



# Careers Strategy 2022-2023

# Introduction

At Arden College we are committed to careers education, information, advice, and guidance ensuring students' leave us with the right tools and values to become independent, an active citizen or employed. We support students, with their parents and carers, to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the local job market. We support students to prepare for their preferred destination whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to student outcomes through our EHCP annual reviews process where we collaborate with all stakeholders to shape clear and ambitious targets for students to prepare for their next steps.

Everyone at Arden College is fully committed to our statutory and moral obligation to provide a holistic careers service for students in Phase 2 and Phase 3, highlighting the vocational and academic routes to their preferred career path. Each student will be given an opportunity to engage in Work Placements, internal and external. Students also have careers embedded into their timetable. All career focused sessions are delivered weekly by a Phase tutor, with oversight of Phase Managers and the Vice Principal. Our aim is to ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.

We collaborate closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health, and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community.

There are several terms used to describe Careers Education, and there is inevitably some overlap between them.

- Employability/Work skills is the delivery of learning about careers and the skills and knowledge required to become employable. This embedded as part of the curriculum.

- Work experience/placement is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- Careers information is the provision of information and resources about courses, occupations, and career paths.
- Careers advice is more in-depth explanation of information and how to access and use information.
- Careers guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

## Arden Colleges Vision

To ensure students, their parents, and carers, are informed and prepared to achieve aspirational next steps into independence, becoming an active citizen and gaining employment/further study towards a career

### **Strategic Objectives:**

- All students, parents, carers, and teachers have access to careers information, advice, and guidance.
- All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.
- All students' transition to a variety of positive destinations.

The strategy sets out where Arden College is currently, using a summary of the Compass Careers Benchmark tool and the Gatsby Framework. The strategy will inform you how Arden College is meeting the Gatsby Framework and what the areas for development are.

Benchmark & progress made	Gatsby Statement	Current State	Areas for Development
<p>1</p> <p><b>September 2022-</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors, and employers.</p>	<ul style="list-style-type: none"> <li>• As of September 2022, we have a clear and thorough written Careers Strategy, Programme and Careers Education Curriculum. Each student is receiving at least one session a week that is related to Careers education.</li> <li>• Our programme has been shared and approved the senior leadership team, (Independent Provision, so no board of governors)</li> <li>• The careers programme has specific resources and funding allocated and is monitored by the Vice Principal.</li> <li>• We have a holistic approach to our work experience offer.</li> <li>• We have a Business and Enterprise sessions embedded into student's timetable. (Floristry, Baking.....)</li> <li>• We have developed a link with Mencap and Working Options who will be delivering employability skills sessions.</li> <li>• We have growing links with industry. (Warrington Council)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure careers programme and education is fully embedded throughout the college and all staff have the knowledge required to fulfil their role</li> <li>• Monitor progress of students using the Show Progress and Work placement feedback booklets.</li> <li>• Whole College displays to highlight careers.</li> <li>• Staff CPD.</li> <li>• Establish and develop National Careers event that the whole college can partake in</li> <li>• Appoint a Careers Advisor and Work Experience Coordinator, who will develop and implement areas of the career's strategy and programme. They will establish more links with external employers and organisations</li> </ul>

		<ul style="list-style-type: none"> <li>• We have a good understanding of our destination data and how we are working to ensure students transition to the right place.</li> <li>• Career aspirations towards employment and learning goals are incorporated into students' EHCP Outcomes</li> </ul>	
2 <b>September 2022</b>	Every learner, 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.	<ul style="list-style-type: none"> <li>• A meeting with students, parents/carers is arranged in the first term to share our individual plan for them. This will include a learner journey and how we will aim to reach their aspirational destination.</li> <li>• All tutors have access to a range of physical teaching and learning resources</li> <li>• A range of external professionals Mencap, Working Options and LA's actively support students/parents/carers to plan for adulthood.</li> <li>• Future options are fully discussed during annual reviews so that steps can be put into place to meet the aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint and train TAs in the role of Job Coach to ensure they are fully aware of how to support a student on placement.</li> <li>• Ensure that we promote and use the latest LMI and use this information to shape careers education.</li> <li>• Once the Careers Advisor and Work Experience Coordinator is appointed ensure that there is a schedule of individual IAG meetings set up for each student. Ensure from each meeting that each student has an action plan that is implemented and reviewed.</li> <li>• Make further information about Careers education available to parents and carers by having a range of resources available at their request.</li> </ul>

			<ul style="list-style-type: none"> <li>We will keep record of students' experiences of careers and enterprise activities using Show Progress and Work experience booklets. Students and parents/carers can have access to this information and will use it to support annual reports.</li> </ul>
<p>3</p> <p><b>September 2022- 66%</b></p>	<p>Advice and support should be tailored to the needs of each learner. Keeping good records of learners and their destinations after school will help.</p>	<ul style="list-style-type: none"> <li>Students undertake personalised work experience placements. Due to Covid this has been predominantly internal, links for external experiences are being developed.</li> <li>Session plans and resources are differentiated based on the needs of the participants</li> <li>A meeting with students, parents/carers is arranged in the first term to share our individual plan for them. This will include a learner journey and how we will aim to reach their aspirational destination</li> </ul>	<ul style="list-style-type: none"> <li>Develop an easier to access system of finding, updating students' data. Using Data bridge.</li> <li>Using Databridge collect and maintain accurate data for each student on their destinations after they leave college.</li> <li>Once the Careers Advisor and Work Experience Coordinator is appointed ensure that there is a schedule of individual IAG meetings set up for each student. Ensure from each meeting that each student as an action plan that is implemented and reviewed.</li> </ul>

		<ul style="list-style-type: none"> <li>Records of students and their aspirational outcomes are kept. Each student has their own record and folder.</li> <li>Students desired employment outcomes are articulated in their EHCP, and outcomes identified to support their aspiration. This is shared with all relevant stakeholders.</li> <li>Students' EHCP target areas of development and skills are related to careers education. We work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these</li> </ul>	
4 <b>September 2022- 50%</b>	Careers and enterprise education should be part of and included in a learner's standard lessons, linking curriculum to real-world career paths.	<ul style="list-style-type: none"> <li>Tutors often make links to careers within their teaching and learning.</li> <li>Each student's individual plan links back to the principles identified by Preparation for Adulthood.</li> <li>The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP.</li> <li>If required students will study Maths and English to a level that is relevant to them individually.</li> <li>The vast majority of students understand the importance of Maths and English for their future destinations.</li> </ul>	<ul style="list-style-type: none"> <li>Whole College displays to showcase careers.</li> <li>Appoint a Careers Advisor and Work Experience Coordinator, who will develop and implement areas of the career's strategy and programme. They will establish more links with external employers and organisations</li> </ul>

<p>5 <b>September</b> <b>2022 – 77%</b></p>	<p>All learners should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.</p>	<ul style="list-style-type: none"> <li>• In the past we have engaged with number of small, medium, and large businesses enabling us to offer regular and meaningful encounters with employers due to Covid these will to be re-establish</li> <li>• All students who it is relevant to encounter a work-placement throughout their time at Arden College, this may be internal or external</li> <li>• We deliver bespoke and meaningful work-based opportunities across the academic year.</li> <li>• Our business and enterprise initiative allows all our students to contribute to its success.</li> <li>• Specific students who have left Arden College are able to still return to volunteer in some of our internal placement offers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop our Business and Enterprise offer, so that all students at all Phases can be involved in some capacity.</li> <li>• Ensure that all encounters with an employer/employee are monitored and evaluate its success.</li> <li>• Ensure that students participate in an annual National Careers event</li> <li>• Throughout the year invite employers to give talks about the work they do to inspire the students.</li> <li>• Appoint and train TAs in the role of Job Coach to ensure they are fully aware of how to support a student on placement.</li> <li>• We will have a range of partnerships, and we use these partnerships to encourage employers to share their experiences of the world of work with our students.</li> </ul>
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<p>6</p> <p><b>September 2022- 75%</b></p>	<p>It is important for learners to experience the workplace environment to understand the context in which they could one day be working.</p>	<ul style="list-style-type: none"> <li>• In the past we have engaged with number of small, medium, and large businesses enabling us to offer regular and meaningful encounters with employers due to Covid these will be re-establish</li> <li>• As part of the curriculum planning, students engage in a range of work-related learning at different settings. Students are fully supported to engage with employers through range of suitable activities. We work with Working options who source and deliver external speakers.</li> <li>• We offer embedded lessons around the employability skills, which for some lead to a qualification in E3-L2 Employability</li> <li>• Work based placements are provided on a gradual basis beginning in a student's first year with us, they would attend internal placements with the impact of them making wise career choices and graduating on to an external placement in an area of employment they wish to work and forge a career.</li> <li>• Support is built around an individual and is tailored to their aspirations as identified through their EHCP</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a bank of core placement opportunities.</li> <li>• Work Based Placements are progressive with targets set for Job Coaches to follow for each placement that aim to build on previous placement experience.</li> <li>• Students will be presented with a variety of experiences, options and support that starts with researching the local job market and contacting employers that best match the skills and interests of the individual.</li> </ul>
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<p>7 <b>September 2022 -16%</b></p>	<p>Careers provision should cover further and higher education as well as potential professions. Learners should have encounters with these organisations whilst at school.,</p>	<ul style="list-style-type: none"> <li>• All students at Arden are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development.</li> <li>• Through having an ambitious Career education curriculum we offer careers lessons and via the Annual Review process, students and their families are made aware of the opportunities available to them in the local area e.g., employment and Further Education.</li> <li>• Independent Travel Training is delivered with students who are able.</li> </ul>	<ul style="list-style-type: none"> <li>• That Independent Travel Training is delivered with students by using a clear plan of progression which is tracked and reported back to parents/carers.</li> <li>• A link is to be made and developed with a local college to ensure that students experience a Mainstream college setting</li> <li>• When appropriate students are to attend an annual Careers Fair and open evenings in their local areas where they encounter and learn about a range of apprenticeship, colleges, independent training providers, employers and university offers.</li> </ul>
<p>8 <b>September 2022- 0%</b></p>	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.</p>	<ul style="list-style-type: none"> <li>• As part of the curriculum planning, students engage in a range of work-related learning at different settings. Students are fully supported to engage with employers through range of suitable activities. We work with Working Options who source and deliver external speakers. Mencap also offer a 10-week programme- Employ Me.</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint a Careers Advisor and Work Experience Coordinator, who will develop and implement areas of the career's strategy and programme. They will establish more links with external employers and organisations</li> </ul>

# Long Term Action Plan Overview

**Long-Term Strategic Objective 1: All students, parents, carers, and teachers have access to careers information, advice, and guidance.**

Accessing and using accurate, impartial, and tailored information about the different options is vital to choosing a next step that meets the students' full potential and is most likely to lead to a successful outcome.

Link to Benchmarks: GB1, GB2, GB3, GB4 and GB8.

What will success look like (Targets)? What do we need to achieve?

1. Locate an annual careers fair for students who it is appropriate to can attend to develop their IAG knowledge and understanding of service and provisions in the local area.
2. A Careers Advisor and Work Placement Coordinator will have been recruited and in place.
3. Appoint and train TAs in the role of Job Coach to ensure they are fully aware of how to support a student on placement.
4. The IAG programme will be established; we know which students will receive their IAG meetings and at which times of the year.
5. An IAG meeting proforma of an action plan per student will be developed to capture the meeting discussions and identify next steps.
6. Destination data indicates that a range of IAG is being given to students and parents.
7. Make further information about Careers education available to parents and carers by having a range of resources are available at their request.
8. We will keep record of students' experiences of careers and enterprise activities using Show Progress and Work experience data. Students and parents/carers will be given access to this information

**Long-Term Strategic Objective 2: All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.**

To ensure students are fully prepared for life after college and for participating in everyday life, careers education provides a platform for students to develop a wealth of transferrable skills for the world of world.

Link to Benchmarks: GB1, GB2, GB4 and GB8

What will success look like (Targets)? What do we need to achieve?

1. Show Progress data will demonstrate the Careers Education Framework is being delivered in classes and achievements that are being made
2. A link will be made and developed with a local college to ensure that students experience a Mainstream college setting
3. As a college we will fully immerse students in at least one work placement a year throughout their time at Arden
4. We will implement a Pre/Supported Internship curriculum offer by September 2024
5. By September 2023 we will begin to introduce Skills builder we will use it to track student's skills progress and them being employable.
6. Whole school development plan for enterprise has been produced and shared and is fully embedded into the curriculum across college.
7. Continuously monitor and evaluate the data of student engagement in the Careers Education curriculum to ensure next steps are established for students.

**Long-Term Strategic Objective 3: All students' transition to a variety of positive destinations.**

Ensuring students transition to the differing destinations ensures students are on the right pathways for their future aspirations. This would hope to broaden students, staff and parents/carers expectations and aspirations.

Link to Benchmarks: GB2, GB3, GB7 and GB8

What will success look like (Targets)? What do we need to achieve?

1. The vast majority of students will gain employment (paid/voluntary) that is meaningful to them and in line with their end destination.
2. A small proportion of students will successfully transition into further/higher education.
3. A small proportion will successfully become more independent leading to becoming a more independent adult