

Careers Education, Information, Advice and Guidance Policy

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Vision

Our vision is to support, motivate and inspire every young person at the ArtsXchange College so that they can confidently make informed and aspirational decisions about their next steps and career ambitions. By providing a high quality, inclusive and meaningful careers programme, we guide and direct creatively inspired young people towards fulfilling lives and employment within the creative industries. We strive to give each young person the confidence and skills, both transferable and specialist, they need to shine as adults.

Overview

The ArtsXchange College places the needs of each student at the centre of all learning and experiences. This ethos is reflected in our Careers Policy which has been developed to meet the specific individual needs of our young people whilst following the government Careers Strategy and Statutory Guidance. At The ArtsXchange College the planned Careers Programme centres upon our young people's individual interests and strengths in relation to their future, work and further education. These areas are explored from Year 10 to Year 13 through curriculum, enterprise events and work experience opportunities. Through these, young people learn about careers, opportunities to volunteer and encounters with employers both in and out of school.

Aims

The ArtsXchange College's Careers Policy outlines how the school Careers Programme is designed to equip young people with the confidence and skills needed to prepare them for their future, which may include further education and/or employment. Our curriculum provides young people with opportunities to learn and develop essential skills and enhance personal characteristics such as social skills, communication, independence and self-help. Our students will achieve personalised positive career outcomes such as identifying and choosing appropriate colleges and FE courses, supported internships and work placements.

Roles and Responsibilities

Opportunities to discover and explore potential progression routes and career pathways are integrated across the curriculum and all staff, therefore, have a responsibility to ensure they make full use of all such opportunities. Distinct elements of the programme are also delivered by nominated post-holders who hold specific responsibility for the planning and delivery of such activities.

Careers Leader

The Careers Leader is responsible for the planning, delivery and evaluation of all extra-curricular elements of the Careers programme. They are supported by external agencies (careers advisor) as well as in-house leaders (SENCO) and overseen by the CLT.

The school's Careers Leader can be contacted using the following details:

Careers Leader: Sharon Murphy

Contact Number: 020 4568 4747

Contact E-mail: sharon.murphy@theartsxchange.com

Programme Leaders & Teaching Staff

Programme leaders and teaching staff are responsible for ensuring that the planned curriculum within their subject area incorporates a range of opportunities for students to discover and explore progression routes and careers related to this subject. This should include information about potential career opportunities within the relevant subject area as well as opportunities for students to develop an understanding of how the skills/knowledge they are developing can support them within their future career and academic progression.

All Staff

All staff at The ArtsXchange are jointly responsible for ensuring that students engage with all elements of the Careers programme. All staff are also asked to support students with exploring their potential progression routes and career options through signposting opportunities offered to them by different elements of the college.

Students

All students participating in activities within the Careers programme are expected to engage positively with all events within the programme. Students are also actively encouraged to access the extended support offered to them through the careers interviews, online resources (e.g. Unifrog), external partners and work experience opportunities.

Parents & Carers

As with all elements of their young person's education, parents and carers are asked to ensure they actively support the college in achieving its aims, including ensuring that their young person engages fully with the range of opportunities offered to them.

THE ARTSXCHANGE COLLEGE CAREERS PROGRAMME & GATSBY BENCHMARKS

The ArtsXchange College Careers Programme follows the recommendations outlined in the Gatsby Benchmarks. We use the Unifrog toolkit to ensure provision for our young people aligns with the high standards of personal provision outlined in our curriculum.

BENCHMARK 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 young people, parents, carers, staff, governors, employers and other agencies.

CRITERIA

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 advisers and employers to increase its impact.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

The ArtsXchange College has a structured Careers Guidance programme that provides young people with opportunities across the curriculum to develop transferable life and social skills; this has been agreed by SLT and Governors and is published on the school website.

The programme provides:

- Opportunities for the development of student's self-advocacy, negotiation and decision-making skills – via the school council, career events participation, EHCP Annual Review Meetings.
- Opportunities for purposeful interactions with a range of trusted and familiar adults including school staff and visitors, via Jack Petchey Foundation and sports tournaments.
- Partnership with parents and carers – who participate by being integral to our options and transition process for their young people and supporting the decision-making process alongside teachers.
- The programme is published on the school's website. Parents and other stakeholders are signposted to it.

BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

CRITERIA

During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Young people at The ArtsXchange College have opportunities to learn about and engage with potential careers routes from Year 10. Students engage in employer encounters both inside and outside of the college.
- Young people at The ArtsXchange College engage in Enterprise Projects, designed to equip them with some of the key skills required within the workplace.
- The ArtsXchange College is part of the London Enterprise Advisors Scheme.
- The ArtsXchange College is a member of the Careers Enterprise Network.
- Members of SLT have received Career Advice training.

CRITERIA

Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for the young people in their care.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Key Stage 4/Post 16 information events for parents.
- Parental involvement is key element in choosing options for accreditation for our young people and are involved in this process.
- Parents are involved in Annual Review and EHCP planning meetings where potential careers and skills required are discussed and planned for.
- The Careers Advisor creates Careers Action Plans that are used to support decision making and planning.

BENCHMARK 3: ADDRESSING THE NEEDS OF EACH STUDENT

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

CRITERIA

A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- The ArtsXchange College Careers Programme challenges stereotypes and is aspirational. Young people are challenged daily through the curriculum and personalised provision.
- All young people engage in opportunities to develop these skills in a practical context via multiple events and Enterprise Projects.

CRITERIA

Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Most of our young people have an EHCP that plans for all aspects of their future lives including future employment. The school role is fundamental in systematically co-ordinating, reporting on and recording this process.
- Key Stage 4/Post 16 Information/Options event provides information to parents regarding future transitions as students prepare to leave The ArtsXchange College at the end of Year 13. The school coordinates personalised transition planning.
- Each student has a Unifrog account which holds their careers portfolio, outlining interests, skills required to work and progress towards these and any work experiences encountered.
- All students have one-to-one careers interviews after which the Careers Advisor creates a personalised Careers Action Plan detailing future plans, education and training options and action points. The plans are made available to the young person and their parents/carers to support in decision making and planning.

CRITERIA

Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Procedures are in place to collect and record destination data. Compass+ is used to record destination data for three years after young people leave The ArtsXchange College outlining their education, training or employment destinations.
- Timely monitoring and evaluation to inform decision making and planning and ensure all students' needs are met.
- ALUMNI – ex-students are welcomed to attend careers events and present their career journey to current students.

BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

CRITERIA

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.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- The ArtsXchange College's careers programme challenges stereotypes and is aspirational. Young people are challenged daily through the school's curriculum and all young people engage in opportunities to develop these skills in a practical context via multiple events and Enterprise Projects.
- All young people engage in a range of specialist weeks which include a STEM focus, these include science weeks where sessions are led by internal and external specialist practitioners including activities led by local higher education settings.
- The ArtsXchange College has a strong ethos of innovative use and application of learning technology to allow students to overcome access barriers, e.g. assisted technology and virtual reality.
- Many young people have an Education Health and Care Plan (EHCP) that plans for all aspects of their lives including future employment.
- Post 16 options events provide information to students and their parents/carers regarding future transitions and the college actively supports these transitions.
- Each young person has a careers portfolio, outlining interests, skills required to work and progress towards these and any work experiences encountered.

- Records will be collected and stored for three years after young people leave The ArtsXchange College outlining their education, training or employment destinations.

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

CRITERIA

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Students are offered creative opportunities to engage in careers activities designed to develop their ability to engage in workplace practices.
- Students engage in an Enterprise Project which provides opportunities to develop workplace skills whilst providing opportunities to have meaningful encounters with employers who specialise in the designated Enterprise Project, such as the Peter Jones Tycoon Enterprise competition.
- The ArtsXchange College is registered with the Careers Enterprise Network and will work with the local LEP

BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

CRITERIA

By the age of 16, every pupil should have had meaningful experiences of workplaces. By the age of 18, every pupil should have had at least one further meaningful experience.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Fostering relationships with a range of local businesses as well as recognising the important role parents play in facilitating employment and exploring any employment opportunities they may provide.
- The ArtsXchange College is registered with the Careers Enterprise Network and will work with the local LEP.
- Engaging with positive career role models from agencies that work with The ArtsXchange College and building relationships with young people initially within the school environment and expanding as appropriate.

BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

CRITERIA

By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Students have one-to-one careers meetings with the careers advisor and create action plans detailing desired next destination options. This information feeds into the planning of visits to a range of destinations.
- Visits to local colleges, independent training and supported internship providers such as City & Islington College, Euston Skills Centre, London Academy of Sustainable Construction, MENCAP, TFL Steps into Work.
- ASK Apprenticeship workshops and goal setting with their apprenticeship advisor.
- Working in partnership with Careers Practitioners (Central London Careers Hub Enterprise Co-ordinator/Connections Careers Advisor) and parents to explore and implement bespoke encounter pathways.
- Providing local feedback about meaningful encounters available in the local area and how these can be improved.

BENCHMARK 8: PERSONAL GUIDANCE

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

CRITERIA

Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

HOW THE ARTSXCHANGE COLLEGE MEETS THESE

- Careers Guidance at The ArtsXchange College means ensuring we have a comprehensive knowledge of each young person, including their likes, interests, skills and experiences. These are used to help students to identify and explore suitable options. By doing so we aim to challenge pre-existing assumptions of people, including parents or carers, about what our young people are capable of.
- Young people at The ArtsXchange College will have annual EHCP review meetings. This is an opportunity to discuss their futures and put a system of support in place. This draws on support from a range of agencies. All students contribute to their EHCP meeting. At KS4 this includes reference to areas of interest, enjoyment and potential routes for future employment and further education.
- Key Stage 4 transition meetings include a planned focus on sharing, teaching students meaningful skills in communicating with unfamiliar adults, wider audiences and in a wider range of contexts.
- By the age of 16 each student will have received personal guidance, one-to-one with the Careers Advisor; this will be either internal or external and will be based upon each young person's individual need. Students will be guided to understand future options and choices and supported in making these decisions. By the age of 18, all students will meet with the Careers Advisor for a further one-to-one meeting. In addition to the scheduled meetings, students and their parent/carers can have careers discussions with the Careers Advisor at any time during the year if they require.

MONITORING, EVALUATION & REVIEW

The Head of College will ensure that the work of the Careers Leader, Careers Advisor and CEIAG events are supported and monitored. A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as student and parent surveys.
- Feedback from external visitors to the school such as the Beckmead Trust partner schools or Ofsted.
- The number of students who are NEET in October having left the college in the previous summer. This figure can be compared to national figures as well as against the equivalent figures from similar provisions both nationally and within the London.
- The governors of The ArtsXchange College will review this policy every three years.

The ArtsXchange: Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: The ArtsXchange/Beckmead Trust

Date updated: December 2024

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

The ArtsXchange is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The ArtsXchange is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

The ArtsXchange endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

The ArtsXchange policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

The ArtsXchange fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done during events such as ASK Apprenticeship workshops, National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school, such as careers fairs and options events.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Head of College based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. The ArtsXchange is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to *Sharon Murphy*, Careers Leader

Email: sharon.murphy@theartsxchange.com

Tel. 020 4568 4747

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons and Careers or Raising Aspirations events that The ArtsXchange is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with The ArtsXchange.

Details of premises or facilities to be provided to a person who is given access

The ArtsXchange will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

The ArtsXchange will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Sharon Murphy, email: sharon.murphy@theartsxchange.com

Sharon Murphy will raise the complaint to Gosia Klosek, Head of College, The ArtsXchange.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Head of College and College Leadership Team.

Policy Coordinator: Sharon Murphy

Policy Reviewed: December 2024

Providers who have been invited into The ArtsXchange to date include:

Mediorite Video Production Company

ASK Apprenticeships

MENCAP

British Army

Spear Mentoring Programme

The Arts Emergency

City & Islington College

London College of Beauty Therapy

Euston Skills Centre

Destinations of previous pupils from The ArtsXchange include:

City and Islington College
College of North East London
Euston Skills Centre
College of North West London
City of Westminster College
Chicken Shed
Birbeck University of London
London College of Beauty Therapy
Fashion Retail Academy
Big Creative Education
TFL Supported Internship
Internship
Employment