

EMMANUEL COLLEGE

CAREERS PROGRAMME INFORMATION (FUTURES POLICY)



Vision and purpose

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 vision of Emmanuel's 'Futures Programme'; 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. The Futures Programme helps young people to develop the skills, confidence and knowledge that they need to make well informed, considered choices and plans that enable them to progress into further learning and work.

Futures is one of the five core themes of the Personal Development Curriculum. The curriculum is underpinned by threshold concepts which students encounter through the planned programme of careers education, information, advice and guidance (CEIAG). We are committed to ensuring that the Futures Programme meets the Gatsby Benchmarks so that all students have access to high quality CEIAG. In addition to meet the Gatsby Benchmarks the Futures Programme is planned to ensure that the 6 career development skills identified by the Career Development Institute are embedded through the activities and opportunities that all students have.

Aims

Emmanuel College has a statutory requirement when delivering the Future Programme to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of all students. This policy sets out the Futures Programme and how it is planned, delivered, monitored and reviewed. The Futures Programme aims to:

- Provide high quality independent and impartial careers advice to all students which raises aspirations and motivates them to consider a broad range of careers to fulfil their potential.
- Empower young people to plan and manage their own futures.
- Give careers and labour market information and advice that is up to date.
- Respond to the needs of each learner, supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Provide opportunities to work in partnership with employers to inspire students through real-life contact with the world of work.
- Provide opportunities to access a range of further and higher education institutions, training providers and others to ensure students are informed of all available pathways including technical education qualifications and apprenticeships.
- Develop enterprise and employability skills including skills for self-employment.
- Support students at key transition points.

Our Core Offer

All students at Emmanuel College are entitled to receive high quality careers education, information, advice and guidance delivered through the Futures Programme.

The core offer for all students includes:

- Access to independent and impartial careers guidance. By the age of 16 all students will have received at least one independent guidance interview and at least one more opportunity by the age of 18. Further details on this can be obtained by contacting Mr Cowling.
- Advice and support tailored to the needs of each student.
- Activities which seek to challenge stereotypical thinking and raise aspirations.
- Lectures and lessons that demonstrate the links that the curriculum has to careers including in STEM subjects
- Employer encounters through a comprehensive range of guest speaker appearances, which will mean all students have at least one encounter with an employer each year including STEM employers.
- Experience of the workplace through visits to a range of different industries, which will mean all students have at least one experience by the age of 16 and an additional opportunity by the age of 18.
- Opportunities to speak with/visit a range of further education, higher education and training providers.
- Access to careers information via UNIFROG, Teams and Good Morning Emmanuel.
- Access to alumni through the website and through alumni visits and presentations.
- Promotion of local labour market information in the library.
- Parental support and guidance through the website and parental engagement events at key transitions.

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 students, parents, teachers, governors and employers.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers
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		advisers and employers to increase its impact.
2. Learning from career and labour market information	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.	• During each key stage all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	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.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, show a diverse set of role models and raise aspirations. • Schools should keep systematic records of the participation of individuals and individual advice given to each pupil and subsequent agreed decisions. Where pupils have changed schools, records of previous advice will be integrated into pupil records, where this information is made available. • All pupils should have access to these records and use them ahead of key transition stages, to support their career development. • Schools should collect and maintain accurate data for each pupil on their aspirations and intended education, training or employment destinations to inform personalised support.
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.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5. Encounters with employers and employees	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 range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what</i>

		<i>work is like or what it takes to be successful in the workplace.</i>
6. Experiences of workplaces	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.	• By the age of 16, every pupil should have had at least one experience of a workplace. • By the age of 18, every pupil should have had one further such experience.
7. Encounters with further and higher education	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.	• 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 ITP providers and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • 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 learners. <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>
8. Personal guidance	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.	• 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. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website

Career Development Framework: 6 career development skills

1. Grow throughout life	Grow throughout life by learning and reflecting on yourself, your background and your strengths.
2. Explore possibilities	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
3. Manage career	Manage your career actively, make the most of opportunities and learn from setbacks.
4. Create opportunities	Create opportunities by being proactive and building positive relationships with others.
5. Balance life and work	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
6. See the big picture	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Provider Access Statement

A provider wishing to request access should contact Mr Cowling (Assistant Vice Principal: Personal Development).
Telephone: 0191 460 2099
Email: CowlingA@emmanuelctc.org.uk.

Opportunities for access

A number of events, integrated into the College's Futures Programme, offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are detailed in the Futures Programme Delivery Plan below.

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 Cowling to identify the most suitable opportunity for you.

The school will make the lecture theatre, Creative Arts Auditorium 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 Cowling.

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 futures section in the College library. The College library is available to all students at lunch and break times.

Leadership and Staffing

The delivery of the Futures Programme is led by a team of staff within the College, overseen by the Vice Principal: Behaviour and Attitudes/Personal Development. The individual roles and responsibilities of each member of staff in relation to the Futures Programme are listed below:

Vice Principal: Behaviour and Attitudes/Personal Development is responsible for ensuring that there is exemplary provision for the personal development of all students which includes supporting the Assistant Vice Principal to deliver an exemplary Futures Programme.

Assistant Vice Principal: Personal Development is responsible for the creation and maintenance of the Personal Development curriculum for all year groups. Ensuring high quality intent and implementation of each area of Personal Development provision through effective planning, deployment of resource and quality assurance including:

- Developing a careers programme that meets the expectations of the Gatsby Benchmarks.
- Leading upon a programme of regular monitoring, review and evaluation to quality-assure the delivery of the programme internally as well as working with external providers such as the North East Learning and Enterprise Partnership (NELEP) to carry out regular external reviews.
- Ensures that the website details the Futures Programme so that students, parents/carers and providers/employers are aware of the programme and the arrangements for access and engagement.
- Uses the destination data of young people from College to improve the effectiveness of the careers programme
- Ensuring that the academic curriculum is linked to careers in a wide range of areas including STEM.
- Keeping systematic records of the individual advice given to each pupil, and subsequent agreed decisions.

(Gatsby Benchmark 1 and 3)

Assistant Vice Principal: Academic Services is responsible for ensuring that the destination data for all students is tracked and analysed annually and provided to the AVP: Personal Development so that the Futures Programme can be continually reviewed.

(Gatsby Benchmark 3)

Head of Sixth Form/Business Engagement Lead is responsible for ensuring that all students have meaningful encounters with employers through the provision of a comprehensive business engagement programme including:

- The promotion of alumni destinations and careers through guest appearances, the alumni database and College displays.
- Planning a comprehensive guest speaker programme which engages a wide variety of speakers from a range of industries and backgrounds.

(Gatsby Benchmark 5)

Vocational Learning Lead is responsible for ensuring that all students have meaningful encounters with further and higher education so that students understand the full range of learning opportunities that are available to them by:

- Promoting both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- Organising visits from and to schools, colleges, universities and workplaces such as those that offer apprenticeships for all students as well as tailoring activities to individuals or groups of students according to career aspiration.
- Delivering impartial guidance opportunities to students at key stage 4 & 5 through individual interviews to support Careerwave in this process or to follow up students.

(Gatsby Benchmark 7)

Personal Guidance Lead/Librarian is responsible for ensuring that all students and their parents, should have access to high quality information about future study options and labour market opportunities and personal guidance opportunities at key stages and at times that meet their individual needs by:

- Maintaining the futures library within the College library and ensuring that all students have regular access to this.
- Supports the delivery of impartial guidance opportunities by external providers to all students at key stages 4 & 5.

(Gatsby Benchmark 2 and 8)

Head of Year Team (Year 10) are responsible for ensuring that all students have meaningful experiences of the workplace through work visits, shadowing and/or work experience to help their exploration of career opportunities and expand their networks through the delivery of Year 10 activities week.

(Gatsby Benchmark 7)

Associated Sixth Form Pastoral Lead: Futures is responsible for ensuring that all students in the Associated Sixth Form are fully prepared for life beyond sixth form by:

- Ensuring that all students have the opportunity to hold a meaningful leadership position whilst in the Associated Sixth Form and that their attitude is one of servant-hearted leadership, taking responsibility for the decisions and choices they make that affect others.
- Ensuring that all students are actively supported to make informed decisions about their future post-Emmanuel through leadership of the Associated Sixth Form Futures Programme.

(Gatsby Benchmark 3, 8 and 7)

In addition to the core staff team described above, all **teachers, tutors and the Heads of Year teams** contribute to the delivery of the Futures Programme through the Personal Development Curriculum including linking curriculum documents to the core themes, delivering reflection opportunities in tutorial, through the lecture programme and personal development lessons and through key transition events for parents and students.

The College also engages with the **Local Governing Body** to monitor the Futures Programme as well as to ensure that all opportunities for external partnerships are fully explored. The College has also appointed an **Independent Enterprise Advisor** who works directly with the Assistant Vice Principal: Personal Development to ensure that providers have full and appropriate access to the students to provide guidance and information.

Monitoring, review and evaluation

Self-evaluation of the Futures Programme is carried out annually through completion of the Compass report. Completing this report allows the College to monitor how effectively we are satisfying the requirements of the Gatsby Benchmarks. The College also works with the North East Learning Partnership to review the provision in place and to ensure that all avenues for local partnerships are explored.

Monitoring, review and evaluation activities also inform the planning and implementation of the programme, ensuring that what we deliver is best tailored to the needs of all students.

Additional monitoring, review and evaluation activities are carried out including:

- Monitoring and evaluation of destinations data used to identify improvements needed in futures provision, as well as student attainment and progression into Further, Higher Education, Training and Employment.
- Learning walks and drop ins of the Futures Programme.
- Student evaluation via student surveys, questionnaires and focus groups.
- The views of parents are sought via school surveys/questionnaires.
- The view of Higher Education providers and employers is sought through informal discussion and evaluation following contributions to academy events.
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans.

Futures Programme Delivery Plan

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.

Year group specific curriculum

Year 7	
Curriculum	Gatsby Benchmarks met
Students begin with looking at what is work, different types of work and goals and what you need to do to achieve this. This will encourage them to consider questions such as: • What am I good at? • What do I need to improve? • What are my aspirations? 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. 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. These key questions are returned to each year through KS3 & 4.	3
Students have a PD lesson that explores skills, both hard skills and soft skills and relates these to the world of work so that students understand what they do now can help them in their future.	2,3

Students have a PD lesson on the topic why do we work. This will encourage them to think more broadly than just about earning money to consider purpose and fulfilment in work.	3
As students begin thinking about their futures, they will be encouraged to consider their dream goals and what would be needed to achieve these. They will look at a few role models to see how their careers began with a dream.	
PD lessons begin looking at specific areas of the curriculum to illustrate the connections between what students are doing now and what they want to do later in life. For example, Careers in PE. Careers in Technology and what is Enterprise?	
Students in Year 7 are introduced to the Term Labour Market information and begin to find out about and discuss local business.	
Students begin to look at Financial literacy with talks on banking and budgeting.	
All students attend a talk from someone in the world of work. The objective is twofold: to highlight employment sectors which will be important in the future and to ensure that students have meaningful encounters with the world of work.	2,5

Year 8	
Curriculum	Gatsby Benchmarks met
Students attend a series of lessons with input by different academic departments. The focus is on what careers lead from that subject area and why that subject area is important. These lessons may include a representative from industry to talk about the relevance of this subject area on their career path.	4 & 5
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.	
Students attend a specific lesson/talk on careers in STEM subjects that is specifically designed to broaden their understanding and to challenge stereotypes. There is a specific talk on careers within the NHS.	2,3
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 lesson 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 option choices in Year 9.	2
There are 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

Year 9	
Curriculum	Gatsby Benchmarks met
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 lessons aimed at raising aspirations and to raise awareness of university as a viable option. Expert external providers will provide input to 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
There are opportunities for Year 9 students to visit local universities, to explore what study at this level is about, and to challenge stereotypes.	7
All students are registered for Unifrog to enable them to access information online about the local labour market, local apprenticeship opportunities, and to complete a personality and interests profile to help them develop their ideas about their future.	3, 7
There are 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
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
In Year 9, students have a talk from the local colleges to help them understand alternative educational providers available to them.	7

Year 10	
Curriculum	Gatsby Benchmarks met
Application and CV writing session for all students, utilising specialised careers software as students start to prepare for life beyond College. The school works with and gives all students access to Unifrog, as well as hearing from ACT and SETA specifically on apprenticeship applications, to help students in this regard.	3
Activities Week focusses on the world of work and careers with a chance to visit places of work and to take part in activities co-ordinated with employers. The careers fair as part of this week engages students with a large range of employers, colleges and further educational providers as well as apprenticeship opportunities.	5, 6, 7
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/workplace-based education post-16.	7
Students attend talks by the sixth form and local college providers to enable them to see their options and ask questions about them.	7
There are opportunities for students to engage with work experience or to engage with tailored workplace visits organised via external providers. Any discussion of work experience would be in the context of consultation with Mr Cowling and the students' parents, looking at what would be most appropriate for students on the basis of their skills, aspirations and audit.	6

Year 11	
Curriculum	Gatsby Benchmarks met

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 students' option choices based on their careers aspirations.	2, 3 & 8
There is an Associated 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. 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.	3 & 7
Lessons and training on how to access and complete apprenticeship applications is provided for 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 a PD session on higher education and finances to address common concerns.	
All students have the opportunity to attend an application and CV writing session.	3
Students are helped to be 'work ready' through specific talks on the world of work, including focus on rights and responsibilities, communicating well, networking. There are 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.	2,3,5

Associated Sixth Form	
Curriculum	Gatsby Benchmarks met
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 students' options choices based on their career aspirations.	2, 3 & 8
Students will be supported in participating in 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 five 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 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
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 Unifrog and guided through UCAS 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 Associated 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 and university decisions. This tutor writes references, supports personal statement writing and assists 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 focused 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
The Emmanuel College <i>Economics Society</i> meets weekly. This is open to all KS4 & 5 students. The society hosts talks from universities, industry and employers linked with finance and business. The society works closely with the College's business engagement partners. 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.	10-13	4, 5 6 & 7
The College uses the online platform Unifrog across Years 9-13 so that students build familiarity with the resource and can access local labour market information, apprenticeships available, work experience placements, an extensive library on careers linked to areas of interest or subjects and of course information about universities. Unifrog provides online guides on how to use these tools as well as how to write a CV and how to write a university application.	All	2, 3, 4 & 5
Information about open days and events with universities and employers is provided via Year 11 & 13 Teams folders, flagged up by tutors through notices, or presented in assemblies.		