

# CAREERS POLICY

**Date Adopted: December 2023**

## 1. COLLEGE VISION

- 1.1. To provide an environment with outstanding teaching, support, and pastoral care, which will empower our students to achieve their career aspirations, access their community and take their place in society with as much independence, resilience, perseverance, and self-awareness as they are capable of achieving.
- 1.2. The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

## 2. POLICY SCOPE

- 2.1. This policy covers Careers Education, Information, Advice and Guidance given to students throughout their time at The Hive College.
- 2.2. The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, college leaders and college staff. (DfE, January 2018)
- 2.3. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the The SEND Gatsby Benchmark Toolkit. They can be seen in Appendix 1 of this policy
- 2.4. This policy refers to events and opportunities that will impact upon all students at the college.
- 2.5. All members of staff at The Hive College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.
- 2.6. It is important therefore that students leave college aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## 3. OBJECTIVES

- 3.1. The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
  - To ensure that all students at the college receive a stable careers programme to reflect the core themes of the Preparation for Adulthood programme
  - To enable all students to learn from information provided by the career, labour market and local offer providers
  - The CEIAG programme should be individual and address the needs of each student
  - To link the curriculum learning to careers learning
  - To provide students with a series of encounters with employers, employees and local offer providers
  - To provide students with experiences of workplace(s) and local offer provision
  - To ensure that students have a series of encounters with further education where relevant
  - To provide each student with the opportunity to receive personal guidance

## 4. COLLEGE RESPONSIBILITIES

- 4.1. The college has a series of statutory duties:
  - All registered students at the college must receive independent careers advice
  - This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - This advice must cover a range of options
  - This guidance must be in the best interests of the student
- 4.2. The college will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3. The Hive College believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds.
- 4.4. The college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the college (eg. College Improvement Partner or Ofsted)

### 4.5. Provider Access Policy

- 4.6. The Department of Education introduced the “Baker Clause” in July 2021 and in January 2023, the Provider Access Legislation was brought in. Although this legislation only applies to learners up to the age of 18, The Hive take the requirements of both of these pieces of legislation into account when planning the careers programme. As The Hive caters for older learners who predominantly move into adulthood outcomes at the end of their programmes, it is not always appropriate for them to consider further educational options. However, when this is appropriate, individual arrangements will be made to ensure that student is provided with the information they require to make a decision. This also ensures that only training providers who can meet the special educational needs of learners are involved.
- 4.7. In addition to this, The Hive has established links with multiple day services providers, volunteering opportunities and employers who the students have access to in a variety of ways including guest speakers, site visits, placements and contact information on the Hive website.
- 4.8. Requests for access should be directed to Ruth Martin, Careers Leader via [r.martin@hivecollege.org.uk](mailto:r.martin@hivecollege.org.uk), 07518 295 300 or 0121 3064956. The Hive College will provide an appropriate room to be agreed. All rooms have computers, projectors and screens provided. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

## 5. TRUSTEE RESPONSIBILITIES

- 5.1. The Board of Trustees will ensure that the College has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
  - based on the eight Gatsby Benchmarks

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- meeting the college’s legal requirements
- 5.2. There will be a member of the Board of Trustees who takes a strategic interest in CEIAG and encourages employer engagement

### 6. MONITORING, EVALUATION AND REVIEW

- 6.1. The College Executive Principle will ensure that:
- the work of the Careers Advisor and CEIAG events are supported and monitored
  - a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 6.2. The effectiveness of this policy will be measured in a variety of ways:
- Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent/carer survey;
  - Feedback from external visitors to the college such as the College Improvement Partner (CIP) or Ofsted;
  - the number of students who are NEET in October having left the college in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar colleges both nationally and within the county.
- 6.3. The Trustees of The Hive College will review this policy every three years.