

CAM VC CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIG) PROCEDURES (to be read in conjunction with The Cam Academy Trust Careers Policy)	
Last Reviewed	July 2021
Reviewed:	Every 3 years
Date of Next Review	July 2024
Responsible Officer:	Frankie Rose

Vision

Cambourne Village College is committed to providing the best possible Careers Education, Information and Guidance (CEIG) to all our students, provided fairly and equitably. We aim to do everything we can to inspire, encourage and equip each one of them to realise their talents and potential, and lead fulfilled and successful working lives. Encouraging a growth mindset is an important part of this. We understand the importance of this work in the context of ongoing and fundamental changes in the world of work.

Introduction

The elements of CEIG provision are as follows:

- Careers Education, including dedicated Careers lessons, subject lessons linking curriculum learning to careers, work related learning (work experience and careers events etc).
- Career Information, on all education and employment routes, provided through various channels and media, including the Careers Library and online resources.
- Career Guidance, both impartial and independent, offered with open access to a Careers professional, teaching and other staff, as well as external sources such as employers and professional bodies.

Context and Scope

CamVC complies with its legal responsibilities in this area. Students are entitled to receive careers guidance in accordance with current legislation ([see DfE Statutory Guidance on Careers, updated October 2018](#)). Our provision also has to be made in line with current funding constraints.

Principles and Objectives

In accordance with this, we follow these principles of good practice:

1. We provide a planned programme of activities to inspire and motivate our students, including careers, apprenticeship, employer and higher education talks; post 16 provider, university and employer visits; careers fairs; STEM events; mentoring; enterprise coaching; application support, mock interviews and assessment centres; work experience workshops and application mentoring. A full careers programme is outlined on our website.
2. We have a careers education programme which provides for dedicated careers lessons in PHSE time. Further to this, tutor time and assemblies are used, and also links are made between careers and other areas of curriculum teaching. All staff contribute to our CEIG through their roles as tutors, subject teachers and support workers.

3. We encourage our students to have high aspirations, as relevant to them, and with a growth mindset.
4. We help our students develop generic employment skills and strengths, such as adaptability, resilience, well-being and self-awareness, and career management. Students are encouraged to develop their own personal career plans.
5. We provide up-to-date information about the labour market and opportunities to our students through a variety of media and in our Library. We also seek to make them aware of the future global employment landscape in the Fourth Industrial Revolution age – impacts of hyper-connectivity, artificial intelligence, advanced robotics, nanotechnology and synthetic biology. This is delivered through STEM workshops.
6. We maintain and build strong links with local and national employers, universities and other education providers.
7. We offer access to high-quality work experience opportunities, properly linked to individual strengths, potential and plans. We aim to offer all students in Year 10 a two-week work experience placement.
8. We provide impartial, independent and open access to guidance on options post-14 and post-16, both on university and professional routes and also employment, apprenticeships and entrepreneurship. Students receive one-to-one career guidance, mentoring and coaching, from an in-house careers advisor and from others. Students can book guidance sessions or attend drop-ins.
9. Parents and Carers are also able to obtain help in supporting their children at Post 16 providers' open evenings and by appointments in school.
10. We are a member of the Cambridge Area Partnership (CAP). CAP is a partnership of all the state-funded providers of education and training for 14-19 year-olds in Cambridge, East Cambridgeshire and South Cambridgeshire. The core purpose of CAP is to ensure that every young person (14-19) within the partnership has equality of opportunity to the very best provision, essential in securing high level engagement, progression, participation, retention and achievement. CAP co-ordinates applications for post-16 courses from students in Cambridge area schools via the centralised Mychoice@16 process.
11. We work, along with our local authority, to identify and support vulnerable young people, including those with special educational needs and those at risk of not participating in employment.
12. We provide students with information about the financial support that may be available to them to stay in education and training post-16.
13. We work with external organisations and stakeholders as appropriate and as resourcing allows, such as the local authority, National Careers Service, Jobcentre Plus, Careers and Enterprise Company and others, to help the transition from education to work or further learning. Our most

important external partner for work-related -learning is currently **Form the Future**, a leading organisation in this field in the Cambridge region.

14. We work to prevent all forms of stereotyping and discrimination in the education, information and guidance we provide. Students from all genders, backgrounds and diversity groups are encouraged equally to consider the widest-possible range of careers and educational opportunities.
15. We aim to develop an active alumni network.
16. We benchmark our provision against best practice nationally using the Careers and Enterprise Company's Compass software and referring to the national Gatsby benchmarks. We monitor our provision and student destinations, and we develop our provision using feedback from students, staff and others.

Provider Access Statement

1. Aims:

This procedure statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access all students for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in [section 42B of the Education Act 1997](#). This procedure shows how our school complies with these requirements.

3. Student entitlement:

All students at Cambourne VC are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our Careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses.

Cambridge Area Partnership (CAP):

Cambourne VC is an active member of CAP. We work closely with this forum of local schools to provide for transfer of our students post-16. We ensure that our students have access to information and publicity from CAP post-16 providers on an equal footing.

4. Management of provider access requests

A provider wishing to request access should contact Ms Frankie Rose, Cambourne Village College, Head of Careers, Telephone: 01954 284 000 Email: frose@cambournevc.org

For virtual access to our pupils, College safeguarding processes will need to be followed. In the first instance, providers are asked to complete a short form available from Mrs V McCormack vmccormack@cambournevc.org to keep this process as streamlined as possible whilst being mindful of student safeguarding and provider goodwill.

4.1 Opportunities for access

We strongly welcome all links with business, industry, employers and vocational/technical training providers, through presentations, visits, talks, joint projects, assemblies, work placements and work experience and practical workshops. These are integrated throughout schemes of learning in each of our subject areas. In addition, a number of events, integrated into our Careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers as part of our careers programme.

4.2 Safeguarding

Our Safeguarding/Child Protection procedure outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this procedure

4.3 Premises and facilities

The school will make halls, classrooms or private meeting rooms 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. The Careers coordinator will be available to discuss this with providers ahead of any visit. Providers are encouraged to send any promotional material which will be disseminated to pupils. Literature on HE opportunities and apprenticeships are held in the Year 11 office, on a central noticeboard, on the online Careers library (CATalogue) and disseminated to parents and students through central school communications as well as tutor notices.

5. Monitoring arrangements:

The school's arrangements for managing the access of education and training providers to students is monitored by Frankie Rose, Cambourne Village College, Head of Careers. The Provider Access Statement will be reviewed alongside the Careers procedure by the Governors, triennially.