

1. Introduction

1.1. Purpose

The purpose of this document is to set out Employ My Ability's policy on the provision of Careers Education, Information, Advice and Guidance to our students.

The policy aims to demonstrate EMA's commitment to guaranteeing our students are enabled, encouraged, and supported to explore and experience different vocational and academic areas with the intent of them making meaningful decisions about their future career options.

EMA aim to inspire and enable our students to develop social, physical, emotional and employability skills.

"Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential." SIR JOHN HOLMAN, SENIOR ADVISOR TO THE GATSBY FOUNDATION 2019

1.2. Legal and/or regulatory framework

This Policy considers the following references:

- a) Department for Education Careers Strategy (2017)
- b) Good Career Guidance, Sir John Holman (2019)
- c) Employ My Ability's Compass Benchmark Tool
- d) The Careers & Enterprise Company - The SEND Gatsby Benchmark Toolkit (2018)
- e) Mental Capacity Act (2005)

2. Scope

This policy applies to all EMA directors, advisory trustees, staff, and students.

3. Policy statement

3.1. General

The Vision, Mission and Values of EMA confirm our commitment to the successful progression of students by embedding a study programme that is committed to increasing employability skills, providing real life work experience, equipping students with knowledge, and understanding of employment, raising aspirations and offering careers education, information, advice and guidance.

EMA recognises that Careers Education, Information, Advice and Guidance is crucial for our student's success and are committed to embedding the Gatsby Benchmarks across the curriculum. The purpose of this policy is to outline our commitment to Gatsby Benchmarks for students with Special Educational Needs and Disabilities (SEND) and our commitment to ongoing Careers Education, Information, Advice and Guidance throughout our courses.

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3.2. Commitment to the Student

EMA believe that all students should be supported to understand the full range of opportunities that are available to them, including both academic and vocational, and **enable** this by using differentiated approaches, presenting information tailored to the students learning approach.

3.3. Gatsby Benchmarks

To **embed** this, EMA are committed to implementing the Gatsby Benchmarks for students with Special Educational Needs and Disabilities (SEND). The Gatsby Benchmarks are world-class standards which EMA apply across all settings.

We measure our careers programme using the eight benchmarks on at least an annual basis. This measurement ensures that students have continued successful transitions with raised aspirations; and are supported to make meaningful choices around their career progression, continued training, employment options and vocational opportunities.

The eight Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Referencing against the Gatsby Benchmarks enables EMA to continually ensure that individualised timetables, student targets and learning plans are tailored to facilitate the students in making informed meaningful decisions concerning their future career, direction, and planning.

All students are encouraged to meet with an independent and impartial, fully qualified careers adviser to explore their options and plan future progression pathways.

3.4. Careers Lead

EMA have a designated SMT Careers Lead who will:

- a) Upholds the standards of the Careers Development Institute.
- b) Monitors and oversees policy.
- c) Identifies priorities and improvement plans.
- d) Manages and works in partnership with the internal careers information and advice specialist.
- e) Works directly with external Careers IAG professionals.
- f) Completes the Gatsby Benchmark evaluation tool.
- g) Ensures the Senior Management Team and Trustee Advisory Board agree policy, priorities, and improvement plans.
- h) Ensure all students have access to a meaningful careers programme.

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3.5. Management and delivery.

EMA is committed to providing a planned programme of careers education, information and guidance and will work closely with partners to ensure appropriate linkage to our curriculum.

Students have access to impartial information, advice, and guidance through various partnerships. EMA provide a free, confidential space on site for representatives from partner organisations to meet with every student, and ensure the partners are invited to all annual reviews and work in partnership to plan successful transitions.

Every student will have first-hand experiences of the workplace through their programme of study. Career progression is underpinned throughout all the study programmes as illustrated in the Student Study Programmes:

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3.6. What to expect from our Study Programmes

The Preparation for Adulthood study programme is for those students at the Pre-entry, Entry 1, and Entry 2 ability levels; the focus is on students progressing towards either an Adult Social Care provision and/or volunteer role.

The Support for Employment study programme is for those students at the Entry 3 to Level 2 ability level; the focus is on students progressing towards either paid employment or a full time volunteer role.

Year 1	Support for Employment	Preparation for Adulthood
Ongoing from the start of 1 st term	Internal work experience and introduction to FE and HE Students start to work in EMA's onsite public facing commercial facilities. Also, students start to learn more about further and higher education pathways.	Internal work experience and introduction to PFA pathways and HE Students start to work in EMA's onsite public facing commercial facilities. Also, students start to learn more about Preparation for Adulthood pathways.
0 to 6 weeks	Skills builder assessment This is how we find out what a student is capable of and is the starting point.	
6 to 8 weeks	Next Steps Interview A structured discussion with the Work Experience & Next Steps Coordinator, to support students thinking about work experience placements and future career pathways.	
6 to 8 weeks	Career plan begins This is where a specific plan is made for each young person to identify their plan for a future career.	Progression plan begins This is where 'next steps' can be identified for each young person with

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		an individualised plan of exploring different further provisions.
6 to 8 weeks	Goal setting This is when, together with the student, meaningful and aspirational goals are set for the year.	
Onward from 6 weeks	More specific vocational timetable established After sampling different areas of the curriculum, this is where a more specific timetable is produced based around career plan and goals.	Internal work experience and PFA pathway work continues
End of 1st term / beginning of 2nd	Independent and impartial career guidance Students are encouraged and facilitated to access the services of an external careers advice company to explore future options beyond EMA.	
During 1st term	Access to other providers EMA will host and provide access to two encounters with other providers such as further education colleges, technical training establishments, apprenticeships, supported internships etc. EMA will also support students in off-site visits to such providers.	
Normally from early in 2nd term, but can be before	External work experience if a student is ready This is when students are placed into external work placements with our employer partners.	Internal work experience and PFA pathway work continues
During 3rd term	Assessment and next steps This is where year one is reviewed, and planning begins for year two.	
Year 2	Support for Employment	Preparation for Adulthood
Ongoing from the start of 1st term	External work experience for all students This is when students are placed into external work placements with our employer partners.	Internal work experience and PFA pathway work continues
0 to 6 weeks	Review skills builder and career plan	

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	This is where the skills builders and 1 st year progress is reviewed with tutor to highlight progression and plans for the academic year ahead.	
During 2 nd term	External work experience and SFE pathway continues	More specific vocational timetable established This is where a specific timetable around a chosen area is produced to focus on one area of the curriculum.
During 3 rd term	Evaluation, assessment, and next steps This is where students work with relevant staff at EMA to plan and transition into next phases relevant to them.	
Transitions out of EMA		
Towards the end of Year 2, all students will have a transition plan in place for their chosen next steps. Students are supported with all aspects of searching for, and the application processes for: Jobs, volunteering, further & higher education, housing and social care services.		

3.7. Stakeholders

Parents and Carers

Are recognised as co-partners in the career development of their Young Person and will be supported in developing the confidence and capability to support their Young Person's planning and decision making. EMA will regularly communicate, update and provide independent counsel to parents and carers to enable them to more fully support the student.

As per the Mental Capacity Act (2005), EMA recognises that every adult has the right to make his or her own decisions and must be assumed to have capacity to do so unless it is proved otherwise. EMA will make every effort to encourage and support the Young Person to make decisions for themselves, whilst recognising that at times some of those decisions could be viewed as unwise or eccentric by another person. EMA will however always support a Young Person towards positive outcomes.

Careers support agencies

The Careers Lead will ensure that all students have access to the independent, impartial careers support and will ensure positive working relationships are secured and monitored through evaluation.

Employers, Community Partners and Learning Providers

EMA work with a wide range of external employers, colleges and learning providers, and are registered with NATSPEC so therefore work closely with many specialist independent providers as well as mainstream local schools and colleges. In tandem with this we:

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- a) Encourage and support students to work with employers local to their home address.
- b) Welcome new working relationships that will build upon our portfolio of contacts, ensuring the students have a broader access to work experience and employment/career pathways.
- c) Ensure students are supported to access information events to hear from a range of local providers about the opportunities they offer, including Education and Adult Community Services.
- d) Employer and community partnership feedback is encourages to build a meaningful portfolio for students and employers.

The Work Placement Co-ordinator will ensure career progression and targets are supported, encouraged and implemented.

3.8. External certification

EMA will complete the Matrix Standard, the Department for Education's standard for ensuring the quality of the delivery of high-quality careers information, advice and guidance.

4. Roles & responsibilities

EMA are committed to increasing the knowledge of staff and have ensured that funding is available for recruitment, training and support, and has identified the need to keep the following roles filled:

Steve White (Managing Director, and SMT member) is the nominated Careers Lead for EMA.

Level 4 qualified Careers Adviser delivering 1:1 and group Careers information and advice sessions for students and supporting education staff.

Furthermore, EMA retains the services of a Level 7 qualified Careers advisor who works alongside the Senior Management Team.

5. Implementation

Overall responsibility for policy implementation and review rests with EMA Senior Management Team, but all employees are required to adhere to and support its implementation.

New employees will be given notice of the policy during their induction.

This policy will be implemented through the development and maintenance of procedures for appraisals and one-to-one meetings, using template forms, and guidance given to both managers and employees on the process.

6. Support, advice and communications

Requests for further advice, support or implementation guidance on this policy can be obtained from steve@employment.org.uk

7. Review

This policy will be reviewed annually, following which the revision number and date will be updated to ensure that staff always know that they are referencing the correct policy.

Should there be a need to change the content of the policy before its annual review date then please send a notification to compliance@employability.org.uk

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8. Associated documents

This policy is underpinned by the policies for teaching and learning, recording and reporting achievement, PSHE, work related learning, equal opportunities, health and safety, and annual reviews.

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