

Careers Education Information Advice and Guidance Strategy

2024/25

Harlow College is recognised for providing education of the highest quality to its local community. We are committed to ensuring that we change and transform the lives of young people and adults in our community. We want all of our learners to achieve their ambitions, contribute significantly to the productivity of the economy and have happy and purposeful lives. At the core of our strategy are our values - STAR:

Students at the Heart

Work **T**ogether, achieve together

Be **A**mbitious, build futures

Respect each other; share similarities and celebrate our differences

The CEIAG strategy is intended to reflect the College's wider Strategy, in particular the strategic intention of a Career-led curriculum and specifically falls within the scope of Personal Development, Behaviour and attitudes.

Statutory Duty to provide CEIAG

The Education Act 2011 inserted a duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 9-11. From September 2013 this was extended to years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeships. For those over compulsory school age, information should include higher education and employment options post-18, including Apprenticeships. Schools will be held to account for the destinations of their leavers through the annual publication of Destination Measures.

Our Commitment

Harlow College recognises that it has a responsibility to provide careers education in Years 12 & 13 and a duty to provide these learners with access to impartial careers information, advice and guidance. It is committed to providing a planned programme of impartial careers education by a dedicated internal team of staff working with external agencies as necessary. The STAR Agency is run by a range of qualified staff, able to provide support regarding the Student Journey, from admissions to work placements and progression into HE, Careers or Apprenticeships. It is located in the reception area, easily accessible to students and is open during College hours. Students are able to book appointments to discuss their careers options either face to face or virtually or they can drop-in for advice.

The College is committed to promoting the value of careers education within the college ethos in order to raise student attainment and successful progression to employment, further or higher education. The College aims to effectively support learners in their choices in order for them to achieve personal and economic wellbeing throughout their lives. This commitment has the full support of the Governors, the Principal and the Executive team.

Our aims and objectives

Aims	Objectives	Action points
1. A stable careers programme	Review, publish and deliver a coherent careers statement and programme targeted at stakeholders (Students, Parents, Employers, Governors and Teachers)	1.1 complete a Plan, do & review cycle of all current careers activities to define an effective career programme to be clearly understood by all stakeholders.
		1.2 Disseminate a clear and coherent careers programme with stakeholders
		1.3 Seek feedback on all elements of the career programme from stakeholders and establish a process to review regularly
		1.4 Develop & maintain a suite of high-quality resources to support the communication and delivery of this programme
		1.5 Where possible use innovation and technology to ensure resources are accessible and engaging to stakeholders
2. Learning from career and labour market information	Enable access to high quality relevant, up to date, robust information with easily accessible support from well trained staff.	2.1 Continue to develop the Careers Padlet wall as THE platform to access up to date careers information by creating a visible and accessible presence
		2.2 Raise awareness and grow engagement with the Padlet and GROFAR careers platforms among staff and students through workshop training
		2.3 Develop supportive resources and guidance for front line staff aspiring to deliver the highest levels of IAG
		2.4 Provide CPD for all delivery staff to improve the quality of IAG that they provide to their students including the sharing of their sector expertise across the college.
3. Addressing the needs of each pupil	Ensure that high quality careers guidance is readily available to all before, throughout and after their programmes	3.1 Develop resources for use in school engagement activities to further extend the reach of the 'Super 6' careers theme for each delivery area
		3.2 Strengthen relationships with partner agencies by providing opportunities to engage with our learners such as ARU and Make Happen
		3.3 Continually review the Tutorial & Enrichment programmes to ensure they have a clear careers theme with access to high quality IAG material.
		3.4 Provide training and access for all students and staff to the GROFAR Careers platform to enable the logging, monitoring and evaluation of employability skills & behaviours
4. Linking curriculum learning to careers	Ensure curriculum planning and delivery have a strong influence on relevant careers and industry requirements	4.1 Source and share sector relevant CEIAG resources and engagement opportunities across delivery areas.
		4.2 Work with every delivery team to plan and implement 100 additional hours (EEP) of employability, enrichment and pastoral opportunities aligned to the Gatsby Benchmarks and supporting the development of employability skills and behaviours.
		4.3 Ensure feedback from employers is gathered and used to shape the CEIAG content
		4.4 Review the 'Super 6' careers across all delivery area to ensure they remain relevant to industry trends
5. Encounters with employers and employees	Deliver a cross college plan to engage with employers to support learners understanding	5.1 Facilitate every student and staff member to use the Grofar system to record employability encounters
		5.2 Develop plans at team level to facilitate meaningful engagements with employers relevant to their study programme through EEP hours mapping
		5.3 Use Grofar data to review current activity on employer engagement across all teams

	of the workplace	5.4 Deliver a schools and colleges careers fair to provide an opportunity for all local schools and college students to engage with local, regional and national employers.
6. Experiences of workplaces	Further develop current work experience activities to increase relevant work experience and implement substantial work placements for T Levels	6.1 Increase the number of work experience opportunities available to learners
		6.2 Focus employer engagement activities on building long-term well-established relationships
		6.3 Build a range of Industry placement opportunities across sectors relevant to the growing offer of T Levels
		6.4 Monitor and evaluate student engagement with Grofar tools to maximise its effectiveness
		6.5 Facilitate completion of work placement learning plans for all learners through Grofar
7. Encounters with further and higher education	Develop a programme that enables all groups to access the right support and information regarding all HE opportunities	7.1 Review all encounters with HE institutions across teams through EEP mapping activity to ensure every student has access to impartial information on HE opportunities
		7.2 Identify funding opportunities through NCOP and ARU to further promote HE opportunities
		7.3 Set out a clear HE support programme including: finance talks, application process, visit etc. that is accessible and engaging
		7.4 Promote internal HE progression options to all relevant students
8. Personal guidance	Ensure qualified staff are available and accessible to all at key times during the academic year	8.1 Maintain an accessible environment to ensure learners can easily seek the right guidance including remote access to support
		8.2 Support delivery staff to triage CEIAG with their students through training
		8.3 Ensure Moving On process aligns with the tutorial programme and incorporates IAG for learners making career choices in a timely manner

Responsibility

There is a member of the College Executive team designated as Careers Leader and responsible for CEIAG.

Monitoring & Evaluation

Careers Guidance is monitored and evaluated annually through discussion with Governors & Senior managers, as part of the SAR process.

There is a College process for gathering destination data and annual destinations reports are included in the College SAR. This contains detailed analysis of student destinations to HE, FE or employment.

Student Surveys are carried out at various times of the year to assess student satisfaction of the quality of the careers provision and student experience.

Stakeholders including students, parents, Universities, and employers complete feedback forms on careers events they have participated in, for example, Fairs, Open events, Work placements.

An annual action plan is developed by the lead manager based on the self-assessment report.

Review and publication

This Strategy will be reviewed annually as part of the College's SAR process and published on the College's website.