

CAREERS EDUCATION AND GUIDANCE AT SFX 2018 – 2019

PLEASE NOTE THAT THIS IS A WORKING DOCUMENT AND SUBJECT TO UPDATING

The SFX Careers Education and Guidance Strategy (CEIAG) is informed by the College Mission Statement. As a Catholic sixth-form college, we have a distinctive concern for the well-being and flourishing of the students in our care, based on our belief in the unique and God-given value of each person. All young people need a planned programme of activities to help them make decisions and plan their careers, both in college and after they leave.

CEIAG is delivered via a dedicated and experienced Careers Department:

Careers Manager: Mrs A. Lawrence – a.lawrence@sfx.ac.uk

Careers Adviser / T-Level Work Experience Co-ordinator – Ms W. Mitchell - w.mitchell@sfx.ac.uk

Careers Leader: Mrs L. Haskins, Assistant Principal - l.haskins@sfx.ac.uk

All teaching staff are also involved in providing students with careers related opportunities within their subject curricula and via the Tutorial programme.

CAREERS TUTORIAL PROGRAMME 2018 – 2019

WEEK 3	YEAR 13 - UCAS PERSONAL STATEMENTS
WEEK 4	YEAR 13 – COMPLETING UCAS 2019 AND PERSONAL STATEMENTS
WEEK 5	YEAR 13 – STAY AT HOME OR STUDY AWAY FROM HOME? YEAR 13 – UCAS PERSONAL STATEMENTS EVENT 1 WITH PERSONAL TUTORS
WEEK 6	YEAR 12 – INTRODUCTION TO USING ‘HIGHER IDEAS’ AND OTHER ONLINE RESOURCES TO RESEARCH JOBS AND INDUSTRIES
WEEK 7	YEAR 13 - EMPLOYABILITY SKILLS 1
WEEK 9	YEAR 12 – EMPLOYABILITY SKILLS 1
WEEK 10	YEAR 13 – PERSONAL STATEMENTS
WEEK 13	YEAR 12 AND 13 – EMPLOYABILITY SKILLS 2
WEEK 18	YEAR 12 – APPLYING THROUGH UCAS FOR 2020
WEEK 20	YEAR 12 AND 13 – EMPLOYABILITY SKILLS 3
WEEK 21	YEAR 12 – JOB SEARCH SKILLS AND YEAR 12 VOCATIONAL LEVELS 1 AND 2 - NEXT STEP PROGRESSION OPTIONS AND JOB SEARCH SKILLS YEAR 13 – JOB SEARCH SKILLS
WEEK 23	YEAR 12 – EMPLOYABILITY SKILLS 4 YEAR 13 – REPLYING TO UNIVERSITY OFFERS AND APPLYING FOR FINANCE
WEEK 25	YEAR 13 – EMPLOYABILITY SKILLS 4
WEEK 29	YEAR 12 – RESEARCHING CAREERS AND INDUSTRIES AND APPRENTICESHIPS AND INTERNSHIPS
WEEK 32	YEAR 12 AND 13 – EMPLOYABILITY SKILLS 5

WEEK 35	YEAR 12 AND 13 – EMPLOYABILITY SKILLS 6
WEEK 36	YEAR 12 – RESEARCHING DEGREES AND UNIVERSITIES USING 'HIGHER IDEAS'
WEEK 38	YEAR 12 – UCAS 2020 APPLY TRAINING

CAREERS EVENTS AT SFX 2019

WEDNESDAY 23RD JANUARY 2019, 6.30 – 8.00 P.M.	YEAR 12 – HIGHER EDUCATION (UCAS 2020) PARENTS' / CARERS' EVENING
TUESDAY 5TH MARCH 2019, 10.00 A.M. – 2.00 P.M.	YEAR 12 HIGHER EDUCATION AND EMPLOYMENT FAIR 2020 -OPEN TO ALL STUDENTS
TUESDAY 25TH JUNE 2019 10.00 – 2.00 P.M.	YEAR 12 LEVEL 3 – UNIVERSITY DEGREE AND APPRENTICESHIPS WORKSHOPS DAY

CEIAG PROVISION FOR STUDENTS 2018 – 2019

- All students will receive a comprehensive CEIAG programme designed to enhance and expand all learners' access to positive progression opportunities, including education, employment and apprenticeships / training
- All students will be invited to attend a one to one Careers interview, which parents / carers may attend
- Students may book subsequent one to one interviews, which parents / carers may attend
- Students with particular additional learning needs will be fully supported in their progression choices by the Careers and ALS Departments in liaison with parents / carers, where appropriate
- Students will be given one to one assistance with C.V. preparation and development, applications and the writing of UCAS personal statements
- Students will be encouraged to consider their employability skills and employer expectations and improve on these / develop further skills
- Students will have access to NCS representatives and will be encouraged to sign up for the 'Challenge' experience
- Students will benefit from input from our many partners, including The City Brokerage, QA Apprenticeships, the Royal Bank of Canada Academy, Wandsworth Careers Cluster, St Mary's University, University of Leicester, Roehampton University, Coventry University, Wolverhampton University, Kingston University, University of the Arts, London, Essex University, London College of Fashion, Middlesex University, London South Bank University

- Students hoping to apply for Oxbridge, medicine, dentistry or veterinary science will be given specialist support throughout Years 12 and 13, including advice on BMAT, UKAT, HAT, ELAT, etc. tests
- Students will benefit from dedicated whole day CEIAG events in the College
- A variety of speakers and visits will be arranged for students
- Updated Labour Market Information (LMI) will be available to students to help them inform their progression choices
- Work experience will be organised for those students whose courses demand this

SFX AND THE NATIONAL CAREERS STRATEGY (2018 – 2020)

Many of the demands of the new National Strategy are already in place at the College but the College aims for full implementation by 2020, as required.

All schools and colleges will be benchmarked for CEIAG using the Gatsby Benchmarks set out below.

The SFX current position is set out below:

<p>1. A STABLE CAREERS PROGRAMME</p> <ul style="list-style-type: none"> • There is an embedded CEIAG programme of many years standing, which is delivered by Personal Tutors, the Careers Department and, increasingly, as part of the curriculum • It is published on the website and regularly updated • Stakeholders are involved in evaluation. The College aims to widen participation in evaluation. 	<p>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> <ul style="list-style-type: none"> • Learners and parents / carers have access to good quality information about future study options via information sent out by the Careers Department and online resources • Students have access to up to date labour market information on Moodle • The College is working towards encouraging students to make greater use of LMI to inform decisions about study options during their study programmes • The College is committed to providing online LMI information for parents /carers, and is currently working on developing this
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<p>3. ADDRESSING THE NEEDS OF EACH LEARNER</p> <ul style="list-style-type: none"> • All students have access to advice and support tailored to their individual needs at each stage in their development • Equality and Diversity are embedded in all CEIAG activities and throughout the College • Stereotypical thinking is challenged by all staff both before and if it occurs • Systematic records of advice given and agreed decisions are kept for each student. • Transition counselling is based on the content of application forms and possible subsequent changes of direction by the student at interviews. • The College is working towards centralising the CEIAG information on the original application forms. All other CEIAG records are kept on the student's Dashboard page and can be accessed by the student. • Data on education, training and employment records is kept for three years 	<p>4. LINKING CURRICULUM LEARNING TO CAREERS</p> <ul style="list-style-type: none"> • Following whole staff training, all staff are aware that they have to link curriculum learning to Careers, and are actively planning to do so as part of their curriculum offer. Some departments are further on than others in this respect but all are expected to have done so by the end of 2019. • The importance of English and Maths as a key expectation of employers is highlighted across the curriculum by an expectation that all staff incorporate elements of English and Maths teaching into their lessons • All subject areas and teachers are expected to give students experience of how their subjects help gain entry to and be a more effective worker in a wide range of occupations via directly related or transferable skills / knowledge
<p>5. MEANINGFUL ENCOUNTERS WITH EMPLOYERS / EMPLOYEES</p> <ul style="list-style-type: none"> • The College aims to provide every student with multiple opportunities to learn from employers about work, employment and the skills valued in the workplace. Whilst there is some provision already existing, the College is committed to expanding this provision 	<p>6. EXPERIENCES OF WORKPLACES</p> <ul style="list-style-type: none"> • The College is committed to expanding its connections with employers by 2020 so that every student has first – hand experience of the workplace, in addition to any part-time jobs they may have, via visits, work shadowing / work experience in order to help explore career opportunities and expand their networks

<p>across curriculum areas and via the Careers Department.</p> <ul style="list-style-type: none"> • Students engaged in successful part-time employment will be asked to contribute to student awareness of what it takes to be a successful employee and employer expectations • The College is working towards every curriculum area providing at least two encounters with an employer per year by the end of 2020 • The College will start to record and take account of students' part-time jobs and the influence these have had on their development from 2018 	
<p>7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> <ul style="list-style-type: none"> • All students will be made aware of and understand the full range of learning opportunities available to them, including academic and vocational routes • The College is committed to ensuring that students are made aware of workplace professional learning routes • All students will have had the opportunity to engage with a range of learning and training providers at the various events organised by the College or via the curriculum or speakers • The College has many strong links with many education and training providers, who are willing to host student visits but aims to increase partnerships which would benefit students who want 	<p>8. PERSONAL GUIDANCE</p> <ul style="list-style-type: none"> • All students have opportunities for guidance interviews with a careers adviser in order to get unbiased advice about all relevant opportunities and those which are aligned but which students may not have considered • Personal Guidance is available at all transition stages when significant study or career choices are being made • Students may book appointments when they feel the need • All students will have had at least one guidance interview by the end of their study programme

to explore what it is like to
learn in a particular
environment