

LIPA
SIXTH FORM
COLLEGE

Careers Policy Statement

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CAREERS POLICY STATEMENT

“Students benefit from outstanding careers advice and guidance. They visit universities and receive useful guidance from guest speakers in the industry. These help them to gain a valuable insight into the opportunities available in their chosen disciplines. Tutors provide excellent individual support to their students in their UCAS applications and when preparing to audition for prestigious higher education institutions. As a result, students make very well-informed choices on their next steps.” (Ofsted 2019)

1. Values and Vision

1.1 Young people spend a relatively short time at Sixth Form College and this at a critical period in their lives. It is therefore essential that they have access to effective, impartial information, advice and guidance to enable them to develop lifelong career management & employability skills. At LIPA Sixth Form College (LSFC) we are proud of the level and support our students are given within their individual subject areas and also by our careers & progression co-ordinator, learning support assistants, tutors and external agencies.

1.2 We regard careers education, information, advice and guidance (CEIAG) as an integral part of LSFC students' overall education, in accordance with our stated aim to encourage students to develop as fully as possible all their gifts and talents for the sake of others as well as for themselves.

1.3 LIPA Sixth Form College is committed to preparing students for various progression pathways by embedding careers into our curriculum and offering an extensive Careers Programme.

2. Statutory Requirements and Expectations

2.1 Provider Access Legislation (PAL) - With the updated provider access legislation, pupils in their 'third key phase' (Year 12 or 13) are required to have two encounters with providers of apprenticeships and technical education. Students hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events. The Provider Access Policy can be found on the LIPA Sixth Form Webpage.

2.2 Gatsby Benchmarks (Annex 1) - Careers activities and interactions are logged and measured against the 8 Gatsby Benchmarks, underpinning our Careers Programme. Please see Annex 1 for a table of how we aim to meet each of these benchmarks.

2.3 Careers Calendar (Annex 2) - Please see annex 2 for our full careers calendar.

3 Learner Entitlement

3.1 Every student is an individual and should be treated without prejudice, having an entitlement and appropriate access to CEIAG regardless of race, gender, religion, disability, social background or sexual orientation / status.

3.2 Each student should understand the full range of options open to them and be helped to develop decision-making, transition and employability skills. In particular, each student should have some form of contact with the real-life world of work through employer engagement.

3.3 Each student should have access to impartial, comprehensive and up-to-date information on careers, apprenticeships and Higher Education, free from bias or stereotyping.

4. Management and Delivery

4.1 Careers is embedded in our curriculum as students take part in various industry trips, workshops and talks as part of their course. Our curriculum is dedicated to preparing students, not only for the creative industry, but also to develop employability skills and knowledge of labour market information.

4.2 Each student will be provided with guidance at appropriate stages during their time at the College, to ensure that they develop self-awareness and can relate this to the demands of working life and to the needs of the economy, both locally, nationally & internationally where appropriate.

4.3 The services offered by all staff will be promoted to students, parents / guardians and governors, so that all are able to access appropriate support.

4.4 All subject areas, tutors and the careers and progression coordinator will promote the development of educational initiatives and policies as they relate to CEIAG

4.5 The Principal will continually monitor the quality of LSFC Careers provision, taking into account the annual evaluation completed by students to measure the impact of our careers provision. Our destination is also used to measure the success of our careers provision, as a high number of students go on to positive destinations and pathways.

4.6 Students have a Personal Development session each week. The intentions and impact of these sessions are to give students an open forum in which they can discuss community issues, social action, social change and develop skills as young adults both personally and professionally. To gain skills and strategies to confidently manage the transitional phase of life they are embarking on. This will be done through group discussion, presentation, research, and team building exercises as well as additional industry relevant speakers and company sessions throughout the programme – inclusive of current working artists and performers, ex-students and experts in their field.

4.7 Students have access to an external platform, Unifrog, where they can explore a variety of careers, HE courses and pre-recorded content to support with their decision making process.

5. Engagement of Stakeholders and Partners

5.1 Links will be developed and maintained with outside organisations, including

universities, employers, motivational speakers, mentors and apprenticeship providers to help students make realistic and informed decisions about their future.

5.2 Parents are a key factor in students' decision making and we are committed to informing and supporting parents every step of the way. Parents are invited to an information evening where they are informed of the careers provision and the UCAS application process. Parents are also invited to our careers fair and encouraged to attend the informative talks taking place. Important information is communicated to parents via ParentMail and they also receive the Careers Calendar email too.

Annex 1 – Gatsby Benchmarks:

Benchmark	Description	How Do we Meet this?
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 pupils, parents, teachers and employers.	Careers education is an integral part of our students entitlement as an LSFC student. We have a structured careers programme which is backed by our senior management team and set out in a calendar. Information of our Careers Programme can be found on the LSFC website and is available for Parents, Students and Prospective Students at any time. Underpinning our careers programme we use the 8 Gatsby Benchmarks to measure Careers activities and meet the provider access legislation (PAL) of two encounters during their third key phase of education. Careers education is an integral part of our students entitlement as an LSFC student.
2. Learning from career and labour market information	Every pupil, 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.	Information on Labour Market information can also be found on our website for parents and students to access. Students also benefit from Labour Market information throughout their course. Industry sessions are a dominant part of the decision making discussion with students, particularly in response to Covid-19 and the impact this has had on the creative industry and access to opportunities. All students have access to resources, such a Unifrog, where they can explore various career paths and labour market information.

<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>We collect accurate data on the various positive destinations our students go on to. Whilst a student here they have access to 1-1 support with both the Careers and Progressions co-ordinator and their tutors in helping to support with these varying progression pathways. This can be by email, Teams or in person 1-1 meetings. The Careers and Progression Coordinator can not only support with the UCAS application process but also advise on looking for alternative opportunities, supporting with CV writing, searching for employment opportunities, support with job applications or exploring gap year opportunities. Students also have access to this support once they leave with many alumni returning for UCAS and Career support. All student interactions with the Careers and Progressions Coordinator are logged using the Unifrog platform. The Careers and Progressions Coordinator works with the SENCO and LSA to ensure all sufficient support is in place for learners with additional support needs.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>Students have tutorials dedicated to progression. These can focus on the UCAS application process, industry based sessions, interactions with employers or talks from HE providers. Students develop the skills needed for employability in the creative industry and are offered support with auditions.</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil 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.</p>	<p>Students have encounters with Employers and Employees with visiting speakers. For example, Music students have had talks from music publishing and licensing companies. MT students had workshops with the West End Cast and Director of Fame etc. These experience gives students an insight into working in the creative industries and gives them a chance to hear about these experiences first hand from those in professional roles.</p>

<p>6. Experiences of workplaces</p>	<p>Every pupil 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.</p>	<p>Throughout their studies, students gain experience visiting various venues and gain experience of performing in professional work environments. Students can work 1-1 with the Careers and Progression co-ordinator to explore work experience or employment opportunities. Industry underpins our curriculum meaning students have experiences that encourages them to explore career opportunities and expand their networks. If any employment opportunities arise throughout the year, these can be posted on the Social Media Platforms and Teams. Students can also use the tool on Unifrog to search for virtual work experience opportunities themselves.</p>
<p>7. Encounters with further and higher education</p>	<p>All pupils 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.</p>	<p>Students have encounters with various HE providers throughout the year. HE events, Open Days and Webinars are advertised via the Careers Calendar and on Teams. We also host our own on site Careers Fair with information stands from a number of HE Providers as well as workshops running throughout the day. As well as this, we have many HE Providers offering talks and workshops throughout the year too. Students also benefit from visiting the UCAS Create Your Future Event attended by over 80+ institutions with a variety of talks regarding the application process and UCAS cycle.</p>
<p>8. Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>Students have access to a Careers and Progression Co-ordinator who can tailor advice and guidance to meet the needs of each individual student. The support can be delivered virtually on Teams, face to face in the LRC or via email. Students also have 1-1 meetings with tutors during their tutorials and some students may also receive this support with a Learning Support Assistant. Tutors, LSA's and the Careers and Progression Coordinator communicate when a student is thinking of alternative options to ensure that their needs are being met by all.</p>

Annex 2 – Careers Timeline:

Month	Support
August	<ul style="list-style-type: none"> • Support with UCAS Clearing (Leavers) • Results Day Support (Leavers) • Personal Statement Checks (Year 13)
September	<ul style="list-style-type: none"> • Check with Music which students are looking to apply for Conservatoires and prepare for October deadline (Yr 13) • Personal Statement Checks and Feedback (Yr 13) • Parents Info Evening – UCAS/CUCAS (Yr 13) • UCAS Presentation with Ruth in Tutorial (Yr 13) • Share UCAS Application Guide (Yr 13)
October	<ul style="list-style-type: none"> • Conservatoire deadline for music courses (Yr 13) • Personal Statement Checks and Feedback (Yr 13) • Audition and Interview Coaching (Tutors with Yr 13)
November	<ul style="list-style-type: none"> • UCAS Create your Future Manchester Event (Mix of Yr 12 & 13) • Students now start to send off their UCAS (Yr 13) • UCAS Checks (Year 13)
December	<ul style="list-style-type: none"> • Internal UCAS Deadline • UCAS Checks
January	<ul style="list-style-type: none"> • Official UCAS Deadline • UCAS Checks
February	<ul style="list-style-type: none"> • Tutorial Focus on HE/Apprenticeships (Yr 13) • Support with decision making (Yr 13) • UCAS Track (Yr 13) • UCAS Extra Opens – for students not received any offers (Yr 13)
March	<ul style="list-style-type: none"> • Student Finance usually opens for applications (Yr 13) • Student Finance Presentations in tutorials (Yr 13) • SF presentation and FAQ document can be sent out to parents (Yr 13)
April	<ul style="list-style-type: none"> • Students set up on Unifrog (Yr 12)
May	<ul style="list-style-type: none"> • If students receive last decision on or before 18 May 2023, reply deadline date is 8 June 2023 (Yr 13)

June

- On Site Careers Fair (Yr 12)
- Liverpool UCAS (Yr 12)
- Personal Statement Advice – To work on over summer (Yr 12)