



NEWMAN
COLLEGE

June 2018

Date of Next Review:
June 2019

**Newman College
Careers Strategy
2018-2019**

Introduction and Context

At Newman we believe that 'every student should leave College prepared for life in modern Britain' and that 'high quality, independent careers guidance is also crucial in helping students emerge more fully rounded and ready for the world of work'. As such, we want all of the young people in our community to be well-informed when making subject and career decisions and we believe that no-one should be left behind.

As a result we have developed a fully supported programme of impartial careers guidance and subject and pastoral specific industry knowledge which is a very important part of our work with students at Newman. If we are to develop highly qualified, aspirational young adults, they must be able to make outstanding progress after they leave us, as well as whilst they are in our care and learn from a high quality teaching body that are passionate and fully committed to updating and sharing their own knowledge of industry. We employ a part-time Careers Adviser to support the work of our Careers Lead on our careers programme which permeates the curriculum. We know that a successful careers programme does more than prepare students for the future; it helps them make the right choices in college and encourages them to engage with their studies in order to reach their career goals. Good careers guidance should ensure that our students leave Newman College well-prepared for the outside world with the employability skills that they need to succeed and the capacity to do well in life.

Our careers programme is modelled around current best-practice for careers guidance and the Gatsby Benchmarks developed by the Gatsby Foundation.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

At Newman College our common purpose is to support **all** students onto the next stage of their lives be it university, apprenticeships, training or employment and develop the skills, talents, understanding and aspirations of all our learners enabling them to become responsible citizens who achieve personal success and fulfilment in life, whatever their destination (or outcome).

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further and Higher education
8. Personal guidance

All students are entitled to a range of opportunities that build on the eight Gatsby benchmarks as they progress through their time in the College, increasing in intensity as they progress towards the key decision-making points at the end of GCSEs and the start of Year 12 and A-Levels/BTECs at the end of Year 13.

Aims and Objectives

Our aim is to empower each student to plan and manage their own future and help them to progress by responding to their individual needs; providing comprehensive information and advice, raising aspirations, actively promoting equality of opportunity and challenging stereotypes.

As such we have designed our Careers Programme to:

- Link effectively with the curriculum in order to maximise student learning
- Provide totally impartial and up to date information through close working with independent careers professionals, employers and Higher Education institutions
- Challenge stereotyping, deal with prejudice and discrimination, use skills of assertiveness and negotiation and encourage students to widen their career ideas
- Reflect the true nature of today's and tomorrow's world of work with the local area and beyond

Our Careers Programme in Newman College

Our Careers Programme is an entitlement for all students in Years 12 and 13 and the advice and guidance that students receive is timely and relevant to their needs. The programme is delivered through curriculum (subject) time, pastoral time with form (progress) tutors, year and group assemblies, drop-down enrichment days and events and independent careers advice and guidance, provided by our fully-qualified Careers Adviser.

These 1:1 'guidance interviews' are self-referred and the student sets the agenda for the interview. Students have the opportunity to discuss their career plans and to consider a wide range of options that best suit their aspirations, strengths, abilities and learning styles. During these interviews students are introduced to university, apprenticeship and employment and college websites to research a wide range of opportunities. All students are provided with an Action Plan with SMART objectives. Referrals for guidance interviews are also made by the Progress Leaders, Form Tutors and subject teachers in consultation with the student. All students requesting an interview are seen.

Year 12

In Year 12 our Careers Programme starts by introducing the students to College life through the induction process and quickly throughout the year students are encouraged to think about their next steps post-Newman.

Students are introduced to:

- The UCAS application process through a student and parent UCAS information evening and through assemblies to consider what undergraduate life is like and what the entry requirements and prospects are for chosen degree courses. They all attend a UCAS Fair in the Spring Term and receive bespoke training from our UNIFROG Adviser in January. UNIFROG is our on-line search tool. Students are encouraged to use the UCAS, UNISTATS and Open Days websites.
- The options of booking onto university open days, university taster events, summer schools, the Brilliant Club, Elevate and regional university events.
- Past Newman students through the alumni group who are able to offer small group talks and 1-2-1 interviews.
- The apprenticeship offer through National Careers Service assemblies and the local Apprenticeship Fair, as well some employer engagement talks.
- Subject specific careers advice and groups such as BrightMeds, and Oxbridge Plus as well as 1:1 discussions with Form Tutors and subject teachers. Opportunities for events are sent out via Firefly and the weekly College newsletter.
- CV enhancing opportunities, CV writing and interview techniques. CV enhancing opportunities include the Level 3 Extended Project Qualification (EPQ), Duke of Edinburgh Award scheme and residential trips.
- Careers knowledge and employability skills through a 'Moving On/Transition' drop down day in the Summer Term.
- Our Work Experience Programme. We believe that meaningful work experience is an important component of work-related learning and has an impact on our student's motivation and maturation. We feel that it improves student communication and other key skills; makes them more aware of the skills and qualifications needed for work; improves their knowledge of one particular job area; makes them understand about their own strengths and weaknesses and develops their positive self-esteem.

Year 13

In Year 13 the Careers Programme becomes more bespoke and tailored to the individual needs of our students through:

- Personalised UCAS application support (with at least three 1:1 sessions with Form Tutors and the Progress Tutor) and support with finance from Finance England.

- Personalised 'mock' interview practice with tutors and outside agencies such as IntoUniversity, Elevate and Brighton and Sussex Medical School.
- Individual guidance and support from the Careers Adviser for non-university routes, including employment opportunities, thereby avoiding potential NEETs.
- Bespoke opportunities to build further on work experience opportunities in Year 12.
- Further guidance on apprenticeship opportunities and offers to attend local apprenticeship and employment networking events.
- An enterprise day in the Autumn Term further focussing on Futures.
- Assemblies from visiting speakers with a focus on careers and routes into them.

Monitoring, Evaluating and Reviewing the Career Plan

This plan is informed by a number of key documents which are listed below with a view to giving our students the best opportunities and experiences, whilst sitting in the legal framework.

The effectiveness of this plan is evaluated by the Key Stage 5 destinations data released by the DfE each year and student, parent/carer, teacher and employer feedback. It will be reviewed on an annual basis by the Head of College, Raising Standards Leader for Key Stage 5 and the Governors.

Newman College destinations data over the last three years show consistently 98% of our students stay in full time education or training post-16. This is higher than the national average (94%). In 2016, 71% of our students went on to university, this is above national average (51%).

Those students in Sixth Form without a known destination are followed up with phone calls from the Progress Tutor and Careers Adviser. This information is collated into spreadsheets and copies sent to the appropriate stakeholders. Any students considering leaving Sixth Form are encouraged to attend a one to one guidance interview with a member of the College Leadership Team and the Careers Adviser.

Students are regularly asked to give feedback about their careers guidance through interviews and survey monkey. The results are collated and fed back to students and tutors. Parents/carers are also welcome to give feedback on any aspects of the programme through parent voice.

Collaboration with the Local Authority

Newman College collaborates closely with Brighton and Hove Local Authority to keep them informed of student choices (offers of learning) and destination data as our statutory duty dictates. The Careers Leader regularly attends working parties and 16-19 CEIAG meetings.



Useful References

Statutory Requirements

Careers Guidance for Further Education Colleges and Sixth Form Colleges (DfE, February 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/679639/Careers-Guidance.pdf

16-19 Programmes of Study: Guide for Providers (DfE, May 2017)

<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers>

Careers Guidance and Access for Education and Training Providers (DfE, January 2018)

http://www.thecdi.net/write/Careers_guidance_and_access_for_education_and_training_providers.pdf

Careers guidance in schools, colleges and universities (House of Lords Briefing Paper, January 2018) - CBP-7236%20(1).pdf

The Gatsby Benchmarks

Good Career Guidance - The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Gatsby Benchmarks - The Careers and Enterprise Company

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>

Apprenticeships

Further Education and Skills – Apprenticeships - Gov.UK

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

Apprenticeships, traineeships and internships - Gove.UK

<https://www.gov.uk/education/apprenticeships-traineeships-and-internships>

Apprenticeships - Get in Go Far (Gov-UK)

<https://www.getingofar.gov.uk/>

Universities

UCAS and UNISTATS

<https://www.ucas.com/>

<https://unistats.ac.uk/>

Applications and UCAS - The Student Room

<https://www.thestudentroom.co.uk/forumdisplay.php?f=6>

Open Days

<https://www.opendays.com/>

