

# EMMANUEL COLLEGE

## CAREERS PROGRAMME INFORMATION (FUTURES POLICY)



### Introduction

This document sets out the careers policy guidance of Emmanuel College. It seeks to be in line with the DfE's October 2018 statutory guidance on careers and the government's 2017 careers strategy policy.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

[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/748474/181008_schools_statutory_guidance_final.pdf)

In line with the guidance, there is a policy statement on arrangements for provider access at Emmanuel College. This is detailed in the Appendix at the end of the policy.

The staff member responsible for careers at Emmanuel College is Mr Robson:  
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This policy is reviewed annually by governors and the Vice Principal who evaluate the effectiveness of the policy, taking on board feedback from students, parents and staff, and taking into account the destinations of students after they leave Emmanuel College.

### Careers at Emmanuel College

At Emmanuel College, we believe in human beings' outstanding potential, creativity and capacity for good as people made in the image of God. Secondly, we believe that our students' work should be characterised by the pursuit of excellence as they seek to make the most of the gifts and talents that they have been given.

Therefore, we want all students to access the best possible educational and job opportunities *for them* once they finish Emmanuel College. In order for this to happen, provision in College needs to be exemplary from Year 7 onwards.

This is the core aim of Emmanuel's 'Futures Policy'; exemplary provision in careers and higher education advice, learning, networking and experience throughout their time at Emmanuel, providing an outstanding platform from which students can, with appropriate guidance and care, make wise choices for their life after College.

How we achieve this is partly measured by ensuring the College is working towards achieving the Gatsby Career Benchmarks. These benchmarks are the results of an international study carried out by the Gatsby Foundation. These benchmarks have been championed by the North East Local Education Partnership and are now widely accepted as the criteria against which to measure a valued and high impact careers programme in schools.

All schools are required to meet the Gatsby Benchmarks by the end of 2020.

## The Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, 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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every student 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</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one</li> </ul>

	range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>meaningful encounter* with an employer.</p> <p><i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>
<b>6.Experiences of workplaces</b>	Every student 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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	All students 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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p><i>A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>
<b>8.Personal guidance</b>	Every student 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.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

### **Futures programme**

While Emmanuel College aims to achieve the above benchmarks, we also understand that a planned Futures Programme needs to be tailored to the specific needs of Emmanuel students in their specific context. Furthermore, this programme is intended to be a sustainable, stable and embedded into the wider College curriculum.

The programme will:

- Allow students opportunities to reflect upon their career and higher education aspirations and routes into them;
- Makes students aware of careers options that they may not have previously considered;
- Guide students about the best pathways into careers and higher education options;

- Ensure that students at transition points in Years 9, 11 and Sixth Form are given exemplary support to enable them to make wise choices at this juncture;
- Ensure that students leave Emmanuel able to take an appropriate and aspirational next step that will allow them the best possible route into a chosen career and/or chosen higher educational route.

## Year group specific curriculum

<b>Year 7</b>	
<b>Curriculum</b>	<b>Gatsby Benchmarks met</b>
<p>Students complete a skills audit early in the Autumn Term. This will encourage them to consider questions such as:</p> <ul style="list-style-type: none"> <li>• What am I good at?</li> <li>• What do I need to improve?</li> <li>• What are my aspirations?</li> </ul> <p>The objective is to start students thinking about their futures, raise aspirations and to challenge stereotypes about careers options. The students revisit these thoughts towards the end of Year 7.</p> <p>Tutors and other appropriate staff will use this as a basis for students reflecting with them on their career aspirations and what they need to do to achieve them throughout their time at Emmanuel College; therefore, reflecting on and updating audits will be revisited every academic year.</p>	3
<p>Students attend a half termly lecture delivered by different academic departments. The focus is on what careers lead from that subject area and why that subject area is important. These lectures may include a representative from industry to talk about the relevance of this subject area on their career path.</p> <p>The objective of these talks is twofold: to highlight the relevance of different subject areas on careers paths and to ensure that students have meaningful encounters with employers and those in a wide range of industries from the start of their time at Emmanuel College.</p>	4 & 5

<b>Year 8</b>	
<b>Curriculum</b>	<b>Gatsby Benchmarks met</b>
Students undertake a high tech skills project. This allows opportunities to engage with employers and experience the realities of innovation and technology in companies	5 & 6
Students receive a lecture on labour market information. The focus is on the careers of the future and how students gain skills to access these careers.	2
Students research individual job roles that interest them after a whole year introduction. They consider the skills and qualifications needed for these job roles to enable them to prepare for their option choices in Year 9.	2
There is a series of talks by employers and self-employed about the opportunities in their industry. This focuses on areas identified as growth sectors for employment in the North East. The objective of these talks is twofold: to highlight which employment sectors will be important in the future and to ensure that students have meaningful encounters with the world of work.	5

<b>Year 9</b>	
<b>Curriculum</b>	<b>Gatsby Benchmarks met</b>

Students have the opportunity to attend an options / progression interview with a suitably qualified person. The records of this discussion will be available to students and parents and help inform the students' options choices based on their careers aspirations.	2, 3 & 8
Students attend a series of lectures aimed at raising aspirations and to raise awareness of university as a viable option. Expert external providers will deliver these. The focus is on raising aspirations and GCSE option choices, and how they feed into careers paths.	3 & 7
Students attend a series of pathways talks looking at the options at Key Stage 4 and beyond. These talks consider technical and apprenticeship as well as academic routes. Teachers delivering the GCSE courses, and how this links with potential careers, will present an overview of GCSE options.  Year 9 Pathways evening following this focuses primarily on GCSE option choices, but also focuses on how these options will translate into careers moving forward in the context of A Levels and Higher Education. Following the evening, Pathways booklets are made available for students and parents, and all options available on the College website.	2 & 7
Students attend one lecture per half term with a speaker from different industrial sectors talking about careers in their area. This includes self-employed as well as employed and employers.	5
Students take part in a 'Step Into Day'. This is a half-day engagement with an employer looking at job and training opportunities.	5 & 6
STEM Inspiration Week. This focuses on the role of STEM subjects and their impact on careers and employability. This will be delivered within STEM subject lessons by teachers and STEM employers.	4

<b>Year 10</b>	
<b>Curriculum</b>	<b>Gatsby Benchmarks met</b>
Application and CV writing session for all students, utilising specialized careers software as students start to prepare for life beyond College.	3
'Step Into Day'. This is a follow up session to Year 9, going into more depth, and building on previous year's work.	5 & 6
Universities speak to the whole year group, in order to raise aspirations as to higher education and careers opportunities, and start students thinking about university as an option.	7
Students attend a talk by an apprenticeship provider to discuss vocational/work place based education post 16.	7
Tailored and specific work experience for students organised via external providers. Any discussion of work experience would be in the context of consultation with Mr Robson and the student's parents, looking at what would be most appropriate for students on the basis of their skills, aspirations and audit.	6

<b>Year 11</b>	
<b>Curriculum</b>	<b>Gatsby Benchmarks met</b>
Students have the opportunity to attend an options/progression interview with a suitably qualified person. The records of this discussion will be available to students and parents and help inform the students' options choices based on their careers aspirations.	2, 3 & 8
There is a Sixth Form Options Evening. This event includes talks and resources within academic departments on their Sixth Form courses and links to careers and higher education opportunities.	7
Students receive a talk by a representative of a local college about the options available there. This will be a whole year group talk about technical and academic routes post-16 delivered by an external provider.	3 & 7

Following this, visits to local colleges and other post-16 vocational providers are arranged for students either interested in the options available and for a specifically targeted group of students for whom this is the most suitable route to enable them to achieve their career aspirations.	
Lessons and training on how to access and complete apprenticeship applications is provided for identified students. Ongoing support for students completing College or apprenticeship applications is provided.	3 & 7
A 'Careers Clinic' is made available and staffed by an appropriately qualified member of staff. Students in need of support are identified and tracked and interviewed. 'Drop in' sessions will also be available.	2, 3, & 8
All students have the opportunity to attend an application and CV writing session.	3

<b>Sixth Form</b>	
<b>Curriculum</b>	<b>Gatsby Benchmarks met</b>
Students have the opportunity to attend an options / progression interview with a suitably qualified person. The records of this discussion will be available to students and parents and help inform the students' options choices based on their careers aspirations.	2, 3 & 8
Students will be supported in participating work experience where relevant. This will be at the students' own initiative, with support from Mr Robson and other staff as appropriate, and does not exceed 5 days across the Sixth Form.	6
Specialised support for students applying to Oxbridge and medical courses is provided under the auspices of the Oxbridge coordinator. This includes visits to Oxbridge colleges and Oxbridge conferences, lectures in College by Oxbridge 'widening access' staff and Oxbridge application training days. Oxbridge university graduates provide mock interviews for all students who are offered an interview.	3 & 7
Allowance given to students to participate in two university open days in both Year 12 and Year 13.	7
A 'Careers Clinic' is available and staffed by an appropriately qualified member of staff. Students need of support are identified and tracked and interviewed. 'Drop in' sessions are also available. This is especially aimed at students who are not submitting UCAS applications.	2, 3 & 8
Students attend one lecture per half term with a speaker from a different industrial sector talking about careers in their area. The objective of these talks is twofold: to highlight the relevance of different subject areas on careers paths and to ensure that students continue to meaningful encounters with employers and employed in the context of them thinking about immediate next steps.	5
Students take part in a 'Step Into Day'. This will allow students the opportunity to engage with employers and to consider employment opportunities. This builds on the 'Step Into' days in earlier years but with more a of focus on how to apply for employment opportunities after College.	6
Opportunities are provided for selected students to meet with apprenticeship providers.	7
Students attend talks by a variety of university recruitment teams and academic departments.	7
Students are introduced to <i>Unifrog</i> to help with apprenticeship and university applications.	3 & 7
Students have the opportunity to attend sessions on CV writing, interview skills and professional skills.	3
All Sixth Form students at Emmanuel are part of the Academic Tutor System. Students are assigned to a member of the teaching staff who support their studies and help them in making careers & university decisions. This tutor write references, support personal statements and assist in university searches. They also, on occasion, network with appropriate employers and apprenticeship providers.	2, 3 & 8

## Other forms of support across year groups

Detail	Year groups	Gatsby Benchmarks met
Each academic subject area has at least one lesson a year focussed on careers as a result of studying their subject.	7-11	4
All students have access to the <i>GConomics</i> website. This includes videos and links with employers, business engagement partners and former students.	All	5
<p>The Emmanuel College <i>Economics Society</i> meets weekly. This is open to all KS4 &amp; 5 students. The society hosts talks from universities, industry and employers linked with finance and business.</p> <p>The society works closely with the College's <i>Business Engagement Partners</i>. These include a business advisory panel, industry visits, STEM events and Alumni tutoring; the business engagement partners are a key networking, speaking and educational resource for the College to draw on in relation to the specific curriculum described above.</p>	10-13	4, 5 6 & 7
The College has adopted the <i>Global bridge</i> careers software. This is an online multimedia platform that that enables students to showcase their talents using a portfolio of videos, images and soundbites. It also provides careers resources tailored to the needs and interests of individual students, and a networking tool, enabling students to connect with local industries and apprenticeships.	All	2, 3, 4 & 5

## **Appendix: Provider Access**

A provider wishing to request access should contact Mr Robson, Head of Futures at Emmanuel College. Telephone: 0191 460 2099 Email: [robsons@emmanuelctc.org.uk](mailto:robsons@emmanuelctc.org.uk)

### **Opportunities for access**

A number of events, integrated into the College's careers programme offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are detailed above in the curriculum detail.

All students are entitled to the following provision in secondary school from Years 8-13:

- 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.

Please speak to Mr Robson to identify the most suitable opportunity for you.

The school will make the Lecture Theatre or main hall or suitable classrooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with Mr Robson.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception. If appropriate, this will be given to the Careers Resource section, in the College library. The College library is available to all students at lunch and break times.