

Careers Education, Information, Advice and Guidance Policy

Navigators College



Approved by:

S. Saghabashi

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1. Aims

This policy aims to set out our college's provision of impartial and informed careers guidance for our learners. This includes the ways in which learners, parents, mentors and employers can access information about our careers programme.

High-quality careers guidance is important for our learners' futures, and our provision aims to:

- Help learners prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop learners' awareness of the variety of education, training and career opportunities available to them
- Help learners to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The College Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023.

This policy is also in line with the Education (Careers Guidance in Colleges) Act 2022. This came into force on 1 September 2022 and amended the existing duty in The Education Act 1997.

The above guidance requires that colleges publish information about their careers programme on their website. This policy includes this information and shows how our college complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

3. Roles and responsibilities

3.1 Careers Leader

Our careers leader is Kelly Langley and they can be contacted by phoning 07542607439 or emailing kellyl@navigators.org.uk.

Our Careers Leader will:

Take responsibility for developing, running and reporting on the college's career programme

Plan and manage careers activities

Manage the budget for the careers programme

Support mentors to build careers education and guidance into subjects across the curriculum

Establish and develop links with employers, education and training providers, and careers organisations

Work closely with relevant staff, including our SEND team and carry out personal guidance appointments, identify the guidance needs of all our learners and put in place personalised support and transition plans.

Work with our college's designated teacher for looked-after children (LAC) and previously LAC to:

- Make sure they know which learners are in care or care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice

3.2 Senior Leadership team (SLT)

Our SLT will:

Support the careers programme

Support the Careers Leader in developing their strategic careers plan

Make sure our college's Careers Leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

Allow training providers access to talk to learners in years 1 and 2 about technical education qualifications and apprenticeships

Network with employers, education and training providers, and other careers organisations

3.3 The Governing Board

The Governing Board will:

Provide clear advice and guidance on which the college can base a strategic careers plan which meets legal and contractual requirements

Appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement

Make sure independent careers guidance is provided to all learners and that they information is presented impartially, includes a range of educational or training options and promote the best interests of learners

Make sure that a range of education and training providers can access learners in year 1 and 2 to inform them of approved technical education qualifications and apprenticeships

Make sure that details of our college's careers programme and the name of the careers leader are published on the college's website

Make sure that arrangements are in place for the college to meet the legal requirements of the 'Baker Clause', including that the college has published a provider access policy statement

3.4 Learning Support Mentors

Learning Support Mentors will:

Support learners to develop career management skills using the curriculum and career development resources

Work closely with relevant staff and the Careers Leader to embed career development and meet the needs of each learner

Record progress towards careers and employability using Kloodle and Skills Builder

Attend relevant training to develop understanding of career development and Gatsby Benchmarks

Work with learners, Careers Leader and Social Value Partnership Manager to access careers and education opportunities

4. Our careers programme

Our college has an embedded careers programme that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**, how we will record the Gatsby Benchmarks by:

1. A stable careers programme with a careers leader

- Promoted through the college website
- Collegewide approach to careers
- Embedded within the college curriculum activities

2. Learning from career and labour market information

- Promoted through the college website
- Recorded when mentors use labour market information with learners
- Resources and links for mentors, learners and parents to access
- Embedded within college curriculum activities

3. Addressing the needs of each learner

- Mentors working on a 121 basis to meet the needs of each learner
- Personalised career guidance appointments based on learner needs
- Activities personalised to the needs of each learner and to raise aspirations of learners
- Challenging stereotypical thinking

4. Linking curriculum learning to careers

- Activities embedding careers into curriculum subjects
- Developing an understanding of how learning can lead to multiple careers
- Additional Learning Opportunities that link to multiple careers

5. Encounters with employers and employees

- All learners, where appropriate, to undertake work experience
- Learners to access virtual work experience opportunities to meet their needs
- Encounters with employers and alumni through talks, videos, webinars and career fairs
- Part time work to be recorded as work experience in agreement with the employer
- Mock interviews and employability workshops delivered by employers

6. Experiences of workplaces

- All learners, where appropriate, to undertake work experience
- Learners to access virtual work experience opportunities to meet their needs
- Mock interview in the workplace
- Site tours/visits including virtual opportunities
- Mentors to record when learning is taking place in a workplace

7. Encounters with further and higher education

- Mentors to access further and higher education resources and websites with learners
- Visits to further education and higher education sites
- Recording learners up taking additional learning opportunities external to the college
- Attending career fairs for apprenticeships, further education and higher education

8. Personal guidance

- The Careers Leader will be responsible for this benchmark, as a Level 6 qualified Careers Advisor, all personal guidance career appointments will take place with the Careers Leader

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for learners.

It is structured in a way that builds upon previous years, so that learners are encouraged to think appropriately about their future

Our careers programme is delivered through a number of methods, including:

Passport 2 Work modules

121 careers appointments

Careers Fairs
 CV preparation
 Mock interviews
 Work experience
 Virtual work experience
 Workplace visits
 Employability Workshops
 Employer encounters
 Further education and higher education encounters

Our careers programme is developed embedding:

Career Development Framework- [The six learning areas](#)

- Create opportunities
- Explore possibilities
- Manage career
- See the big picture
- Balance life and work
- Grow throughout life

Skills Builder Partnership- [The Universal Framework](#)

- Listening
- Speaking
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Teamwork

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

College approval:	S. Saghabashi	Date: May 2025
Governor approval:		Date:
Monitoring:		Date:
College approval:		Date:
Governor approval:		Date:

