

## Careers Education and iAG Provision

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### 1. Aims of our Careers Education and iAG Provision

It will meet the needs of all learners at Frome Community College, in accordance with the following statutory responsibilities:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including apprenticeships
- promote the best interests of the pupils to whom it is given
- the principles and detail of the Raising of the Participation age political agenda
- education both full and part-time
- young people who need to work to support themselves or those close to them and study alongside this; apprenticeships; employment with training; distance learning

All our young people have an entitlement to Careers education, information, advice and subsequent guidance to secure successful transition between phases and throughout phases

It is differentiated and personalised to ensure progression including specific responsibilities for those in vulnerable groups to secure a successful transition across phases

It will be integrated into learners' experience of the whole curriculum and be based on a partnership with learners, their parents or carers, outside agencies (such as Rotary and other local employers) and the college staff.

The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

### 2. The College will secure and maintain an outstanding iAG provision, by:

Having a named strategic lead with vision, with time to execute his/her duties. This needs to develop a strategic leadership aspect.

Ensuring that there is collaborative planning between the strategic lead and pastoral teams for up-to-date schemes of work. A standardised careers education programme implemented that is seamless across phases with increasing depth

Careers education is included in the delivery of the pastoral programme for all learners and iAG is a policy to which all staff adhere.

Training staff at all phases (e.g. years 8 through to 13) in the developments of the curriculum offer and the progression routes that result.

Working in partnership with parents, governors and the wider community (including partner institutions and employers) to challenge and to support learners in their journey to establish their own progression route.

Providing information (such as the 14-16 and post-16 prospectuses) which is clear, simple and includes defined progression routes with themes of academic, applied or world-of-work opportunities.

### **3. The whole provision – all students' entitlement**

Careers education, as part of pastoral programme (up-to-date, K&U of the different routes e.g. academic, apprenticeship, vocational, distance learning)

FCC literature, events (such as option and open evenings), online resources, FAQ website, year 11 interviews (incorporated), Rotary interviews (year 10), pastoral programme and one-to-one mentoring

Within this entitlement, consideration and part impartial opportunities that include:

- WEX
- work place visits
- HE events, taster days
- skills events – hands on
- speakers
- provider visits internal/external e.g. Bath College, Wilts College, Strode College

### **4. The tailored, personalized provision – targeted**

The college uses 'Risk of NEET indicator' RONI simple template that identifies those that are not likely to make a successful transition

Intended destinations, cycle that identifies early (now) where they are going and who is floundering (forecast attainment based on FFTD in History as criteria):

- Foundation Learning: targeted package for Level 1 and entry level learners
- Breadth, Balance and Focus: targeted middle ability learners
- Accelerated route: targeted high ability learners

Vulnerable groups – FSM/Pup Premium, SEN, EBD etc. and support in place

One-to-one mentoring: link tutor to support transitions (e.g. year 8, 11 and 13 mentors/tutors)

External Link provision for vulnerable groups: taster, visits to other colleges, employers, trainers

## **5. Monitoring, Evaluation and Review**

The quality and effectiveness of the iIAG provision will be monitored and evaluated through:

- The iIAG strategic lead and the local quality standards for Careers Education and iIAG to identify areas for improvement.
- A report is submitted to the senior leadership team and governors. Action research evaluation of different aspects of Careers education and iIAG is undertaken regularly.
- The Curriculum Committee discussed changes to provision at its Spring Term 2013 meeting. A working group was set up to review the policy for adoption in the Autumn Term 2013.