

Green Corridor
Careers Information, Advice & Guidance
Policy & Procedure

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PRINCIPAL RELATED POLICIES & PROCEDURES

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CONFIRMATION OF RECEIPT OF POLICY & PROCEDURE

Name	
Job Title	
Line Manager	

I confirm I have received a copy of this policy and procedure and have read and understood the contents. I also confirm I have sought clarification from my line manager on any issues which I am not clear about.

Signed:

Date:

Please return this signed copy to your individual Policies and Procedures folder for future referenc

Understanding the Terminology

Careers education	Is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.
Work-related learning	Is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
Careers information	Is the provision of information and resources about courses, occupations and career paths.
Careers advice	Is more in-depth explanation of information and how to access and use information.
Careers guidance	Or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Rationale and commitment to careers information, advice and guidance (CIAG)

At Green Corridor CIAG is a key aspect of learning. We want to ensure that our learners leave with the right skills and values to help prepare them for adulthood, independence and for the world of work. We support our learners to consider their future options, maximise their potential and decide how their skills and experiences fit with opportunities in the labour market.

We prepare learners for their preferred pathway of transition out of Green Corridor, whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to all students, highlighting both the vocational and academic routes to their preferred jobs.

We aim for our learners to be inspired about and motivated for the world of work, ensuring high yet achievable aspirations are considered for a range of career options available to them.

To do this we work closely with local authorities due to our learners all having Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community.

We start with the vision that many of our young people are capable of sustaining paid employment with the right preparation and support.

We are committed to reduce the number of 16-25 year olds who are not in education, employment or training by ensuring that this strategy is embedded in our practices.

We will raise awareness and aspirations through regularly celebrating, showcasing and promoting the achievements of our learners who are volunteering, studying or in paid employment.

Our Employability Programmes provide learners with skills, knowledge, support and insight into the world of work and of further learning, so that they make informed choices for their future. Green Corridor also supports learners in researching and identifying opportunities, raising aspirations and supporting progression to their next steps. In addition, Green Corridor encourages parents and carers to play an active role in exploring the options and choices that are best for the young person.

Our strategy is underpinned by the following aims and objectives:

- Ensure that every learner has the opportunity to be prepared for life in modern Britain.
- Provide a structured programme of teaching and learning that allows each learner to develop the necessary behaviours, values, and skills for success in life.
- Ensure that all learners understand the range of career, learning and progression routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all learners.
- Have strong links with employers who are able to contribute to learners' experience by raising their awareness and giving insights about the range of careers open to them.
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all employment and vocational education training routes post-16.
- Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within a changing world.
- To provide resources and information that allows parents/carers to support the learner in making informed choices.
- Work with parents to raise awareness about career and progression routes and to challenge stereotypes.
- Have access to quality careers providers and professionally qualified career development professionals to provide face-to-face guidance that helps learners emerge from Green Corridor as more rounded individuals and ready for the outside world of work and further learning.
- Ensure that all leavers have a well-informed planned progression route.
- Integrate careers and development skills into a broad and balanced curriculum.
- To ensure learners receive a rich provision of extra-curricular and work related learning activities that develop a range of character attributes, such as aspiration, confidence and resilience that underpin success in education, employment and greater independence in adulthood.
- To provide a variety of opportunities to all learners for engaging with a range of employers, training providers and further/higher education institutions.
- To provide experiences of real working environments during learner's time at Green Corridor.

Links to Policies and Action Plans

Several different resources have been used to underpin our strategy including:

National	<ul style="list-style-type: none"> • DFE: Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff. • DFE: Careers strategy: making the most of everyone’s skills and talents • Careers and Enterprise Company: Transition programmes for young adults with SEND. What works?
Regional	<ul style="list-style-type: none"> • Local Authority: Supported Employment Pathway
Internal	<ul style="list-style-type: none"> • Teaching and learning • Assessment for Learning • SRE Education • Equality • Safeguarding • PREVENT training • SEND

Staffing resources

The CIAG Officer at Green Corridor, qualified to Level 3, has lead operational responsibility for the employability programme. All staff contribute to CIAG through their roles as subject tutors. Specialist sessions are delivered by relevant staff. The CIAG programme is planned, monitored and evaluated by the CEO and Head of Centre.

Curriculum

The core curriculum is supported by a range of embedded activities which include:

- careers education sessions
- career guidance activities (group work and individual interviews)
- information and research activities
- work-related learning (including work experience)
- individual learning planning/portfolio activities

1. Careers Education

Green Corridor fully support learners and discuss futures by delivering careers lessons which embed inspiration and aspiration, not just advice. This includes broadening learners’ horizons, challenging stereotypical thinking about the kind of careers which individuals might aspire. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our learners is a key value we all hold at Green Corridor ensuring the information we provide is current and relevant.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. CEIAG is able to be delivered cross-curricular discretely throughout the academic year, which can be naturally occurring and planned for. We also plan within our curriculum work experience, enterprise activities, careers fairs, assemblies, work place visits and talks.

Some of the areas covered include:

Curriculum Vitae (CVs)	Covering Letters
Interviews techniques	Job searching
Making telephone calls for information and advice	Personal Hygiene and Attire
Volunteering	Work Experience
Using online tools and portals	Career Talks
Role expectations	Work related skills and knowledge
Open days/experiences	Presentation

Staff development

The CIAG will attend local collaborative meetings and careers related conferences and training events to keep knowledge and understanding of opportunities and developments up-to-date.

Monitoring, review and evaluation

The CIAG programme is reviewed annually by the YM and Head of Centre. The overall effectiveness of the CIAG programme will be assessed using the Gatsby Benchmarks and STAR Outcomes, and the results will be used to inform improvement priorities.

Work experience

Work experience enables some areas of the curriculum to come to life through learners seeing relevance in workplace situations. For many learners, it is an important way of comparing Green Corridor with that of the wider world of employment and of gaining greater exposure and interaction with potential employers.

This is achieved by providing all learner's with the opportunity to learn about work, learn through work and learn for work.

Work Related Learning and Work Experience

Each team we place a selection of learners in various sectors including catering and hospitality, public services, retail and horticulture.

Placements are one day a week, giving students' invaluable first-hand experience of the world of work. Learners benefit hugely from the opportunity to be more independent, gaining in confidence and developing their communication and interpersonal skills.

Community involvement and events

All learners will be encouraged to participate in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for learners to take away learning.

2. Careers Information

National Careers Service (NCS)

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS is working to improve its offer to SEND schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of E-Teaching and Learning resources available to use. We encourage the learners and parents that are able, to explore the websites information. Over the coming year we will explore participation in online workshops sessions with the NCS to provide additional resources and insight for our students.

LA Supported Employment Pathway: Preparing for Adulthood

We are currently looking to work with a number of local Councils on the further development of the local SEND offer and a collaborative offer for 14-25+ Adult Transition Services.

External Partners

We regularly invite employers and previous learners (alumni) to school to speak with learners about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context.

Employers may be able to:

- Volunteer and attend events
- Mentor and give learners/staff advice
- Deliver business presentations or workshops
- Provide learners with a taste of life at work
- Offer mock interviews

We aim for our learners to have at least one meaningful encounter with an employer every term.

3. Careers Advice and Guidance

Independent and Impartial Careers Information, Advice and Guidance

We are aware of our statutory duty to secure access to independent, impartial careers guidance for learners. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Parents/carers, tutors and learners can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning.

Parent/Carer Involvement

We work in partnership with parents/carers, care providers and other agencies to ensure that learners are supported holistically in their onset development. We do this by the use of newsletters, parents' evenings, school website and events. We share course information, open days and careers fairs to help inform the decision-making process.

We send opportunities to parents/carers which will enrich, enhance and add to the curriculum offered, including open days, activities and events.

With the right support, young people with SEND can find paid work and be supported to live independently and participate in the community. We promote gender-neutral careers and request that parents/carers do the same. We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside of Green Corridor needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage learners to participate.

Destination Data, Recording and Measures

At Green Corridor we take our statutory duties seriously and record our success data and destination data accurately. We understand our duty to inform the local authority whenever a learner under the age of 18 leaves education before completion, at the earliest opportunity.

Quality in Careers Standards

We are committed to continued improvements and quality assurance at Green Corridor and to our Careers Strategy. We aim to carry out a self-review and evaluation of the our programmes. We will also annually ensure that our Employability Strategy is working towards meeting all of the Gatsby Benchmarks using the Compass online self-assessment tool (**Appendix 1**).

Outcomes for learners

Our strategy aims to ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options. By helping learners to shape clear and ambitious goals learners can work towards, we can help learners prepare for adult life.

Appendix 1 - The Gatsby Benchmarks

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, 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.
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 student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student 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 student 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.
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 student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.