



# Careers Education, Information, Advice and Guidance Policy & Careers Strategy



North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and Trustees
Frequency of policy review:	Triennially
Last Reviewed:	21/09/2022
By Dan Sydes	
Ratified by Local Board of Governors on:	05/10/2022
By Derek Marshall	
Next Review Date:	25/09/2025

# Introduction

## Statutory Duty

From the 'Careers guidance and access for education and training providers' September 2022 document, the Department for Education outlines statutory duty as the following:

"The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education (11- to 18-year-olds) and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given."

The governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the 'Baker Clause').

## Careers Plan

North East Futures UTC has a statutory duty to ensure every student has the opportunity for an impartial guidance interview with a careers advisor who is trained to level 6 or above. These interviews should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. ("Careers guidance and access for education and training providers" Sept 2022).

Our aim is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions.

Careers education does not just mean informing students about their options post 16 but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these

choices will affect their options after school and which career pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for whichever pathway they choose.

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. North East Futures UTC's Careers Plan sets out how we provide a fit for purpose careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

North East Futures UTC provides in-school guidance and independent advice from external consultants, Education Development Trust, to ensure our students receive the impartial advice that they need. We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

North East Futures UTC's careers provision is based on the "Careers guidance and access for education and training providers' 2022, and led by the 8 Gatsby Benchmarks ensuring a formal Careers, Enterprise and Employability Programme is in place indicating the importance of employability, careers & enterprise education as part of overall UTC policy and a clear understanding of national and regional drivers. The careers programme is clearly linked to North East Futures UTC's Improvement Plan and there is a clear vision for employability and business engagement education. Local employers advise on the employability, careers & business engagement programme to ensure the programmes enable children and young people to achieve the schools employability goals before they leave school.

The UTC Careers Education, Information, Advice and Guidance Policy & Careers Strategy is based on the DfE document "Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff September 2022".

## North East Futures UTC Career Plan - Aims

Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- Provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfil their potential
- Provide advice and guidance which is in the best interests of the student
- contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers

- Provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- Develop enterprise and employability skills including skills for self-employment
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Encourage students to see career development as a life-long process
- Support students at key transition points

CEIAG at UTC North East Futures has four elements:

- 1) Careers Education: Planned lessons in the curriculum and enrichment programmes giving students knowledge and skills to help them to plan / manage their own career.
- 2) Career Information: Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) Careers Advice and Guidance: Independent and impartial careers advice and guidance provided by a qualified careers advisor (CareerWave).
- 4) Work Related Learning: Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise.

## Implementation of Objectives

- For all students at NE Futures UTC to have a minimum of 10 hours contact time with external industry partners per year
- For all students to have open access to impartial careers information and resources including information about apprenticeships and vocational pathways
- To have all UTC staff able to provide impartial advice and guidance to all students, to enable them to reach their academic, personal and career aspirations
- To continue to build upon new and existing relationships with a range of partners including business organisations, employers, local authority networks, colleges, apprenticeship providers, training providers and universities
- To have all key stakeholders engaged and contributing to the provision of CEIAG, including students, staff, industry partners and parents/carers
- For CEIAG to be embedded in the ethos of UTC and throughout the delivery of curriculum content, PD programme and enrichment activities

- To ensure a provider access policy is in place and the requirements of the Baker Clause are upheld.

## Monitoring and Evaluation

- Analysis of student destination data and, where possible, information about their progress in further or higher education, training and employment
- Surveys or verbal feedback taken by students and staff after employer led activities
- School development plans and progress of these
- Employability Skills surveys to be completed 3x per year to track progress
- Careers Audit as provided by North East Local Enterprise Partnership Careers Hub
- Feedback from industry partners outlining both positive experiences and areas for improvement
- Monitor student progress with applications for university and/or apprenticeships.
- Unifrog platform for students to showcase their talents and aid recruitment for potential academic institutions or employers.

## The CEIAG Team Roles and Responsibilities

To maintain and run an effective Careers Programme North East Futures UTC has an identified CEIAG Team:

**Sarah Hughes**

**Business Liaison Manager responsible for Business Engagement / Careers**

- Strategic leadership of CEIAG across North East Futures UTC
- Prepare and implement CEIAG strategy
- Provision of a planned CEIAG programme / development of annual careers plan
- Monitor CEIAG provision and take up of careers guidance
- Commission and negotiate SLAs
- Analysis and tracking of destination data
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with tutors, SENDCO to identify and support students with careers guidance

- Secure student access to personal careers guidance
- Promote careers across the curriculum; liaise with PD lead and directors of subject to plan careers education
- In house training / CPD for staff
- Brief and support staff involved with delivery of CEIAG
- Maintain own CPD
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG
- Advise SLT and Governors on policy, strategy and resources for CEIAG

## **CareerWave**

### **Qualified external careers advisor**

- Deliver 121 independent careers interviews along with group work
- Create individual action plans for each student
- Provide LMI information to help inform guidance
- Deliver CPD for staff on utilising LMI
- Attendance of in person parents' evenings
- Facilitate free sessions for parents on aspirations
- Impact and student feedback support
- Evaluation of provision
- Advise Careers Leader on best practice

### **Dan Sydes - Strategic Support**

- Support teacher understanding of careers linked to the curriculum
- Ensuring Curriculum Plans include relevant careers education and this is being delivered consistently
- Nominated teaching representative responsible for affective communication of careers programme to teaching staff
- Advise Careers Leader on CPD required for teaching staff to enable careers to be embedded in the curriculum
- Ensure careers information advice and guidance supports all students including SEND and pupil premium students
- Support NE Futures UTC provide an inclusive careers programme to prevent NEET young adults after graduating from UTC
- Highlight any students who require additional careers education support to raise their aspirations.

**Caroline Fannon**  
**Client Relationship Officer**  
**Sunderland University**

- Nominated partner representative responsible for assisting North East Futures UTC achieve benchmark 7
- To help raise student's aspirations
- Organise and liaise with the University outreach team and other departments to deliver workshops/visits

#### **Additional staff responsibilities:**

##### **SENDCO**

- Provide support to SEN students to help them develop and implement their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Ensure the careers leader understands the North East Futures UTC's statutory responsibility to students with SEN
- Develop individual career action plans as part of the Education Health and Care plan

##### **All teaching staff**

- Link curriculum areas to careers
- Support the development of employability skills and embed these into lessons
- Promote progression routes within their curriculum area
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost students to appropriate CEIAG advice and information
- Engage with North East Futures UTC's careers CPD

##### **Pastoral Team**

- Ensure they are familiar with North East Futures UTC's career strategy and its objectives
- Working with the CEIAG team to provide additional support for the NEET risk group

- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Deliver PD careers programme
- Tutors support students with careers action plans
- Engage with North East Futures UTC's careers CPD

## Quality in Careers Standard Award - Code of Practice

North East Futures UTC aims to achieve a Quality in Careers Standard Award. The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 10 onwards access to impartial professionally qualified careers guidance<sup>1</sup> and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified<sup>2</sup> senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent<sup>3</sup> careers guidance, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.

---

<sup>1</sup> "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

<sup>2</sup> "Appropriately qualified" in this context means careers advice and guidance qualified

<sup>3</sup> "Independent" means external to the organisation



8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

#### [The Gatsby Benchmarks](#)

UTC aims to achieve all 8 Gatsby Benchmarks set out in the governments 'Careers guidance and access for education and training providers', September 2022.

North East Futures UTC's careers plan supports the achievement of the eight Gatsby benchmarks:

**Benchmark 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.*

**Benchmark 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 the best use of available information*

**Benchmark 3: Addressing the Needs of Each Student**

*Students 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.*

**Benchmark 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 career paths.*

**Benchmark 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.*

**Benchmark 6: Experiences of Workplaces**

*Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities and expand their networks.*

**Benchmark 7: Encounters with Further and Higher Education**

*All Students 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.*

**Benchmark 8: Personal Guidance**

*Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.*

## Careers Programme

North East Futures UTC is committed to providing a planned CEIAG programme with clear student outcomes for all students (based on the 8 Gatsby Benchmarks) but where possible the programme is also aligned with the CDI Framework. This helps us to ensure the students are well informed and have a better understanding of themselves when making decisions about their future. The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.



## Student Entitlements

### Year 10

- Students explore post 16/18 pathways.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.

- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students begin CV and cover letter writing.
- Students are encouraged to develop behaviours and employability skills employers look for.
- All students have access to a one to one guidance interview with a careers advisor (Qualified and matrix accredited - CareerWave). They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students have optional access to advice drop in sessions.
- Students complete work experience.
- Students are encouraged to access LMI independently.
- Students work with an employer on an industry project

#### **Year 11**

- Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to consider how LMI is relevant to their post 16 options.
- All students have a one to one guidance interview with a careers advisor (Qualified and matrix accredited - CareerWave).
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students have optional access to advice drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are encouraged to develop behaviours and employability skills employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students develop interview skills and complete some informal interview questioning with employer mentors.
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.

#### **Year 12**

- Students explore post 18 pathways.
- Students have a wide range of opportunities to engage with a range of local business, HE and training providers.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students are encouraged to attend careers talks, fairs, university open days and taster days with employers.
- Students continue CV and cover letter development.
- Students are encouraged to develop behaviours and employability skills employers look for.
- All students have access to one to one guidance interview with a careers advisor (Qualified and matrix accredited - CareerWave). They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students have optional access to advice drop in sessions.

- Students complete 2 weeks work experience.
- Students are encouraged to access LMI independently.
- Students work with an employer on an industry project

### Year 13

- Students are supported with post 18 choices and encouraged to consider all their options including HE, employment and apprenticeships.
- Students are encouraged to consider how LMI is relevant to their post 18 options.
- All students have a one to one guidance interview with a careers advisor (Qualified and matrix accredited - CareerWave).
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students have optional access to advice drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are encouraged to develop behaviours and employability skills employers look for.
- Students are encouraged to attend careers talks, fairs, UCAS fairs, University open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter.
- Students develop interview techniques and complete a mock interview with a local employer.
- Students are kept up to date with post 18 deadlines, open evenings and appropriate internal and external careers events.

### CEIAG Plan 2022-23

Date	CEAIG Activity	Services	Partners Involved	Gatsby Benchmarks	CDI	Year Group
September	Introduction to the Careers Programme	Careers Team	Careers Team	Self Development Careers Management Gatsby Benchmarks 1, 2, 4	Explore possibilities, Manage Career	10
September	Introduction to the Mentor Programme and Mentee Profiles	Careers Team	Careers Team	Self Development Careers Management Gatsby Benchmarks 1, 2, 4	Explore possibilities, Manage Career	10, 11, 12, 13

September	UCAS Application workshops/submission	Careers Information	6 <sup>th</sup> Form Tutors/Head of 6 <sup>th</sup> Form, University workshop	Self development Careers exploration Careers Management Gatsby Benchmarks 1,2, 3,4,7	Explore possibilities	13
September - July	Careers Guidance Interviews -  Access to independent and impartial careers advice and guidance. All students have access to one to one guidance interviews (on request for Y10). Additional support available through self referral, parental request.	Careers information, advice and guidance.	CareerWave	Careers Management Gatsby Benchmarks 3, 8	Explore possibilities, See the big picture	10, 11, 12, 13
September - June	Careers talks	Careers education Careers Information	Various employers Local Enterprise Partnership	Self development Careers exploration Careers Management Gatsby Benchmarks 2, 4, 5, 7	Grow throughout life, Explore Possibilities, balance life and work	10, 11, 12, 13
September - July	Careers drop in sessions	Careers information Careers Education	Careers Team	Gatsby Benchmarks 1,2,3,8	Explore possibilities, Manage Career	10, 11, 12, 13
September - May	Industry Projects (at least 2 drop down days annually)	Careers Information Employer Engagement	Various employers	Self development Careers exploration Careers Management Gatsby Benchmarks 5, 6	Grow throughout life, Explore Possibilities, balance life and work, Manage Career, Create Opportunities	10, 11, 12, 13
September - May	Mentoring Programme (6 sessions annually)	Careers Information Employer Engagement	Various employers	Self development Careers exploration Careers Management Gatsby Benchmarks 3, 5, 6, 8	Grow throughout life, Explore Possibilities, balance life and work, Manage Career, Create Opportunities	10, 11, 12, 13
September - May	University Access Programmes	Careers Education Careers Information	Various Universities	Gatsby Benchmarks 1,2,7	Explore possibilities	12
September - July	Careers Lessons (UTC Extra rotation)	Careers information, advice	Teachers Various Employers	Self development Careers exploration	Grow throughout life, Explore	10, 11

		and guidance. Engagement with Employers		Careers Management Gatsby Benchmarks 2, 4, 5, 7	Possibilities, See the big picture	
September - July	Tutor time - Careers Fridays - following the STEPS programme	Careers information, advice and guidance.	Tutors	Self development Careers exploration Careers Management Gatsby Benchmarks 2	Grow throughout life, Manage Career, Explore Possibilities	10, 11, 12, 13
September - July	Industry Visits	Employer engagement Careers information	Teachers Employers	Self development Careers exploration Careers Management Gatsby Benchmarks 4, 5, 6, 7	See the big picture, Explore Possibilities, Balance life and work	10, 11, 12, 13
September - July	Guest Lectures/workshops	Employer Engagement Careers Information	Teachers Employers	Self development Careers exploration Careers Management Gatsby Benchmarks 4, 5, 6, 7	Grow throughout life, Explore Possibilities, Manage Career	10, 11, 12, 13
September - January	PD, Tutor and Mentor Programmes include: 1. Self development 2. Career exploration - Work experience research, applications, preparation, learning outcomes. 3. Career Management - CV and Cover letter writing. Unifrog profile, mock interviews.	Careers education	PD Teachers Mentors Tutors CareerWave	Self development Careers exploration Careers Management Gatsby Benchmarks 1, 2, 4	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities, See the big picture	10, 11, 12, 13
November/ December	Launch of Work Experience	Careers information	Careers Lead	Gatsby Benchmark 6	Explore possibilities, Create opportunities, Grow throughout life	10, 12
November	UK University Fair - St James Park	Careers Education Careers Information	Universities	Gatsby Benchmarks 1,7	Explore Possibilities	12
November	University Visits Taster lectures, special events, a day in the life, open days.	Careers Education Careers Information	Sunderland University, Newcastle University,	Gatsby Benchmarks 1,2,7	Grow throughout life, Explore Possibilities, Manage Career, Balance life	10, 11, 12, 13

			Northumbria University		and work, see the big picture.	
November	Launch of Work Experience PD sessions	Careers information	Careers Lead, Teacher	Gatsby Benchmark 6	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities	10
February	My Future, My Choice - city wide careers event (trip)	Careers information Employer engagement	Various employers, Universities, education providers, apprenticeship providers	Gatsby Benchmarks 2,3,5,7	Explore possibilities, Manage Career	11
February	National Apprenticeship Week - Apprenticeship assembly, Provider Assemblies all week, information on apprenticeship pathways and application procedures in lessons.	Careers information Employer engagement	Various employers, Teachers	Careers Exploration Careers Management Gatsby Benchmarks 2, 4, 5	Explore possibilities, Manage career, Balance life and work	10, 11, 12, 13
February	Labour Market Information assembly	Careers Information	Local Enterprise Partnership or DWP	Careers Exploration Gatsby Benchmark 2	Explore Possibilities, See the big picture	10, 11, 12, 13
March	National Careers Week - Tutor Group Activities, Year Group Assemblies. All curriculum areas link their subject to the world of work, employability skills, employers to provide access to career talks.	Careers Education Careers information Employer Engagement	Various Employers Tutors and Teachers	Careers Exploration Careers Management Gatsby Benchmarks 2, 4, 5	Explore possibilities, Manage career, Balance life and work	10, 11, 12, 13
March	NE Futures UTC Careers & Apprenticeship Fair	Careers Information Careers Education	Various Employers/HE/FE providers, training providers	Gatsby Benchmarks 1,2,4,5,6,7	Explore possibilities, Manage Career	10, 11, 12, 13
March	Mock Interviews with Mentors	Employer Engagement Careers Education	Various Employers	Career Management Gatsby Benchmarks 2,4,5,6,7	Grow throughout life	13
March	Destinations Day	Careers Education Careers Information	Sunderland University	Gatsby Benchmarks 1,2,7	Explore possibilities	13
April	UCAS Fair - Utilita Arena	Careers Education Careers Information	UCAS Universities Various Employers	Gatsby Benchmarks 1,2,4,5,6,7	Explore possibilities	12, 13
July	Work Experience	Employer Engagement	Various	Self development	Grow throughout life, Explore	10, 12

				Gatsby Benchmarks 1,2,3,5,6	Possibilities, Manage Career, Create Opportunities, Balance life and work	
August	Results Day Personal Guidance and support	Careers information advice	Careers Team	Gatsby Benchmarks 1,2,3,8	Manage career	11, 13