



KITE COLLEGE

Kent Inclusive Technical Education

Careers Policy and Procedure 2022-2023

The Gatsby Benchmarks

		Signature
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1. Statement.

As a specialist employability college, KITE College is fully committed to its responsibilities to ensure all learners fully participate in their education and training programmes and acquire the skills, knowledge, and attitudes to enable them to maximise their success in their career and lives. We are committed to our statutory obligations to provide a CEIAG programme that ensures all learners are supported to identify and choose the right education, training, and career pathways for their future success. To achieve this, KITE College recognises the importance of providing all learners a careers guidance programme that is embedded into their study programme ensuring they receive guidance relating to careers education and career opportunities.

It is through the implementation of this policy that the college will ensure that our learners develop their understanding of the career and progression routes, which will enable them to progress effectively, helping them towards successfully joining the labour market.

2. KITE College Vision, Mission and Purpose.

KITE College Vision, Mission and Purpose is that the quality of careers education, information, advice and guidance is central to the college's Vision, Mission and Purpose.

3. Aim

KITE College will ensure that by delivering a high quality, personalised careers education, advice and guidance programme, all our learners will develop personal, social and employability skills and attitudes, that will enhance and widen their employment opportunities.

4. Objectives

Ensure all learners have:

- Access to professional and impartial 1:1 careers guidance
- Access to a Careers Education programme that gives all our learners a well informed progression and career and employment route
- Opportunity to improve employability skills and an understanding of and awareness of entrepreneurship
- Access to up to date information about work, employment, Supported Internships and apprenticeship opportunities
- Support and guidance with finding further training, further and higher education routes

5. Outcomes for Learners

All learners will be able to:

- Access appropriate information and resources and help them choose career paths to help inform their future decisions
- Gain an understanding of the full range of options available to them from various sources of information, including the apprenticeship vacancies list from the DWP
- Access meaningful experiences in the workplace through a range of interventions such as trying out different work opportunities through work experience and work shadowing. Develop key skills including teamwork, problem solving, independent enquiry, resilience and managing own career development
- Leave KITE College with a job or a clear plan for gaining employment, further education or training in the near future

6. Learner Progression

All learners will be able to:

- Decide on next step in their career development using action planning, reviewing and setting SMART targets
- Prepare for work or further education through written application and interview
- Manage their transition from education to training and employment
- Create a personal vocational profile

7. CEIAG Implementation and careers programme

- Undertake a programme of CEIAG within the study programme
- Group and individual support from an independent and impartial, Level 6 qualified Careers Guidance Advisor
- Talks from employers
- Be made aware of career opportunities relating directly to subjects
- Access to careers fairs and opportunities from other providers eg FE colleges- Useful links:
- <https://www.kent.startprofile.com>
- <https://www.apprenticekent.com>
- <https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>
- <https://nationalcareersservice.direct.gov.uk>

8. The Gatsby Benchmarks¹⁴

The careers programme should show how these are met at the college

<p>1) A stable careers program</p>	<p>Every college should have an embedded program of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies</p>	<ul style="list-style-type: none"> ➤ Every college should have a stable, structured careers program that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. ➤ The careers program should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it. ➤ The program should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.
<p>2) Learning from career and labour market information</p>	<p>Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information</p>	<ul style="list-style-type: none"> ➤ During their study program all learners should access and use information about career paths and the labour market to inform their own decisions on study options. ➤ Parents should be encouraged to access and use information about labour markets and future study options to provide their support to the learners in their care.
<p>3) Addressing the needs of each student</p>	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers program should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> ➤ A college's careers program should actively seek to challenge stereotypical thinking and raise aspirations. ➤ Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. ➤ The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. ➤ All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.
<p>4) Linking curriculum learning to careers</p>	<p>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programs should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> ➤ Throughout their program of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

KITE College
Putting the education, training and aspirations of learners foremost

<p>5) Encounters with employers and employees</p>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.</p>	<ul style="list-style-type: none"> ➤ Every year, alongside their study program, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area. ➤ Colleges should record and take account of learners' own part-time employment and the influence this has had on their development. *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
<p>6) Experiences of workplaces</p>	<p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> ➤ By the end of their study program, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.
<p>7) Encounters with further and higher education</p>	<p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> ➤ By the end of their program of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners. <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<p>8) Personal guidance</p>	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.</p> <p>* The college should ensure that access to a level 6 adviser is available when needed</p>	<ul style="list-style-type: none"> ➤ Every learner should have at least one such interview by the end of their study program.