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# Careers Strategy (including Operational Plan)

Halesowen College is committed to supporting learners to access high quality support to make decisions about the next step that is right for them, and to aspire to achieve their full potential. Our approach, through learners developing knowledge of career pathways and developing career management skills, seeks to impact learners’ early career and long-term healthy career success. Halesowen College is committed to improving the life chances of our learners by offering a programme of CEIAG that is stable, structured and delivered by individuals with the right skills and experience. The Strategy is aligned to the Halesowen College Strategic Plan, Gatsby Benchmarks, and ensures compliance with the Careers Guidance (2021) requirements set out in our funding agreement and to meet OFSTED EIF.

The overall aim of this Careers Strategy is to ensure that the CEIAG offer provides learners with high quality opportunities to prepare learners for the next stage and transition into positive destinations and long-term healthy career success. We will:

* Continuously review the impact of our CEIAG.
* Increase careers advice and guidance to be an integral part of the college offer.
* Strengthen strategic partnerships with employers and higher education.
* Meet the requirements of the Careers Guidance: guidance for further education colleges and sixth form colleges February 2018.
* Ensure that the Gatsby Benchmarks are fully embedded in our CEIAG Programme.

Thereby we will meet the College strategic objectives:

*To provide the highest quality teaching and learning leading to excellent outcomes*

*To support the local community and economy by providing the broadest range of purposeful and appropriate educational opportunities*

*To provide a College estate and other resources that are fit for 21st century learning*

*To ensure that the College remains financially sound and is able to respond to the needs of learners, employers and the local community*

## The eight Gatsby benchmarks of Good Career Guidance

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

The college’s careers programme and enrichment activities compliment the key themes of the Career Development Framework (April 2021) from the Careers Development Institute (CDI).

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| Objectives | **A structured careers, employability and enterprise programme that meets the requirements of the Gatsby Benchmarks and is embedded within College structures** | |
| [**1**]  **A stable careers programme** | Actions | |
| 1.1 | Named Careers Leaders to ensure the leadership and coordination of a high-quality careers programme. |
| 1.2 | Publish details of the careers programme so that it is known by learners and parents/guardians, and external stakeholders. |
| 1.3 | Work in collaboration with external stakeholders to monitor and evaluate impact of the programme. |
| 1.4 | Routinely review at CLT, the operational plan attached to this strategy. |
| * 1. At induction learners are provided with a clear programme of careers activities determined by their level of study. Careers to create menus for distribution to personal coaches   2. Website to include the range of activities differentiated by level of study but in its broadest sense but this provides an overview to parents.   3. Termly meetings with a small working group – the Careers Board comprising employers (e.g Howells, CEC Coordinator Nathan Hutchinson, two representatives of the student body, CL and Careers Adviser, two representatives from teaching staff). Clear focus to gain feedback on the delivery and impact of the careers programme.   4. Termly report produced by Careers to inform CLT. | |
| [**2**]  **Learning from career and labour market information** | **Develop and provide learners, their parents/guardians access to good quality information about future study options and labour market opportunities** | |
| Actions | |
| 2.1 | Provide adequate and appropriate advertising of a range of LMI and CEIAG services in accessible and learner/parent friendly formats. |
| 2.2 | To ensure all staff maintain up to date CPD and LMI training. |
| 2.3 | To use up to date LMI to support learner with their future study options and decision-making for their next steps. |
| 2.4 | Provide a range of platforms for accessing information including employer and HE encounters and provide a targeted option day event for students with SEND and their families to explore future next steps. |

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|  | 2.1 Each main teaching block/area to have a dedicated careers board, increasing careers visibility. Careers newsletter created by Careers with SSM/Head of Division input on college website and careers section of Moodle.  2.2 Liaison with Staff Development Unit to ensure all staff receive industry relevant CPD eg one day’s staff development earmarked at Industry Day, teaching staff/professional support staff link up with employers/universities to update knowledge.  2.4 Increased usage of Unifrog as the platform for recording interventions (activities are occurring but not recorded centrally) |

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| Objectives | **Raise aspirations and challenge stereotypes by raising awareness of the wider options, through a range of interventions, initiatives and employer encounters** | |
| [**3**]  **Addressing the needs of each student** | **Actions** | |
| 3.1 | Work in collaboration with curriculum and college support teams to tailor CEIAG according to learners’ individual needs, and embed CEIAG appropriately within each curriculum. |
| 3.2 | Provide a range of activities and initiatives that broaden horizons and access to networks (Career Ready, Social Action projects, Girls in STEM, Degree Apprenticeships, Oxbridge) |
| 3.3 | Further develop systems and processes to accurately record individual interventions. |
| 3.4 | Use intended, planned and actual destination data to measure impact and improve and develop the CEIAG programme. Destination data only measures outcomes not impact. Destination data combined with impact measures used to inform the CEIAG programme. |
| 3.5 | Develop partnerships with Dudley borough, Black Country College Consortium, FESPG etc to support vulnerable and disadvantaged learners, including NEETs. |
| 3.6 | Establish links with Virtual Heads to develop an aspirational CEIAG programme for learners transitioning from alternative provision and CLA (Children Looked After) learners. |
| 3.7 | Develop initiatives (Swap Shop/Taskforce, 42 Day Contracts) and strengthen information sharing processes with local partners to reduce the number of NEETs. |
| 3.8 | Provide differentiated CEIAG to ensure learners with SEND have access to opportunities that support progression to positive and aspirational destinations. Provide a holistic offer to ensure parental involvement from the point of application. To contribute to EHCP reviews. |
| 3.9 | Further develop the Supported Internship programme and explore other opportunities for learners with SEND. Strengthen and develop partnerships with employers and other specialist agencies/organisations to broaden horizons and opportunities. |
| 3.1/3.3 Introduction of careers activities reflecting learners’ level of study. Integrated into the tutorial system, accessible via xxx with interventions recorded on Unifrog  3.7 Careers Surgery – dedicated week = (21-25 Days) Course Health Check – 7 qualified advisers to ring fence week for careers referrals to limit NEETS or referrals to alternative providers. College to introduce courses similar to those offered by Juniper etc  3.8 As described previously. EHCP review system with careers already in place | |

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| Objectives | **CEIAG offer to underpin curriculum cross-college. Programmes to clearly connect to career pathways, broadening horizons and supporting learner aspirations** | |
| [**4**]  **Linking curriculum learning to careers** | **Actions** | |
| 4.1 | CLT to ensure that CEIAG underpins study programme offer. |
| 4.2 | College to have developed distinct pathways at technical level |
| 4.3 | Careers college programme implemented in Health and Care and Digital pathways. |
| 4.4 | College CPD offer to include opportunities for all staff, to update their LMI knowledge outside the classroom. |
| 4.5 | Further develop enrichment, Halesowen Plus and tutorial offer to strengthen link between curriculum teams and careers service. |

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| Objectives | **Every learner has opportunities to learn from employers and employees about work** | |
| [**5**]  **Encounters with employers and employees** | **Actions** | |
| 5.1 | Develop CEIAG offer to include employer and employee encounters and opportunities to develop entrepreneurial skills.   * Careers events and industry masterclasses * Million Mentors * Work placements * Employability skills workshops * Mentoring and e-mentoring * Employer delivered employability workshops * Competitions |
| 5.2 | Assess impact of CEIAG offer through Navigate platform, UNIFROG and other initial diagnostic assessments. |

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| Objectives | **Learners have first-hand experiences of the work place** | |
| [**6**]  Experience of work places | **Actions** | |
| 6.1 | Further develop opportunities for leaners to experience the workplace. |
| 6.2 | Strengthen work experience offer to ensure it is meaningful and linked to learner aspirations. |
| 6.3 | Offer programme of Social Action projects and work experience to include learners with SEND. |
| 6.4 | Demonstrate impact of work experience on the development of key employability skills through an online platform (Navigate) and/or UNIFROG |
| 6.5 | Successfully pilot Industrial Placement programme to ensure that we have the capacity to provide substantive work placements. |
| 6.2 Ensure National Express Foundation funding is used widely to support delivery of work experience and employer visits  6.4 Survey Monkey link to Unifrog where activities can be recorded and impact questionnaires completed (increase number of licence holders at college in order to facilitate this successfully) | |

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| Objectives | **All learners are supported to develop their knowledge and understanding of learning opportunities available to them** | |
| [**7**]  **Encounters with further and higher education** | **Actions** | |
| 7.1 | To further strengthen partnerships with providers of HE and FE including apprenticeship providers, to raise aspirations and support learners to overcome barriers to progression.   * Careers events, fairs and subject masterclasses * Visits * Workshops * Mentoring |
| 7.2 | To provide learners with access to digital platforms, tools and resources which support learners to make independent decisions. |
| 7.1 Implement a HE led mentoring scheme with local universities which can be operated remotely linking academic staff with learners. Identify learners who wish to progress to apprenticeship programmes and allocate member of the apprenticeship team to mentor them. | |

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| [**8**] Personal Guidance | **Personal Guidance is integral to the core offer, and is aligned to the college’s strategic priorities** | |
| **Actions** | |
| 8.1 | Strengthen the Careers & Employability Service to ensure that all learners to have access to qualified and impartial Careers Advisers for personal guidance. |
| 8.2 | Every learner to have an entitlement to at least one career guidance session during their time at college. |
| 8.3 | Further strengthen links with cross-college teams to identify and meet learner needs. |

## Implementing the Plan and Measuring Progress

In support of this strategic plan an operational plan will be put in place each year to ensure all senior managers are responsible for its implementation. This will also be monitored and reported on CLT, and Corporation Meetings.