

JOHN LEGGOTT COLLEGE

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Contents

	Page
1. Introduction	3
2. Aims	3
3. Commitment	4
4. Entitlement	4
5. Provision	4-6
6. Staffing	7
7. Confidentiality	7
8. Evaluation	7
9. Observation guidance	8

1. Introduction

John Leggott College is committed to providing Careers Education, Information, Advice and Guidance to all students that require it (regardless of age, gender, race or ability) to ensure they make informed decisions about their future.

John Leggott College offers guidance which is impartial, meets the needs of each individual student and which is personalised. The term 'Impartial Advice' can be defined as providing young people with the knowledge and skills they need to self-manage their learning and careers and to make informed choices which take account of their personal abilities, needs and preferences.

Guidance will focus on the personal, specific needs of each student to promote self-awareness, raise aspirations and personal development. We aim to provide current, up-to-date and relevant information to inspire students to make informed decisions about their progression and future.

John Leggott College defines the terms 'Careers Education, Information, Advice and Guidance' as:

Careers Education - is the delivery of learning about careers as part of the curriculum. This is often related to work related learning/work experience. This provision provides the students to develop knowledge and understanding of work and develop employability skills through their work-related interactions.

Information - Information is data provided to students on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact, written/printed matter, telephone help lines, ICT software, and websites.

Advice - this involves helping a student understand and interpret information, providing information and answers to questions and clarifying misunderstandings. It involves the advisor understanding the student's circumstances, abilities and targets and advising on options or how to follow a given course of action. Advisors will identify needs and signpost and refer students who may need more in-depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be in groups.

Guidance – aims to support students to better understand themselves and their needs and confront barriers to understanding, learning and progression. Advisors will resolve issues and conflicts, develop new perspectives and solutions to problems and students will be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work by guidance trained staff.

John Leggott College has achieved the Quality in Careers Standard for their submission and verification of the Humber LEP Gold Standard.

2. Aims

"We provide students with bespoke opportunities for progression which realise, challenge and fulfil the ambitions and potential of all students. With collaboration and engagement, we will ensure accessibility of support and provide outstanding clear advice that impacts and influences your career for life'."

We will

- Energise the progression aspirations of each individual student through the use of varied activities and positive role models.

- Support the individual progression needs of each student in preparation for the future work force that can respond to local, regional and national needs. We will support you with development of the key employability skills.
- Ensure accessibility of support and experience to allow student access to positive progression opportunities.
- Ensure accessibility of information for parents, students, staff, employers and higher education institutions through collaborative practices.
- Devise and deliver a bespoke programme of events to meet the individual needs of every student with a particular focus on Higher Education, Further Education, apprenticeship and employment progression at the end of your study programme.
- Use student voice to inform change and development within the delivery of student focused services.
- Access to one-to-one appointments to discuss and plan your destination options.
- Provide helpful advice on creating a CV, help with completing application forms, interview advice and improving your job search skills.

As well as the above, and the terms of the CEIAG defined in the Introduction, John Leggott College will provide assistance relating to the range of support available at the college, including fees and other financial charges associated with a course of study, financial assistance available to support those in education and training, course entry criteria, qualifications, accreditation and modes of study, equipment, clothing and materials necessary for enrolling and completing the specified course.

3. Commitment

John Leggott College has a commitment to every student, regardless of ability to provide them with a planned programme of careers education, information advice and guidance. Students will leave John Leggott College with the skills and knowledge required to support their entry to Higher Education, Further Education and training or employment. The college actively promotes student involvement through tutorials, events, trips, workshops, individual one to ones, drop-in sessions, ensuring access to information throughout the year. John Leggott College also actively promotes parent/carers involvement through events, parent's evenings, forums and electronically to ensure targeted relevant information reaches them at crucial points throughout the year.

4. Entitlement

Using the Gatsby Benchmarks of good career guidance, students are entitled to Careers Education, information, advice and guidance which is impartial and confidential. It will be integrated into their experience at John Leggott College through their study programme, 1-1 guidance, tutorials, enrichment, employability skills development and work related experience, in addition to their main qualification aims.

5. Provision

Careers and Progression sits under the leadership of an Assistant Principal, in terms of line management.

The Learner Pathway team are based in the HUB on Campus. The service is a drop-in and accessible. Careers resources are available in the HUB and can be accessed by any student at any time. Access to careers resources (useful careers websites), proformas, prospectuses, apprenticeship information, local job vacancies and the internet are easily available.

Participation in activities, both in college and off site provide students with employer contact, access to a range of Higher Education Institutions throughout the UK and further research opportunities to develop their understanding of progression.

Career focused activities are also delivered through the curriculum and in the form of workshops and guest speakers / lectures, working cross curricular with the Progress Tutor team. This includes activities about personal development (money skills/budgeting), health and wellbeing and pastoral support to develop skills.

Training needs are identified and offered to all relevant staff as opportunities arise. Information gathered from Continuous Professional Development, external meetings, conferences, employer contacts is brought back into college and shared with other staff members.

5.1. Pre-college provision:

- Continue to maintain, develop and improve our close partnership between 'feeder' schools and the college, including Open Evenings, Transition Days and specialist school and college events.
- Offer each prospective student an individual and impartial admissions interview with a member of college staff.
- Undertake a range of detailed interventions in the form of presentations, Q&A sessions, specialist college events and form filling sessions which will provide a solid foundation for students to make informed decisions.
- Supply relevant and up-to-date information and materials on John Leggott College provision and support mechanisms.
- Provide the opportunity for students to attend taster days (Transition and year 10 days) and open events, specialised college events and school presentations to help students make informed decisions.
- Provide details to prospective students of specialist support available and alternative provision where necessary.
- Offer further and if needed, on-going specialist support and advice from the Learner Pathway team subsequent to initial admissions interview and pre-enrolment if mutually deemed necessary.
- Provide a referral service to external agencies and services where appropriate.

5.2. In-college provision:

- Encourage, inspire and energise students to appreciate the need for planning and preparing for their next destination on completion of studies.
- Develop and enable close cross curricular working relationships with Curriculum staff, Progress Tutors, college staff and external agencies and the student to ensure that the individual programmes of study are, and continue to be, appropriate to the career aspirations of the student.
- Maintain close working relationships with Local Authority Careers Services, who are based on site at specified advertised times throughout the academic year. A Service specification agreement will be negotiated annually.
- Maintain and develop working relationships with other out of area local authority careers provision.
- Offer an individual careers interview provision to all students who require it.

- Maintain and develop a range of on-site interactive useful resources, paper based proformas, UCAS guides and templates, posters, HE information and apprenticeship information to which students have easy access.
- Provide regular talks and presentations on the progression options available to students in the form of HE, apprenticeships, and work experience.
- Annual events for students and parents including Student Finance evening, Aspire evening, an annual careers event and a series of University Open Day visits and employer visits throughout the year.
- Support throughout the whole UCAS process through a specific UCAS timetable with deadlines, including preparing students in their first year for the cycle. Students have access to support on writing personal statements, help with the UCAS process and other application forms.
- Students receive a thorough UCAS quality assurance service.
- Provide materials to aid students with their HE decision making.
- Provide access to regular HE drop-in sessions in the Academic Resource Centre.
- An organised annual trip to the UCAS Convention and regular trips to university open days.
- Provide specialist Aspire support for Oxbridge Applicants, medics, dentists and veterinary applicants.
- Provide opportunities for students to attend residential open days.
- Provide opportunities and support students to apply for summer schools and encourage active participation in MOOCS to drive extra and super curricular involvement.
- Provide access to a range of additional learning activities and societies to aid personal development.
- Support for International students and students planning on studying abroad.
- Provide mock interviews for university and jobs. This includes team tasks, group interview advice and support from academic staff for academic interviews.
- Provide opportunities for students to experience, sample and progressively gain knowledge of the working environment through work experience, employer visits, alumni, professionals working in the field, college specific events, HE lecturers etc.
- Provide materials that are readily accessible in the ARC and HUB on CV writing, application form filling, interview techniques and other advice on job searching.
- Promote work experience through our Employability Advisor, volunteering, work shadowing, taster days and the value of paid work.
- Encourage students to discuss development of personal skills and employability skills with their Progress Tutor. One-to-ones will include Progression as a regular point of discussion.
- Provide Access students with guidance and UCAS support. Where appropriate adults deemed to be in need of further support will be directed to the impartial services of external agencies.

- Provide access to careers guidance for students with learning difficulties and disabilities.
- Advertise apprenticeships, full and part-time job opportunities on our in house intranet system, on the jobs board reserved for this purpose based in the HUB and through the curriculum areas for students who are seeking these opportunities on completion of their studies.
- Use of LMI to develop students' awareness of equal opportunities and encourage students to consider career pathways which depart from the normal patterns of choice.
- Provide a confidential interview area for staff to provide advice and guidance.
- Through the use of CEDAR all students will have a written record, with actions if appropriate and a follow-up appointment booked if necessary to document their interview.
- All our careers advice remains confidential where appropriate, unless in circumstances where safeguarding issues have been raised.
- Producing a yearly Destinations Report highlighting the progression achievements of all students and levels in which they are working at. This report highlights progression in the form of Higher Education, Further Education, Apprenticeship, Traineeships, Employment to name a few and is used to shape planning for the next academic year.

Students are made aware of the Learner Pathway team during their induction week, through the tutorial system, through promotional work throughout the year, through students' 1-1 sessions with their Progress Tutor and through attending and supporting events throughout the year.

Throughout the pre-college provision and the in-house college provision, information is regularly and routinely shared between relevant departments such as Learner Pathway and Progress tutor teams. This is to ensure the sharing of best practice and effective sharing of information relevant to the departments. This can be in the form of regular meetings, bulletins, sharing of electronic information, attendance at events and conferences and regular communication updates.

6. Staffing

The LPT department is staffed at the advertised times during term time. The Careers Leaders are based in college during term time with additional hours during holidays. Other staff are available term time.

Individual appointments are booked with students when they request an appointment or are referred by other members of staff. Students are provided with a date and time and attendance is expected.

CEIAG frontline staff should have the skills and knowledge to identify the students' needs quickly and effectively. They should have the skills and knowledge to address the client's needs or to signpost or to refer them to suitable alternative provision.

Where external staff are used to deliver impartial Careers education, Information, Advice and Guidance, a data sharing agreement has been set up between John Leggott College and North Lincolnshire Council. This provides a framework for the sharing of personal data, information and data relating to the progression and achievements of the student. The data sharing

agreement allows both John Leggott College and North Lincolnshire Council to coordinate their activities to the benefit of the student.

7. Confidentiality

All information gathered in the course of a discussion with a student should be regarded as confidential. Any limitations with regard to confidentiality should be made absolutely clear to the student at the earliest possible stage.

Where a student discloses information that leads staff to believe that the student or others may be at risk of significant physical, sexual or emotional harm or neglect, this will be immediately referred to the Safeguarding Officer in line with the college's Safeguarding Policy. In other cases, where staff consider it useful to the student to disclose information revealed in confidence by a student to a third party, staff will gain informed consent from the student to do so.

8. Evaluation

Questions about the Careers and Progression provision will be included in the annual end of year student voice questionnaire. Students are given regular opportunities to provide feedback about the service and the events held organised by the LP team throughout the academic year.

The LP team will also complete an annual self-assessment which leads to the creation of a quality improvement plan to drive continuous improvement.

The Assistant Principal will be responsible for the monitoring, review and evaluation of the Careers and Progression provision. Support from the Assistant Principal and cross curricular management will be offered when required.

This policy should be read in conjunction with the Work Experience policy, Safeguarding policy.

Role of governance – A further strand to monitoring and quality assuring careers and progression provision is through a governor link. A named governor will be linked to this area and fulfil the roles of:

Help and support from an industry / careers perspective.

Evaluation and reporting on aspects, as required, through meetings with the team or other 'hands-on' activity.

9. Observation Guidance for staff delivering 1-1 CEIAG sessions – Careers and Employability Manager and Employability Advisor

If you are delivering a session that will include elements of CEIAG you may wish to consider the following areas in your planning. This is not designed as a finite checklist but a tool for planning and structuring sessions.

Preparation and Planning

- The interviewer is fully prepared for the session
- Previous action plans and Cedar Comments are reviewed.
- The environment is suitable for a CEIAG session.

CEIAG Process

- Opening the 1-1 interview/CEIAG session and contracting (purpose/outcome made explicit)
- Previous action plans are reviewed and the consequences of any non- completion discussed and actioned
- Demonstration of listening skills of interviewer and builds upon information given by the student (active listening/paraphrasing to clarify understanding)
- Questioning techniques used to gather information (open/closed/stretch/challenge)
- The staff member has strategies to deal with students whose responses are insufficient
- Challenges learner
- The interviewer demonstrates a current & up to date knowledge of CEIAG related to their progression aspiration.
- Providing accurate information and promoting independent student learning, research and action outside of the session using resources or links provided.
- Action planning and aspirational goal setting evident
- Checking and confirmation of knowledge throughout the interview
- Promotion/signposting to support online via google classrooms..
- Promotion/signposting to relevant support in other areas of the College including events / group workshops / other services.
- The staff/student relationship is carried out in a professional manner
- The interviewer demonstrates an understanding of the Careers and progression, safeguarding & health and safety where needed.
- Student has opportunity to achieve as well as others through the process (inclusivity)
- Links to Employability skills, work and employment
- There is a suitable balance of conversation between the interviewer and the student
- CEDAR is used to set new targets, and to make commentary.
- Targets to be SMART and the student has access to CEDAR.
 - Any target setting reflects skill/knowledge development for both short and long term goals.
 - Any inappropriate behaviour or comments are challenged.
- The main points arising in the 1-1 CEIAG or related activities session are summarised and clear staff feedback is given on expected outcomes
- Any materials used are appropriate, explained and meet the needs of the student.

Observation Guidance for staff delivering a Group Workshop – LP Team

If you are delivering a session that will include elements of CEIAG you may wish to consider the following areas in your planning. This is not designed as a finite checklist but a tool for planning and structuring sessions.

Preparation and planning

- The workshop is planned to identify the aims and objectives
- The staff member delivering has sufficient equipment & materials for session
- The location, room and layout is appropriate to the type of group work being conducted and is free from distractions.
- The staff member has taken account of comfort and safety of client and themselves
- Action taken to cater for any known special needs of clients.

Introduction of Group Workshop

- The group were welcomed and made to feel at ease
- The ground rules were discussed and agreed with the group

- The context and purpose of the group session are clearly explained and students understanding checked that this meets their requirement.
- Students were given opportunity to speak to the staff member individually to discuss any private issues in relation to learning and work (e.g. health, learning difficulties, personal issues)

Process and delivery of Group Workshop

- Students showed interest, participated and were fully engaged during session (e.g. non-verbal communication)
- Staff members demonstrate current & up to date knowledge of the subject area and relates to CEIAG and progression.
- The extent to which students were able to contribute to the session
- If embedded into the workshop, were the variety of activities appropriate for all students
- Staff members have skills in dealing with additional elements such as external noises and interruptions and challenged behaviour when needed.
- How effectively were any available resources referred to or used during the workshop
- An appropriate manner, pace and level of communication was established
- Where possible, links to Employability skills.
- Effective balance between facilitation and empowerment of the group.

Conclusion and Outcomes of the Group Workshop

- Staff member managed the time of the workshop effectively
- The objectives of the session were met
- To what extent was the group workshop clearly summarized?
- Are the students clear about what to do next?
- SMART targets were set where appropriate to help them progress
- Staff member provided information about further help and signposting, including that from other JLC support services and staff members.
- Encouraged feedback on the workshop.

Group feedback after the Group Workshop – following observation with the group.

- Was the group work session what the students expected
- Did the students learn anything new from the session?
- Are the students clear about their next steps and confident of any further help and support they may need?
- To what extent were the students satisfied with the Group Workshop.

Policy Owner:	Nathan Daniel	Next Review Date:	June 2026
---------------	---------------	-------------------	-----------