

Careers Policy

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Approved by	ELT
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Policy Statement

Barnet and Southgate College is committed to providing high-quality careers information, advice, and guidance to support and motivate learners to reach their full potential in a variety of occupations and roles, in accordance with the college's Equality, Diversity, and Inclusion Policy.

The college aims to fulfil its statutory requirements by:

- Securing access to independent careers guidance.
- Providing all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities.

This aligns with the latest statutory guidance for further education colleges and sixth form colleges, as outlined in the "Careers Guidance and Access for Education and Training Providers" (January 2023) ¹

The college is also committed to following the recommendations of the Department for Education's updated Careers Strategy and the Skills for Jobs White Paper. ² In particular, the college adheres to the eight benchmarks developed by the Gatsby Foundation to set the standards for high-quality careers provision.

Policy Scope

¹ [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf

The college's legal requirements relate to all learners up to and including the age of 18 and 19-24 year olds with an Education, Health and Care Plan. However, the college will aim to provide careers education and guidance to other learners wherever possible and appropriate.

Vision and values

This policy is underpinned by the long-term vision and core values of putting our students at the centre of everything we do. We aim to:

- equip learners with the knowledge, skills and experiences needed to make informed career choices to succeed in a ever changing global economy.
- foster a culture of lifelong learning and aim to prepare students for the challenges and opportunities of the future workforce.
- build strong partnerships with employers, external charities, trust and training programmes and the community to create a supportive network that enhances career readiness and real world experiences
- promote inclusivity and equal opportunities, ensuring all learners have access to high-quality careers guidance and support
- encourage personal growth and resilience, helping students develop academically/vocationally and also personally so that they may thrive in their chosen careers.

Policy Aims

1. **Deliver a careers education programme** that is in line with learners' needs and with key decision points and deadlines.

This programme will include:

- Information and advice about the full range of learning opportunities that are available at Barnet and Southgate College, other colleges, schools and universities
- Visits to and from education institutions that provide opportunities for further study
- Information and advice about the range of jobs and apprenticeships/traineeships that could be options for learners. These should be appropriate to their study programme area and level as well as linked to opportunities that exist in the current labour market
- First-hand experiences of the workplace through work experience, work visits, taster events and voluntary work
- Encounters with employers via visiting speakers, enterprise schemes and mentoring projects
- Employability workshops to provide learners with the skills and knowledge needed to apply for and secure suitable job and apprenticeship opportunities or set up their own business where desired
- Information and advice about online resources that could be used for further research and development.

2. **Ensure that all learners have** opportunities for guidance interviews with highly qualified, trained and competent staff. Advisors will:
 - Be qualified to a minimum of Level 6 in Careers Information, Advice and Guidance
 - Receive regular opportunities for continuing professional development to keep their skills and knowledge up-to-date.
 - Support learners in understanding their own skills, qualities, and interests and how these can be used in the workplace. Enable them to explore the full range of opportunities that are available to them and help them to make and implement their plans for their future.
 - Challenge all forms of stereotyping and negative perceptions and ensure that learners from all backgrounds, gender and diversity groups consider the widest range of choices that match with their skills, qualities and interests as well as with qualifications that they have already got or have the potential to gain.
 - Assist learners who are at risk of leaving college or considering a course change.
 - Record all interventions on Promonitor (with the agreement of learners) so that learners and relevant staff can access information as necessary
3. **Publicise the careers policy and careers education programme** to learners, tutors, parents/carers, governors and employers so that everyone is clear about what learners are entitled to.

Responsibilities:

Careers Education

- **The Careers team** have responsibility for the delivery of a variety of workshops for learners at all campuses throughout the year. Some of these workshops are mandatory whilst others are optional and need to be requested by curriculum managers or tutors. The Careers team will also support curriculum teams by organising Careers Fairs at each campus and additional employer or career enrichment events.
- **Curriculum teams** have responsibility for ensuring that their learners receive Careers information sessions to help prepare them for their future choices. These will either be delivered internally or external organisations. Curriculum managers and teachers have responsibility for ensuring good attendance and participation from their students.
- **Curriculum design** plan and implement delivery to integrate development of skills with academic and vocational learning, ensuring that students acquire the skills, knowledge and attitudes necessary for positive career outcomes, linking learning to employability. This approach ensures that career development is not an isolated activity but a core component of the educational experience, fostering employability and lifelong learning.
- **Curriculum teams, the Enterprise and Employment team and Barnet Education and Business Partnership** have responsibility for arranging work experience for learners and for helping to the prepare for any placements.

Careers Guidance

The Careers Lead has overall responsibility for careers guidance across the college. The Careers Lead reports to the Director of Student Services and the Vice Principal for Quality & Student Experience.

There is also a designated governor with responsibility for careers education and guidance.

Links to other policies

This policy is underpinned by a range of key college policies e.g. Equality, Diversity and Inclusion Policy, Student Transfer and Withdrawal Policy, Health & Safety Policy, Safeguarding policy.

Appendix

Gatsby benchmarks

The Gatsby Benchmarks are a framework of eight guidelines that define the best practices for career guidance in schools and colleges. They were developed as part of the Gatsby Charitable Foundation's "Good Career Guidance" report.

1. **A Stable Careers Programme:** Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers. This programme should be regularly evaluated and updated to meet the evolving needs of post-16 learners.
2. **Learning from Career and Labour Market Information:** Students and their families should have access to high-quality information about future study options and labour market opportunities. They should receive support from informed advisers to make the best use of this information, helping them to make informed decisions about their future.
3. **Addressing the Needs of Each Student:** Post-16 students have diverse career guidance needs at different stages of their education. Career advice and support should be tailored to meet these individual needs, with a focus on embedding equality and diversity considerations throughout the careers programme.
4. **Linking Curriculum Learning to Careers:** All teachers should integrate career-related learning into their curriculum. For example, vocational and academic subject teachers should highlight the relevance of their subjects to a wide range of career paths, helping students understand the practical applications of their studies.
5. **Encounters with Employers and Employees:** Every student should have multiple opportunities to learn from employers about work, employment, and the skills valued in the workplace. This can be achieved through a variety of activities, including guest speakers, mentoring, and enterprise schemes.
6. **Experiences of Workplaces:** Every student should gain first-hand experience of the workplace through work visits, work shadowing, and/or work experience. These experiences help students explore career opportunities and expand their professional networks.
7. **Encounters with Further and Higher Education:** All students should be aware of the full range of learning opportunities available to them, including academic and vocational routes.

This includes understanding options in colleges, universities, and workplace learning environments.

8. **Personal Guidance:** Every student should have opportunities for one-on-one guidance interviews with a qualified career adviser. These advisers should be trained to an appropriate level and capable of providing tailored advice to help students plan their future careers.