



South Gloucestershire and Stroud Academy Trust (SGSAT)

UTC Careers Education, Information, Advice and Guidance Strategy

**If you would like this document in an alternate format
Please contact the Human Resources Department**

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9. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name L Davies

Title Headteacher

03/02/2021

I have read the guidance document: Completing a Policy Impact Assessment?



If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:



EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	Remove arbitrary age barriers to educational access and to the realisation of individual potential and success
Disability	Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities.
Faith or Belief	No appreciable impact
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping
Race or Ethnicity	Provide opportunities for the advancement of persons of minority race or ethnicity
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment
Gender reassignment	Oppose sexism and be committed to taking positive action to identify and remove sexism from College life
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.
Marriage	No appreciable impact
Pregnancy & maternity	No appreciable impact
Carers & care leavers	Supporting staff and learners to recognise and challenge any inequality or discrimination associated with the status of being in care or a care leaver.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.

Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:		N/A
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:		All
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/> If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:		Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 3 Best interests of the child Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 2 Right o life Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

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Introduction

SGS Berkeley Green UTC has two specialisms: engineering and digital technology, and a curriculum that enables students to blend academic and vocational education. STEM subjects (Science, Technology, Engineering and Maths) underpin our curriculum because they unlock an enormous variety of study and career opportunities for young adults. Employability is at the heart of our culture and ethos. Students benefit from a very wide range of high quality opportunities to work with local employers and participate in industry-related activities.

Our Mission Statement

We believe:

- in the importance of high-quality, specialist, technical education for young people.
- in the enormous mutual benefits of bringing the worlds of employment and education closer together.

This document outlines our approach to Careers Education, Information, Advice and Guidance (CEIAG) and the framework for related activities.

Professional Values

Our curriculum is underpinned by our professional values and was written by UTC students in collaboration with UTC employer partners.

Being respectful - We believe in treating everyone as you would expect to be treated. This is at the heart of a healthy workplace. It's essential for great teamwork. It also means looking after yourself.

Being polite - Good manners help build mutual respect. They demonstrate that you can put yourself in another person's shoes and develop positive relationships. They also help to create a good impression.

Taking pride in how we dress - It doesn't matter where you are working; there will always be a professional dress code set by the employer. It is important to follow these set standards to demonstrate a good attitude and to represent the company in the right way. We should be proud of who we are and what we stand for.

Having a positive attitude to learning - Having a positive attitude towards learning ensures that we are making the most of our opportunities and experiences. Factors such as communication skills, consistency, staying focused and meeting expectations and deadlines play a considerable part in this.

Maintaining excellent punctuality and attendance - Punctuality and attendance are factors that every workplace will monitor. They reflect our commitment to what we do. It gives us the best chance to gain new experiences and learn new things. Good punctuality also shows a positive attitude in the workplace.

Developing independence - Developing our own independence and taking responsibility for our actions both have a huge impact on how an employer (and others) may view us. It shows that we are

mature and reliable, and that we are far more attuned to the working world. At a young age this can give us the edge. It will also help us feel more in control of our own destiny.

Being inclusive - We live in a diverse world so we can expect our study and workplaces to reflect this. By rejecting discrimination and being open to the needs of others, we can build an environment based on mutual respect and understanding.

Statutory Guidance

At SGS Berkeley Green UTC we ensure that our careers provision for students adheres to the statutory guidance developed by the Department of Education. The UTC conducts careers activities in line with 42A, 42B and 45A of the Education Act 1997.

Careers guidance and access for education and training providers

Statutory guidance for governing bodies, school leaders and school staff

– October 2018

In relation to the above guidance, the UTC agrees that “good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.”

Further documents used for reference in the UTC’s careers provision include:

Careers strategy: making the most of everyone’s skills and talents

GOOD CAREER GUIDANCE

SGS Berkeley Green UTC Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school, for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

Provider Access Requests

Procedure

A provider wishing to request access should contact Jennifer Peirce

Telephone: 0800 470 1516

Email: office@berkeleygreenutc.org.uk

Opportunities for access

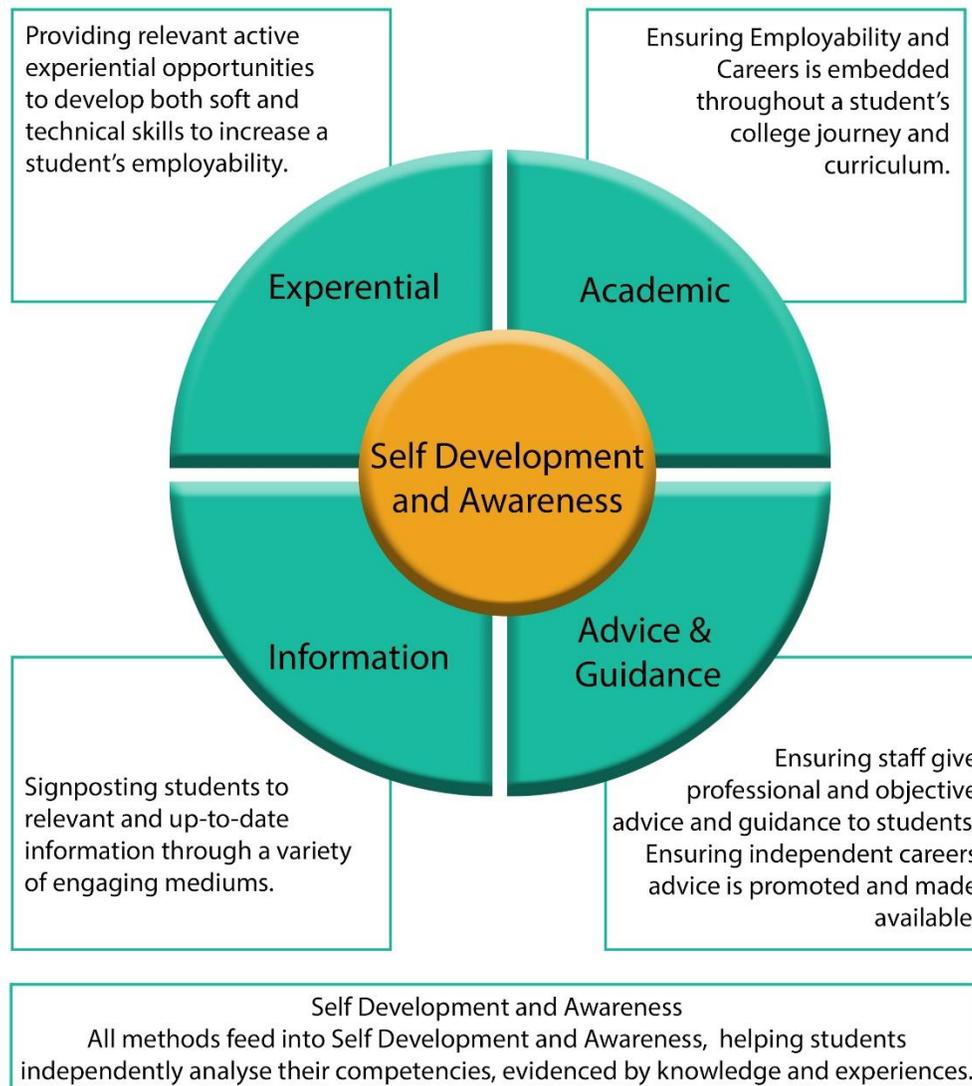
A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Aims

The aims of SGS Berkeley Green UTC's Careers services are to:

- assist students in planning for their career with well informed decisions.
- assist students in developing positive attitudes to work and study.
- assist in developing students' confidence and aspirations.
- ensure the college delivers a diverse programme of careers related activities.
- develop links with organisations to enhance students' experiences and learning.
- provide independent and objective information and guidance.
- promote equality and diversity to students throughout the careers service.
- assist students in developing relevant soft and technical skills preparing them for their future careers.
- actively contribute to the UTC's visions and beliefs.

We intend on delivering the above through 5 main areas of Careers learning:



Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 competencies which provide a national benchmark for good careers guidance. The UTC's CEIAG Strategy and the Employability Programme have been developed to support our commitment to fulfilling 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 pupils, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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 pupil 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 pupil 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 pupils 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 pupil should have opportunities for guidance interviews with a career 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 pupil.

Further information on the Gatsby Benchmarks can be found [here](#).

Learner Entitlement and Delivery Methods

Every student at the UTC is entitled to high quality career education and guidance as part of their overall education. Students can expect the following entitlements:

Entitlement	Delivery Methods
To know where they can access relevant and up to date information	Available through noticeboards, Unifrog, the Values in Practice (VIP) programme and the UTC's website. Prospectuses and industry magazines made available.
To feel safe when undertaking any careers activities	Safeguarding Children, Young People & Vulnerable Adults Policy & Procedure available on website. Full risk assessments and DBS checks completed where required. Staff at UTC fully briefed on Safeguarding policies and procedures.
To know who they can speak to about careers and employability	Regular talks will be given from key staff to students. Information will be accessible through the website. External Careers Adviser available.
An education teaching respect and equal opportunities	Please refer to the UTC's Equalities Policy and the UTC's Professional Values .
To receive an education that is industry relevant	Employer partners input into delivered education. Employer partners will be available for mentoring. Talks from practicing professionals. Engagement with the GFirst LEP's Enterpriser Adviser.
To experience career related activities that help develop student competencies	Activities such as workplace trips, mock interviews, employer partner projects and talks help to support this. Students will be given work experience in KS4 and KS5 as part of their education.*
Access to extra-curricular activities that develop students' skills	Students supported in entering national competitions and awards, including The Baker Award in Technical Education. Relevant external events will be communicated to students.
To access independent and impartial careers advice	Through resources such as Unifrog, website resources and an external Careers Adviser. Promotion of the National Careers Service.
To have access to high quality, industry relevant, technical resources	Students have access to specialist technical equipment and are given practical training and have experience in using them.
To learn about a full range of education, employment and apprenticeship opportunities, as part of a careers programme and at each transition point. This includes hearing directly from providers	See provider access requests section. Sessions are delivered in employer projects, assemblies, tutor time, lessons, talks, via Unifrog, noticeboards and website.

* Please be aware that at the time of writing, the Covid 19 Pandemic is causing reduced experiential opportunities in order to keep students protected. This could have an effect on the types of opportunities the college is able to offer.

Parents'/Carers' Entitlement and Delivery Methods

The UTC believes that parents and carers have a right to information on how careers advice and guidance are being delivered to students. Parents can expect the following entitlements:

Entitlement	Delivery Methods
To be informed of what careers provision will be provided to the students	Employability Programme available on website. Parents'/carers' newsletter will be distributed monthly with useful resources and updates. Parents'/carers' section on website.
To be provided with useful resources and information to help support their children with continued careers support at home, as well as in college	Parents'/carers' newsletter will be distributed monthly with useful resources and updates. Targeted events to which parents and carers will be invited. Parents'/carers' section on website. Parents/carers have access to Unifrog.
To be assured in their child's safety and wellbeing whilst students undertake UTC arranged careers activities	Safeguarding Children, Young People & Vulnerable Adults Policy & Procedure available on website. Full risk assessments and DBS checks completed where required. Staff at UTC fully briefed on Safeguarding policies and procedures.
To be able to input and feedback on careers provision	Next Steps email address available for students and parents/carers to email.
To easily access relevant policies and information	Policies available on website. See Appendix.

Who the entitlements are being delivered by

Jennie Peirce: Careers Lead

Siobhan Williams: Employability and Progression Coordinator

Roles and Responsibilities

Senior Leadership Team

- Consistently applying and promoting the strategy as a whole UTC approach.
- Strategically implementing the strategy and setting the annual budget.
- Actively engaging with any feedback derived from monitored outcomes of the strategy.

Careers Lead and Employability and Progression Coordinator

- Implementation of employability and careers across curriculum and a student's college journey.
- Updating of the CEAIG Strategy annually.
- Ensuring students have access to impartial 1:1 careers advice through the external Careers Advisor during their studies.
- Assisting students in sourcing work experience and ensuring the activities are in safe environments.
- Coordinating careers and employability focused events, workshops and activities.
- Ensuring students receive access to and information about a range of education providers and employment options to make informed decisions.
- Networking with staff, parents/carers, employers and governors to offer a range of vocational talks, work experience placements and other work related activities.

Curriculum Leaders

- Ensuring CEAIG is embedded within curriculum areas.
- Responsible for ensuring specialist CEAIG is relevant, is of a high standard and is effective within curriculum areas.

Tutors

- Fully aware of the CEAIG Strategy.
- Delivering employability and careers related tutorial sessions and engaging with activities as and when required.
- Identifying students who may require extra careers support.

Students

- Engage with employability and careers activities to help them plan for their future careers.
- Engage with the UTC's Values to help prepare them for their future careers.
- Request support and guidance from staff when needed.

Parents/Carers

- Reiterate to students the importance of accessing and engaging in UTC-led employability and careers activities.
- Feedback to the UTC about any future development opportunities.
- Feedback to the UTC about the effectiveness of the Employability programme.
- Request UTC help with a student in providing further employability and careers support.

Alumni

The UTC has a strong relationship with its Alumni. Alumni often wish to give careers experiences and opportunities to current students similar to that they enjoyed when studying with the UTC. The UTC values these opportunities and relationships, and actively seeks to engage willing Alumni in employability activities with current students.

Employers, Community Partners and Learning Providers

The UTC are committed to establishing new and existing relationships with employers, higher education providers, local learning providers, apprenticeship providers, LEPS and other relevant organisations and networks. All relationships are established in order to further support the UTC's development of students in the professional and local community.

Monitoring, Reviewing, Evaluating and Reporting.

The CEAIG Strategy and the Employability Programme will be monitored and reviewed annually by the Careers Lead, Employability and Progression Coordinator and the UTC's Senior Leadership Team. The UTC will evaluate and report on its progress against the Gatsby Benchmarks via:

- Monitoring external careers advice
- Lesson observations
- Feedback forms from student work groups
- Compass monitoring
- Feedback from employers
- Monitoring employer engagement
- Monitoring work experience and feedback
- Student Voice
- Destinations data

Careers Lead Contact Information

For further information on the CEAIG Strategy, the Employability Programme or any other Careers related enquiry please contact the UTC's Careers Lead.

Name: Jennifer Peirce

Telephone: 0800 470 1516

Email: office@berkeleygreenutc.org.uk

Appendix

Links to statutory guidance and relevant government documents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

Links to relevant SGS Berkeley Green UTC policies and documents:

[Safeguarding Children, Young People & Vulnerable Adults Policy & Procedure](#)

[Pupil Premium](#)

[Educational Visits Policy](#)

[Equalities Policy](#)

[Inclusion and SEND Policy](#)