



KITE COLLEGE

Kent Inclusive Technical Education

Careers Policy

Version 2		Signature
Authorised Principal:	Date:	March 2025
Learning & Inclusion Committee	Date:	March 2025
Review Date	Date:	Sept 2026

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1. Intent

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. KITE College are committed to our statutory obligations to provide a CEIAG programme that ensures all learners are supported to identify and choose the personalised education, training, and career pathway for their future success. To achieve this, KITE College recognises the importance of providing all learners with a careers guidance programme that is embedded into their study programme, ensuring they receive guidance relating to careers education and career opportunities.

The quality of careers education, information, advice and guidance is central to KITE College's vision, mission and purpose as we believe in 'nurturing skills, building futures and inspiring success'.

KITE college has developed a careers programme which is inclusive of all our learners and ensures they are able to access a wide range of opportunities, the aim of which is to better equip them for their futures. It is our belief that the successful implementation of the careers programme will build resilience, raise career aspirations and promoting social mobility for better life prospects.

2. Objectives

At KITE College we want to prepare our learners for the world of work, provide them with the best possible opportunities for the future and ensure they are not disadvantaged in the workplace. We intend to achieve this by ensuring that all learners have:

- Access to professional and impartial 1:1 career advice and guidance
- Access to a Careers Education programme that gives all our learners a well-informed progression, 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, along with options for Further and Higher Education routes
- Utilise labour market to provide up-to-date data on employment trends, wages and job openings.

3. Learner Progression

KITE College is committed to supporting learners' progression by providing continuous guidance and opportunities for personal and professional growth, ensuring they can advance confidently towards their next steps and/or career goals. All learners will be able to:

- Make and implement a career learning journey (Unifrog).
- 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 learner transition from education to training and employment
- At admission, identify planned next steps and aspirations.

- During induction learners will complete vocational profiling as part of our baseline analysis to inform our learning outcomes.

4. Implementation

KITE College will implement a comprehensive personalised CEIAG programme to provide high-quality careers education, information, advice, and guidance. This programme will be integrated into the curriculum which will be planned, delivered, monitored and recorded within pathways, overseen by strategic lead for Careers and supported by trained staff.

The learners at KITE College will:

- Undertake a programme of CEIAG within the study programme
- Receive group and individual support from an independent and impartial, Level 6 qualified Careers Guidance Advisor and Enterprise Advisor.
- Receive talks from employers and other external agencies
- Be made aware of career opportunities relating directly to subjects/pathways
- Have access to careers fairs and opportunities from other providers
- FE colleges
- Volunteering
- WEX
- Experience of workplace
- Taster sessions.

5. Curriculum Planning

KITE College will incorporate career education into curriculum planning, ensuring that career-related learning is embedded across all subjects/pathways. This approach will provide learners with a cohesive and comprehensive understanding of how their academic studies relate to future career opportunities.

This policy provides the framework for KITE College's Careers Programme which is designed in relation to the Gatsby Benchmarks.

- English, in developing skills necessary in writing CV's, letters, applications, reading recruitment adverts or safety notices.
- Maths, in developing an understanding of time and its management and handling money.
- IT, in enabling learners to find information independently including labour market information, employment opportunities and online applications.
- PD, all learners participate in Maths, English and PD lessons and use technology to support learning.

6. Equal Opportunity Considerations

KITE College is dedicated to promoting equal opportunities for all learners, ensuring that every student has access to the same high-quality career education, information, advice, and guidance, regardless of their background or circumstances.

All tutors delivering aspects of careers guidance should be aware of, and implement, the principles outlined within the KITE College Equality & Diversity Policy.

7. Health and Safety Implications

KITE College will prioritise health and safety in all career-related activities, ensuring that learners engage in workplace experiences and other interventions in a safe and supportive environment. All activities will comply with relevant health and safety regulations and guidelines to protect the well-being of learners.

KITE College will insist health and safety is followed and that the use of PPE is mandatory.

Each work placement is checked by relevant staff and risk assessed prior to a placement commencing, then checked annually.

Support required for work placements within the local community are discussed with employees and implemented as required, and employers meet and chat with learners prior to placement

Employer made aware of any behaviour and medical issues. Public Liability, Health & Safety policy and Risk Assessment, which are all filed on Unifrog.

A member of staff to support on an individual arrangement as necessary.

8. Community Links

KITE College will actively foster strong links with the local community, including businesses, organisations, and educational institutions. These partnerships will provide learners with valuable opportunities for networking, mentorship, and real-world experiences, enhancing their career readiness and community engagement.

9. Trustee Involvement

The Trustee should provide clear advice and guidance on which the Careers Lead can base a strategic careers plan which meets the legal or contractual requirements of the college. The plan should be developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out in this document. This plan should show how the careers programme will be implemented and how its impact will be measured.

Independent careers guidance is provided to all learners aged up to 25 with an education, health and care plan.

- Impact
- Evaluation – learner perception
- Destination data
- Stakeholder voice
- Quality Assurance impact
- Alumni.

10. Appendix 1 Gatsby Benchmarks for Good Careers Guidance

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools and colleges.

"High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations."
DFE 2021

"Careers guidance" is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks. DFE Guidance 2021.

"Colleges also have a legal requirement to provide all college students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities, as per section 45 of the Education Act 1997."
DFE Guidance 2021.



The Gatsby Benchmarks

1. A stable careers programme

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents/carers, teachers, employers and other agencies. The Senior Leadership Team are fully on board with the careers programme and parents/carers are engaged in the process.

2. Learning from Career and labour market information

Every learner and their parents/carers (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 advisor to make best use of available information. Systematic records will be held including aspirations, intended destinations and immediate destinations.

3. Addressing the needs of each student

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 programme should embed equality and diversity considerations throughout. Records should be kept from the first point of contact/transition.

4. Linking curriculum learning to careers

All teaching staff should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects in a wide range of future career paths. Knowledge and skills should be developed in every subject in every year and careers should form part of staff CPD. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

5. Encounters with employers and employees

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.

6. Experiences of workplaces

Every learner should have first-hand meaningful experiences of the workplace (in addition to part time work) through work visits, work shadowing and/or work experience to help their exploration of careers opportunities and to expand their networks.

7. Encounters with Further and Higher Education

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.

8. Personal guidance

Every learner should have opportunities for guidance meetings with the internal/external Careers Advisor who are trained at the appropriate level. The Careers Advisor should be available for all learners, and meetings should be scheduled in the careers programme to meet individual needs.

Appendix 2 – Strategic Plan

The careers programme should show how The Gatsby Benchmarks are met at the college

<p>1) A stable careers programme</p>	<p>Every college should have an embedded programme 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 programme that has the explicit backing of the Senior Leadership Team and has an identified and appropriately trained person responsible for it. [L] [SEP] ➤ The careers programme 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 programme 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 programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options. [L] [SEP] ➤ 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 programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> ➤ A college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. [L] [SEP] ➤ Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. [L] [SEP] ➤ 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. [L] [SEP] ➤ 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.

4) Linking curriculum learning to careers	<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 programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> ➤ Throughout their programme 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.
5) Encounters with employers and employees	<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 programme, 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.
6) Experiences of workplaces	<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 programme, 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 programme 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. A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
<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. * 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 programme.