



EAST SUSSEX COLLEGE

Careers Education & Guidance Policy

Policy Area: Student Services

Policy Lead: Assistant Principal Student Experience

Approval By: Executive

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1. Introduction

- 1.1. East Sussex College is committed to providing high quality, impartial careers education, information, advice, and guidance to help our students manage their progression through learning and work.
- 1.2. This policy is underpinned by the [DfE Careers Strategy](#): Careers guidance and access for education and training providers (January 2023); The Gatsby Benchmarks for Careers Education and Guidance (2014) and the [CDI Careers Framework \(2020\)](#).

2. Aims

- 2.1. The college's careers Education programme (Tutorial & Enrichment) provides students, including those with an Education, Health & Care Plan (EHCP) and who have High Needs funding, with opportunities to develop, demonstrate and evidence their employability skills and readiness for their next steps to further study and employment (**Gatsby Benchmark 1**).
- 2.2. Students are supported to understand their potential progression and career opportunities linked to their chosen curriculum/sector studies. Teachers maximise opportunities within their subject teaching to share student destination information and provide aspirational contact with individuals who have progressed into careers linked to their curriculum/sector area (**Gatsby Benchmarks 3 & 4**).
- 2.3. The college's local, national, and international links provide students with meaningful encounters with employers and employees and opportunities to gain experiences of the workplace. Teachers regularly refer to relevant and up to date Labour Market Information (LMI) within their subject teaching (**Gatsby Benchmarks 2,4, 5 & 6**).
- 2.4. Enterprise Advisors linked to the Local Skills Improvement Plan (LSIP) priority areas provide meaningful links to employer networks, LMI and a wide range of aspirational employer engagement opportunities for students (**Gatsby Benchmarks 2,4, 5 & 6**).
- 2.5. Students choosing to progress into Higher Learning, including Advanced Apprenticeships, are supported to make informed decisions regarding their potential pathways. Through effective widening participation partnerships students have equal access to their chosen Higher Learning programme (**Gatsby Benchmark 7**).
- 2.6. Students, including those with an EHCP and those who are High Needs funded, have access to individual careers guidance from a qualified (level 6) Careers Advisor when careers progression choices are being made (**Gatsby Benchmark 8**).
- 2.7. Effective local partnerships with schools and the Local Authority support robust transition and induction (Right Choice) arrangements for students who are at risk of NEET.
- 2.8. Effective local partnerships with schools, the Local Authority and careers partners support the smooth transition of young people into the college, including students who have an EHCP and those with High Needs funding.
- 2.9. Robust at-risk identification and support referral arrangements for students who at risk of leaving college early minimise the number of young people who become NEET.
- 2.10. Robust and timely arrangements for establishing students' intended destinations each year enables meaningful careers education, information, advice and guidance (CEIAG) support for those who have unclear progression plans.
- 2.11. The college recognises that the most effective way to deliver careers education is to embed it within core teaching activities, supported by a co-curriculum programme of enrichment activities. Centrally delivered career enrichment activities will aim to support curriculum delivery rather than provide a stand-alone careers education programme.

3. Careers education programme

- 3.1. The careers education programme will be delivered via 3 main pathways:
 - 3.1.1. Career learning delivered as a subject:

Discrete careers education delivered as part of a timetabled session by teachers, careers professionals and external partners such as employers (Tutorial).
 - 3.1.2. Career learning delivered through co-curricular activities:

Students participate in a range of informal activities which have a strong connection to the curriculum (Enrichment).
 - 3.1.3. Career learning linked to curriculum:

Delivered by teachers via their subjects and through a co-curriculum programme of careers education activities, mapped using a standardised framework. By doing this the college will ensure that it fulfils its statutory requirements and retains a focus on the development of student-centred, careers-related learning and personal outcomes.
- 3.2. In addition, students including those with an EHCP and those with High Needs funding will have access to a range of careers education activities, including:
 - 3.2.1. Access for all to the Careers Google classroom and My Student Life resources with regular updates from local business, colleges and universities shared **(Gatsby Benchmarks 2, 3, 5, 7)**
 - 3.2.2. Access to onsite Careers Fairs and travel to local university and apprenticeship fairs to fully understand the options and different pathways open to them **(Gatsby Benchmarks 2, 5,7)**
 - 3.2.3. Access to at least one work placement **(Gatsby Benchmarks 2, 4, 5, 6)**.
 - 3.2.4. Access to employability workshops to ensure that all students have a full understanding of expectations and behaviours within the workplace **(Gatsby Benchmarks 2, 3, 5)**.
 - 3.2.5. Access to employer visits, talks, and workshops who will share their experiences, current sector skills trend and forecasts **(Gatsby Benchmarks 2, 4, 5)**.

4. Careers guidance

- 4.1. The college will ensure students have access to independent personal careers guidance when they are making decisions about their next step.
- 4.2. This will include pre course, Right Choice and progression guidance delivered by careers professionals who are qualified to Level 6 (CEIAG) and who are also registered members of the Careers Development Institutes (CDI), and as such operate in accordance with the CDI's Code of Ethics.

5. Careers education and guidance for students with SEND

- 5.1. The college will ensure careers guidance for SEND students, including those with an EHCP and those with High Needs funding is differentiated, where appropriate, and based on high aspirations and a personalised approach. This includes working with the students' families to help them understand what progression and career options are possible with the right support.
- 5.2. This will include the full range of relevant education, training, and employment opportunities, such as traineeships, apprenticeships, and supported internships (for students with EHCPs) or routes into higher education.
- 5.3. Students who have an EHCP or who are High Needs funded will be supported by specialist, impartial SEND Careers Guidance Advisors who are qualified to Level 6.

6. Provider Access Policy Statement

- 6.1. East Sussex College is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 6.2. The college is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.
- 6.3. East Sussex College endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021 “Baker Clause”: supporting students to understand the full range of education and training options; and the Provider Access Legislation, January 2023).
- 6.4. For further information please refer to the college’s Provider Access Policy Statement, available on the College website.

7. Monitoring and evaluation

- 7.1. The college will publish its careers education programme annually in September and will seek feedback on the programme from students, parents/carers/guardians, teaching staff and external partners on a least 2 occasions throughout each academic year.

8. Roles & responsibilities

- 8.1. The college’s Leadership & Governance are responsible for ensuring the college fulfils its statutory duties regarding:
 - 8.1.1. The provision of impartial careers guidance for students at key times when career decisions are made including for students who have an EHCP and who are High Needs funded.
 - 8.1.2. The central tacking of careers related student participation and outcomes.
 - 8.1.3. Ensuring all students are offered information on the full range of education and training options, including apprenticeships (PAL).
 - 8.1.4. Harnessing the contribution of the careers provision to the College’s effectiveness and improvement and the achievement of the related KPIs.
- 8.2. The college will nominate a Careers Leader who, with the backing from the College’s Senior Leadership Team, will ensure students receive their entitlement to a high-quality curriculum led careers education programme and independent personal careers guidance. This role is distinct from the Careers Advisor who provides personal careers guidance to students.
- 8.3. The Careers Leader will:
 - 8.3.1. Lead the development of a stable careers programme.
 - 8.3.2. Support curriculum teams to develop and monitor curriculum lead careers education provision.
 - 8.3.3. Support SEND/Inclusive provision to develop a careers education programme which helps students and their parents/guardians to engage in activities which promotes their continued progression to a higher level of study or into supported work.
 - 8.3.4. Develop and deliver a co-curriculum careers education programme, which adds value to the curriculum led provision.
 - 8.3.5. Collate and evaluate careers education (curriculum and co-curriculum) activity in line

- with the agreed KPIs for the careers strategy and the Gatsby Benchmarks. This includes student, employer, and parent/carer/guardian (as appropriate) participation and the impact on the students' learning and progression.
- 8.3.6. Collate and evaluate feedback relating to the Careers Policy and use this feedback to inform the development of the strategy and its related activities.
 - 8.4. Enterprise Advisors are senior business volunteers who spend around 8 hours a month working closely with the college. An Enterprise Adviser uses their business experience and professional networks to help develop and implement an effective careers strategy that puts opportunities with local employers at the heart of a young person's education.
 - 8.5. Enterprise Advisers support the college by:
 - 8.5.1. Assisting with the development of a whole college plan for careers;
 - 8.5.2. Assisting with enterprise and employer engagement;
 - 8.5.3. Providing employer perspective and insight and access to their local business networks;
 - 8.5.4. Assisting the college to focus efforts on programmes and activities that are most effective in motivating young people, supporting independent choice, and supporting positive outcomes for young people.
 - 8.5.5. Assisting the college to develop networks which provide access to supported employment opportunities for students.
 - 8.6. Teachers & tutors will:
 - 8.6.1. Deliver programmes of study that enable students to develop and evidence their employability skills and progress to their next level of education and into employment.
 - 8.6.2. Actively promote student engagement in employability related activities to enable direct contact with employers.
 - 8.6.3. Use opportunities to link their subject to the range of future careers paths, which are available for students to progress onto.
 - 8.6.4. Actively promote the development of English and maths within all aspects, including the careers education provision, as essential for each student's future careers opportunities.
 - 8.6.5. Support students to regularly review their progression and career options to ensure the student is enabled to progress.
 - 8.6.6. Ensure students have the opportunity to engage in and will monitor student participation in careers education activities, ensuring each student participates in at least 30 hours of related activity each academic year.
 - 8.7. Career Advisers (Personal guidance specialists (Level 6)) will:
 - 8.7.1. Provide impartial personal career guidance.
 - 8.7.2. Be registered members of the CDI and will operate in accordance with the CDI Code of Ethics.
 - 8.7.2.1. The college may use Career Advisers who are members of college staff or will secure the service from external agencies.
 - 8.8. Students will be supported to:
 - 8.8.1. Take active ownership of their progression and career planning.
 - 8.8.2. Proactively develop and demonstrate their employability skills by engaging in the range of curriculum delivers and centrally delivered careers activities which are available to them.

9. Associated documents

East Sussex College Provider Access Policy Statement.