

1. Introduction

The College's mission statement is to:

“Transform lives by offering first class education and training in order to improve employability and generate economic prosperity”.

In order to achieve this, in our strategic plan we have committed to:

- Providing a high quality teaching, learning and assessment experience which leads to outstanding learner attainment and progression.
- Ensuring the college's contribution influences the local, regional and national skills agenda through partnership and collaboration.
- Building and developing relationships with employers to support local and regional economic prosperity and growth.
- Maintaining the very high outcomes for all learners, improving any, where necessary, so that the college reflects the very best of providers in the region.
- Innovating in curriculum design and intent to ensure all learners develop skills to prosper in their future lives and the employment marketplace or next steps in education.
- Securing successful innovation projects to empower learners in our local and regional community.

The CEIAG strategy has been developed in accordance with the Gatsby Benchmarks and DFE Guidance: Careers guidance and access for education and training providers January 2023:

***The importance of careers education and guidance:** 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. (DFE – January 2023)*

The CEIAG strategy is led by the Assistant Principal – Student Experience supported by the Deputy Principal Quality and People, the Deputy Principal – Curriculum and Curriculum Assistant Principals. There is also a link governor for CEIAG.

2. The Careers Strategy

In reference to the Gatsby Benchmarks, the careers strategy seeks to ensure every student has access to a relevant careers programme. A successful careers guidance programme will be reflected in high numbers of students progressing to positive destinations such as apprenticeships, technical routes, higher education or employment. Destination measures provide clear and comparable information on the success of colleges in supporting students to reach their full potential and access the very best opportunities for their future in employment. Effectiveness of the College's careers strategy and curriculum offer evaluated through the annual self-assessment process: achievement rate, internal progression, and destinations. A Compass assessment is completed with our Enterprise Co-ordinator at least three times per year to ensure the Gatsby Benchmarks continue to be met. The college holds Matrix accreditation for Services to Learners which was re-assessed in 2022.

3. Objectives

- To ensure the college has an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. This includes use of the Xello (GMACS) careers tool
- To ensure every student, and their parents (where appropriate), have access to good quality information about future study options and labour market opportunities
- To ensure opportunities for advice and support are tailored to the needs of each student whilst embedding equality and diversity throughout. Careers interventions are recorded effectively to ensure data can be regularly reviewed and analysed
- To ensure the design and delivery of curriculum is linked to careers throughout the programme of study and that students understand the importance of Maths and English for their career
- To ensure students participate in at least two meaningful encounters with an employer in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. At least one encounter will be delivered through their curriculum area.
- By the end of their study programme, students will have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the end of their programme of study, students will have had a meaningful encounter through which they have had the opportunity to explore what it is like to learn in that environment with a range of providers of learning and training that may form the next stage of their career eg. Pathways to Construction
- Every student will have opportunities for an impartial guidance interview with a qualified career adviser (Level 6) at any point during their study programme. This could be internally (through a member of college staff) or externally through eg. Positive Steps.

4. Current College Practice

- 4.1 Every student has an opportunity for a guidance interview with a qualified careers advisor.
- 4.2 The Careers service offer is promoted to students and parents via the website, posters and leaflets at open evenings and events. The college already holds Matrix accreditation which was re-assessed in January 2022.
- 4.3 The senior team collaborate effectively to develop new provision to support regional skills priorities and use LMI as part of their recruitment strategy and curriculum planning (curriculum intent and curriculum planning)
- 4.4 The college works closely with its Enterprise Co-ordinator through GM Bridge and an Enterprise Advisor who works closely with us to create opportunities for students and support the Careers Strategy
- 4.5 As part of the college's marketing strategy there are regular social media posts and student successes eg. in work placements or competitions which promote the college and opportunities for work experience/enrichment or the success stories of prior students
- 4.6 The college has developed "word walls" specific to curriculum areas which promote the related industry LMI and "halls of fame" showing the progression of former students
- 4.7 Pre-entry**
 - 4.7.1 Years 6 to 10 students are supported via schools liaison and curriculum teams at school in industry days and careers days as well as options evenings to aid in informed decision making. Promotion of study routes through visits to college for primary and secondary students as well as hands on

experience through taster days also raising awareness of STEM options through campaigns such as Greenpower engineering challenge. Students benefit from a range of opportunities within curriculum areas to develop their understanding of opportunities available.

- 4.7.2 Year 11 students are supported via schools liaison, curriculum and careers teams. Students have access to teams in school during assemblies and parents evening events. During visits to college open evenings and tours and interview evening individual guidance is available to students from the beginning of their journey both prior and on enrolment through to their progression at the end of their initial study.
- 4.7.3 There are partnerships for STEM subjects including: Manchester Digital and the Engineering Industries Association
- 4.7.4 Where possible the college's Learning Support Team attend annual reviews for students with an EHCP. The LAC Co-ordinator provides transitional support for year 11 looked after young people (Tameside Borough)

4.8 Entry and Enrolment

- 4.8.1.1 During enrolment all students meet with curriculum areas and/or careers team to ensure they are enrolled on the right course based on results and appropriate information and advice and guidance.
- 4.8.1.2 During first six weeks of enrolment, students have the opportunity to validate their course choices and are able to gain appropriate IAG to amend their options to ensure they are on the right course.

4.8.2 On-course

- 4.8.2.1 Students benefit from a range of opportunities within curriculum areas to develop their understanding of opportunities available within their industry.
- 4.8.2.2 There is a structured programme within tutorial to ensure a focus upon employability and progression to the next level of study or employment. In September 2021 the college introduced the GMACS Xello careers tool to facilitate the career journey for all study programme students
- 4.8.2.3 Students benefit from meaningful external work experience and placements as part of their study programme. This also includes productive Employability opportunities such as guest speakers and visits. There are a series of Employability events throughout the year and an Employability Champion in curriculum areas

4.8.3 Progression

- 4.8.3.1 Students benefit from a range of opportunities to learn from employers about work and Employment e.g. Employer visits, volunteering, competitions, guest speaker visits.
- 4.8.3.2 Students benefit from a range of encounters with higher education providers such as the UCAS exhibition, visits to and from HE providers (some curriculum specific). There is also an annual "Introduction to HE Evening" involving a range of external providers. The College's Provider Access Legislation statement is available on our website
- 4.8.3.3 There is a dedicated team of qualified careers advisors who lead on progression and access to higher levels of study such as the UCAS process and offer individual guidance based on individual need. Where possible, a qualified careers advisor (or Positive Steps) will attend annual EHCP reviews
- 4.8.3.4 There is an effective strategy in place to support students who are leaving with a level three qualification and not progressing to university.

4.9 Exiting/External Progression

- 4.9.1 The college tracks student destinations effectively and works with partners such as Positive Steps to support students who have barriers to reaching a positive destination.
- 4.9.2 The College has recently commissioned J2Research to undertake the collection of destination data for our leavers

5. Local Partnerships

- 5.1. The College has some well-established partnerships in place such as the local NHS, Trust to provide work placements and internships. Specifically; Tameside Council, on the shared “Vision Tameside”. The College is part of the local Careers Leads Network and meets termly with other GM colleges as part of the FE Careers Community of Practice. The college has an Enterprise Co-ordinator (GMCA) and an Enterprise Advisor – Employment and Skills Manager at Balfour Beatty
- 5.2. **Work Experience Partners include:** Tameside Hospital – placements in H&SC (T Level), construction, engineering, finance, Digital Inclusion, Tameside Council – placements in Business, H&SC (Active Tameside links extended to catering and hospitality). Willmott Dixon links – placements in construction all trades, business. Local charities including Ridgehill Enterprises – placements in construction, public services. ESOL Uptree, Speakers for Schools. Catering and hospitality students with Dakota Hotel Group, Manchester City Football Club, IHG International, The Kimpton Hotel Manchester, theme nights. Animal Trust Veterinary Surgeries and Ridge Hill Big Local Enterprises provide land-based study students with CDF Industry Placements in preparation for the introduction of T Level delivery. Sport students participate in regular work placement with Active Tameside to develop their skills which has led to part time employment. Engineering students participated in a project with Tameside and Glossop Integrated Care NHS Foundation Trust, working alongside Trust electrical and mechanical engineering staff, including the design and construction of the Queen’s Jubilee Beacon. New Employer examples: Balfour Beatty links – Construction of new Mottram By-Pass; external placements, work experience project for level 3 design and build learners, Leonardo Group London, PC Refurb
- 5.3. The College works with local schools and the local authority and support transition arrangements for vulnerable students with SEND/EHCP as they come to College.

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