higher education. ⑦
- Careers education units in Tutor Period on getting to know yourself, identifying skills and qualities. ③
- All students will have one meaningful encounter with employer through assembly or tutor period. ②③⑤⑦
- Target group of students to visit Higher Education provider to raise aspiration. ③⑤⑦
- Curriculum based visits to work place for example theatre visit and back stage tour. ④⑥

Year 8

- Careers education units in PSHE to develop understanding of rights and responsibilities ③
- Tutor periods to develop understanding of skills and qualities, life skills, transferrable skills and first impressions, all designed to support students on their ongoing careers journey. ③
- Assemblies to re-introduce concept of further and higher education. ⑦
- Career talks as tasters subjects as preparation for the options process. ⑤
- Curriculum based career opportunities in STEM and English primarily. ④
- HE Visits for targeted group of students ③⑤⑦
- One meaningful encounter through assembly or within curriculum for example author visit. ④
- Curriculum based visits to work place or event for example Big Bang festival. ④

Year 9

- Development and understanding of soft skills and the interview process. ③
- Assemblies exploring different pathways Post 16 including apprenticeships and university. ⑦

- Curriculum based career opportunities, trips and visits. ④
- A project for disadvantaged students to work with our alumni. ③⑤⑥
- Careers fairs to meet a range of employers and organisations. ②③⑤⑦
 - Student support with Leicester Business Festival providing meaning encounters. ①②③
④⑤
 - Opportunity to attend Post 16 options evening. ①②③④⑤⑦

Year 10

- WOW (World of work) week which focuses on CV writing, understanding and development of soft skills, employer engagement through mock interviews, career carousel workshops and visits to industry. ①②③④⑤⑥⑦
- STEM engagement opportunities linked to careers in engineering, construction and science ④
- A project for disadvantaged students to work with our alumni. ③⑤⑥
- University visits ③⑤⑦
- Career talks to provide taster sessions into key industries such as law and medicine ②③
⑤
- FE taster sessions delivered by local colleges in school and on campus. ③⑦

Year 11

- Assemblies, parents' evenings with a focus on pathways at Post 16 ①③⑦
- Generating career ideas based on their own interests, skills and aspirations. ③⑦
- Encouraging students to explore their own career ideas and assess how well suited they are. ③
 - Helping them to prepare for transitions post-16. ②③⑧

- Tutor sessions to support students with writing personal statements. ①③⑦⑧
- Assemblies and parents' evenings ensuring students and parents are clear about the raising participation age and available options Post 16. ②③⑦⑧
- Use of Labour Market Information to demonstrate the changing job market. ②
- Workshops for students on college and in some cases, university choices to inform Post 16 choices. ①②③⑤⑦
- Post 16 Open Evening ①②③⑤⑦
- Pre-Apprenticeship Programme to support those students wishing to follow this pathway ③⑧

Employer Engagement ②③④⑤⑥

Working with employers aims to understand the challenges faced by organisations employing young people through collaborative sharing of skills, knowledge and vision. We want our school to be known as the school that works with employers to understand the employers' approach to human resources so that we can proactively boost the employability competencies and job prospects of our young people.

Working with employers also enables us at Soar Valley College to provide impartial careers guidance across a range of pathways such as university, apprenticeships and other vocational pathways.

We aim that all students have at least one meaningful encounter with an employer per year but this is often much higher.

Alumni ②③④⑤⑥⑦

Soar Valley College has set up an alumni network to recruit former students with the aim of growing our employer network. This is a new initiative that will continue to develop. Our alumni community gives us access to role models from a wide range of backgrounds, careers and experience. In addition, we hope to expand our alumni so that they are able to support us further with work placement opportunities, student mentoring and our employer engagement activities.

If you are a former student of Soar Valley College and would like to get involved, please email Careers@soarvalley.leicester.sch.uk

Enterprise Network

Soar Valley College is part of the Careers and Enterprise Company's Enterprise Network. We are delighted to work with Sarah Bird, Personnel Manager, Leicester Space Centre who is our Enterprise Adviser.

This partnership between the LLEP, Leicester Space Centre and Soar Valley College aims to:

- Support the delivery of world-class careers guidance to our students.
- Undertake strategic planning; developing skills in communication and strategy development.
- Build strong working relationships and provide insight into the professional services sector and the opportunities available in the local labour market.
- Support the development of the college's local business network.

Working alongside Sarah and the LLEP this year, we aim to increase the numbers of businesses supporting our calendar of careers events as building student's enterprise skills.

Management

Ms Claire Houlton is the Careers Leader with responsibility for Careers at Soar Valley College. Our Careers Adviser is Mrs Simmi Patel who is qualified at Level 7 in Careers Guidance. Claire Houlton has completed a Level 7 Careers Leaders course through Nottingham Trent University. Mr Wayne Ridgeway (Assistant Vice Principal) is our SLT link for Careers.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through some curricular areas with good practice highlighted in Science and Design Technology. Careers information is available via our website and Soar Valley College additionally actively promotes the National Careers website/helpline and the apprenticeship website as well as Positive Steps@16 for Post 16 applications.

Data

Soar Valley College uses both internal and external data to support the following:

- Destination data to inform curriculum planning
- Data to inform the Local Authority to support students targeted as at risk of not participating at Post 16.

Our school data also identifies those students who need extra support with applications. These students may be highlighted as requiring additional support to make applications or with transition through to Post 16. Examples could be students who are looked after, students with reduced attendance, other vulnerable students and those with low prior attainment. It is Soar Valley's aim that none of these barriers will prevent any student from moving onto their next step and will ensure that this progression is appropriate and supported.

Evaluation of Programme

The career's programme is evaluated each year using the Gatsby Benchmarks and all students, parents and staff are invited to contribute to the evaluation.

Additionally, the effectiveness of the careers programme is evaluated by analysis of students' destinations at post-16 and Careers Guidance and Inspiration.

It is important that we measure the impact of our strategy through student, employer and parent feedback. We also track the destinations of our students Post 16. We use the Careers and Enterprise Company's Compass Tool self-assess our strategy against the Gatsby Benchmarks.

- Students have high aspirations for their careers which build from Year 7.
- Students understand where and how to research career and labour market information and the importance of advice given by career advisers.
- Throughout their time at Soar Valley College students develop an understanding of the importance of employability skills for the workplace.
- Throughout the 5 years that our students are with us, they meet a wide range of employers, businesses and organisations from the world of work.

All students receive independent careers guidance to meet their individual needs.

Education and apprenticeship providers are regularly invited to speak to the students, either as a whole group or as small targeted groups.

If any provider would like to request to be part of the Careers Programme, please contact Claire Houlton (Careers Leader) via email choulton@soarvalley.leicester.sch.uk. There is scope within our PSHCE and Assembly programme which could include some lessons as well as the Post 16 Options Evening in October (where time and facilities are available) to raise the awareness of the opportunities available to all young people. This could be through presentations in the main hall, or smaller group work with targeted individuals (access to most equipment is possible with the appropriate notice).