

## 1. Introduction

### 1.1. Purpose

The purpose of this document is to set out Employ My Ability's policy on the provision of Careers Education, Information, Advice and Guidance to our students.

The policy aims to demonstrate EMA's commitment to guaranteeing our students are enabled, encouraged, and supported to explore and experience different vocational and academic areas with the intent of them making meaningful decisions about their future career options.

EMA aim to inspire and enable our students to develop social, physical, emotional and employability skills.

*"Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential."* SIR JOHN HOLMAN, SENIOR ADVISOR TO THE GATSBY FOUNDATION 2019

### 1.2. Legal and/or regulatory framework

**This Policy considers the following references:**

- a) Department for Education Careers Strategy (2017)
- b) Good Career Guidance, Sir John Holman (2019)
- c) Employ My Ability's Compass Benchmark Tool (2020)
- d) The Careers & Enterprise Company - The SEND Gatsby Benchmark Toolkit (2018)
- e) Mental Capacity Act (2005)

## 2. Scope

This policy applies to all EMA directors, advisory trustees, staff, and students.

## 3. Policy statement

### 3.1. General

The Vision, Mission and Values of EMA confirm our commitment to the successful progression of students by embedding a study programme that is committed to increasing employability skills, providing real life work experience, equipping students with knowledge, and understanding of employment, raising aspirations and offering careers education, information, advice and guidance.

EMA recognises that Careers Education, Information, Advice and Guidance is crucial for our student's success and are committed to embedding the Gatsby Benchmarks across the curriculum. The purpose of this policy is to outline our commitment to Gatsby Benchmarks for students with Special Educational Needs and Disabilities (SEND) and our commitment to ongoing Careers Education, Information, Advice and Guidance throughout our courses.

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### 3.2. Commitment to the Student

EMA believe that all students should be supported to understand the full range of opportunities that are available to them, including both academic and vocational, and **enable** this by using differentiated approaches, presenting information tailored to the students learning approach.

### 3.3. Gatsby Benchmarks

To **embed** this, EMA are committed to implementing the Gatsby Benchmarks for students with Special Educational Needs and Disabilities (SEND). The Gatsby Benchmarks are world-class standards which EMA apply across all settings.

We measure our careers programme using the eight benchmarks on at least an annual basis. This measurement ensures that students have continued successful transitions with raised aspirations; and are supported to make meaningful choices around their career progression, continued training, employment options and vocational opportunities.

The eight Gatsby Benchmarks are:

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

Referencing against the Gatsby Benchmarks enables EMA to continually ensure that individualised timetables, student targets and learning plans are tailored to facilitate the students in making informed meaningful decisions concerning their future career, direction, and planning.

All students are encouraged to meet with an independent and impartial, fully qualified careers adviser to explore their options and plan future progression pathways.

### 3.4. Careers Lead

EMA have a designated SMT Careers Lead who will:

- a) Upholds the standards of the Careers Development Institute.
- b) Monitors and oversees policy.
- c) Identifies priorities and improvement plans.
- d) Manages and works in partnership with the internal careers information and advice specialist.
- e) Works directly with external Careers IAG professionals.
- f) Completes the Gatsby Benchmark evaluation tool.
- g) Ensures the Senior Management Team and Trustee Advisory Board agree policy, priorities, and improvement plans.
- h) Ensure all students have access to a meaningful careers programme.

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### 3.5. Management and delivery.

EMA is committed to providing a planned programme of careers education, information and guidance and will work closely with partners to ensure appropriate linkage to our curriculum.

Students have access to impartial information, advice, and guidance through various partnerships. EMA provide a free, confidential space on site for representatives from partner organisations to meet with every student, and ensure the partners are invited to all annual reviews and work in partnership to plan successful transitions.

Every student will have first-hand experiences of the workplace through their programme of study. Career progression is underpinned throughout all the study programmes as illustrated in the Student Study Programme:

#### EXAMPLE STUDY PROGRAMME YEAR 1

Days Attending	5
What do I want to learn and achieve?	I want to improve my English and Maths and look at different jobs I can do.
Study Programme Area	How will I learn?
Work Experience	Secret Garden Café Glasshouse Shrubs Maintenance Thorngrove Shop
English, Maths, and ICT skills	English E2 Maths E3 ICT E3
Vocational learning	Introduction to Hospitality Introduction to Landbased Studies E3 Vocational Studies Extended Certificate
Support to learn skills and overcome barriers to gaining employment (e.g. travel training, Personal Development, Independent Living Skills, EHCP Targets)	Personal Development Programme Independent Living Skills Programme
Employability skills	E3 Workskills Extended Award
Tutorial and pastoral support to develop skills	Daily morning, lunchtime and end of day tutorials Sports and Recreation Multi Me Session – recognising and recording progress and achievements

#### EXAMPLE STUDY PROGRAMME YEAR 2

Days Attending	4
What do I want to learn and achieve?	I want to work in a café and get a qualification in hospitality. I want to improve my English and Maths.
Study Programme Area	How will I learn?
Work Experience	Secret Garden Café Thorngrove shop
External Work Experience	Careers sessions and work with the Work Placement Coordinator to identify work placements close to the student's home
English, Maths, and ICT skills	English E3 Maths Level 1 ICT Level 1
Vocational learning	Level 1 Hospitality Qualification (1st year)
Support to learn skills and overcome barriers to gaining employment (e.g. travel training, Personal Development, Independent Living Skills, EHCP Targets)	Level 1 Hospitality Qualification (1st year) Personal Development Programme Independent Living Skills Programme
Employability skills	Work Experience targets
Tutorial and pastoral support to develop skills	Daily morning, lunchtime and end of day tutorials Sports and Recreation Multi Me Session – recognising and recording progress and achievements

#### EXAMPLE STUDY PROGRAMME YEAR 3

Days Attending	3
What do I want to learn and achieve?	I want to work in a café and get a qualification in hospitality. I want to improve my English and Maths.
Study Programme Area	How will I learn?
Work Experience	Secret Garden Café
External Work Experience	1 day working at a local café
English, Maths, and ICT skills	English E3 Maths Level 2 ICT Level 1
Vocational learning	Level 1 Hospitality Qualification (2nd year)
Support to learn skills and overcome barriers to gaining employment (e.g. travel training, Personal Development, Independent Living Skills, EHCP Targets)	Travel training
Employability skills	Work Experience targets
Tutorial and pastoral support to develop skills	Daily morning, lunchtime and end of day tutorials Multi Me Session – recognising and recording progress and achievements

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### **3.6. Stakeholders**

#### **Parents and Carers**

Are recognised as co-partners in the career development of their Young Person and will be supported in developing the confidence and capability to support their Young Person's planning and decision making. EMA will regularly communicate, update and provide independent counsel to parents and carers to enable them to more fully support the student.

As per the Mental Capacity Act (2005), EMA recognises that every adult has the right to make his or her own decisions and must be assumed to have capacity to do so unless it is proved otherwise. EMA will make every effort to encourage and support the Young Person to make decisions for themselves, whilst recognising that at times some of those decisions could be viewed as unwise or eccentric by another person. EMA will however always support a Young Person towards positive outcomes.

#### **Careers support agencies**

The Careers Lead will ensure that all students have access to the independent, impartial careers support and will ensure positive working relationships are secured and monitored through evaluation.

#### **Employers, Community Partners and Learning Providers**

EMA work with a wide range of external employers, colleges and learning providers, and are registered with NATSPEC so therefore work closely with many specialist independent providers as well as mainstream local schools and colleges. In tandem with this we:

- a) Encourage and support students to work with employers local to their home address.
- b) Welcome new working relationships that will build upon our portfolio of contacts, ensuring the students have a broader access to work experience and employment/career pathways.
- c) Ensure students are supported to access information events to hear from a range of local providers about the opportunities they offer, including Education and Adult Community Services.
- d) Employer and community partnership feedback is encourages to build a meaningful portfolio for students and employers.

The Work Placement Co-ordinator will ensure career progression and targets are supported, encouraged and implemented.

### **3.7. External certification**

EMA will complete the Matrix Standard, the Department for Education's standard for ensuring the quality of the delivery of high-quality careers information, advice and guidance.

## **4. Roles & responsibilities**

EMA are committed to increasing the knowledge of staff and have ensured that funding is available for recruitment, training and support, and has identified the need to keep the following roles filled:

Steve White (Managing Director, and SMT member) is the nominated Careers Lead for EMA.

Level 4 qualified Careers Adviser delivering 1:1 and group Careers information and advice sessions for students and supporting education staff.

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Furthermore, EMA retains the services of a Level 7 qualified Careers advisor who works alongside the Senior Management Team.

## 5. Implementation

Overall responsibility for policy implementation and review rests with EMA Senior Management Team, but all employees are required to adhere to and support its implementation.

New employees will be given notice of the policy during their induction.

This policy will be implemented through the development and maintenance of procedures for appraisals and one-to-one meetings, using template forms, and guidance given to both managers and employees on the process.

## 6. Support, advice and communications

Requests for further advice, support or implementation guidance on this policy can be obtained from [steve@employment.org.uk](mailto:steve@employment.org.uk)

## 7. Review

This policy will be reviewed annually, following which the revision number and date will be updated to ensure that staff always know that they are referencing the correct policy.

Should there be a need to change the content of the policy before its annual review date then please send a notification to [compliance@employmyability.org.uk](mailto:compliance@employmyability.org.uk)

## 8. Associated documents

This policy is underpinned by the policies for teaching and learning, recording and reporting achievement, PSHE, work related learning, equal opportunities, health and safety, and annual reviews.

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