

**Southend Adult Community College  
Careers Education Policy**

Version	Approved by Southend Borough Council Finance, Curriculum and Quality Group	Reviewed
002	10/06/2022	Next review September 2023

<p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>2. Context reference to Careers Development Framework 2020</li> <li>4. Current position Matrix 2022 accreditation update</li> <li>6. Roles and Responsibilities contact details for careers leaders added</li> <li>6. Summary of the careers programme for young people added</li> </ul>
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## **1. Control of the document**

The strategy will be controlled and maintained by the Senior Leadership Team of Southend Adult Community college (hereinafter referred to as SACC). All future updates sent to managers and published on the website. It is important that the latest version of the strategy is used.

## **2. Context**

This strategy is in response to the Department for Education's publication of the National Careers Strategy (December 2017) and subsequent Statutory Guidance for Colleges (updated October 2018) and the new Career Development Framework (2020).

Southend Adult Community College (SACC) was awarded Matrix accreditation for its Information, Advice and Guidance provision in January 2022. The College is committed to the provision of good and impartial IAG that enables young people and adults to make informed choices about their next steps.

This strategy covers provision for all age groups including, 16-18, SEND (19-25) and 19+ adult learners. Our vision is to create the home of learning where everyone achieves their full potential.

## **3. Statement of Intent**

By the end of their learner journey at SACC, our young people will be equipped with the tools, skills, confidence and competencies to confidently take their next step, be that further education, apprenticeship or employment.

## **4. Current Position**

The Matrix review carried out in January 2022 identified the following strengths and areas for development:

### Strengths

- The strategic vision promotes a central role for IAG in the college, strongly articulated by senior leaders and supported by the college governance. The strategy provides a clear purpose and intent for IAG within the college. Individuals are considered to be on a journey that recognises that a wider range of outcomes are relevant to the college's role in supporting the Southend community, with IAG as a dynamic intervention that enables change in the prospects and wellbeing of the learners, promoting aspiration

and growth in confidence among those whose experience of formal education may have been limited or negative.

- The IAG Team and Learner Services provide different levels of guidance, and through one-to-one sessions can ensure individuals navigate steps towards achieving goals. Local authority sponsored projects, link learning directly to opportunities for employment, with additional transferable skills delivered within the programme.
- Information, advice and guidance is targeted according to the respective needs presented by the individual from queries around course options and straightforward progression between qualifications, whereas more specialist IAG expertise is deployed where needs are more complex or protracted.
- The College demonstrates a full commitment to both equality and diversity and to safeguarding its learners, some of whom are from the most vulnerable sections of society. The commitment to safeguarding is led from senior management levels and ensures that staff refresh their knowledge of procedures every two years
- IAG advisors are committed to working impartially on behalf of all learners.

#### Areas for development

- Expand on the measures employed for capturing the contribution of IAG to the overall impact of the college experience on the lives of individuals, through greater analysis of destination data, distance travelled and exit interviews.
- Collect feedback from partner organisations on a regular basis to evaluate the effectiveness and potential for development of these crucial relationships.
- Provide partner organisations with notice of courses and activities especially relevant to their client groups

## **5. Aims**

The over-arching aims of this strategy are as follows:

- To empower young people and adults to see their self-value and appreciate their achievements and potential futures
- To encourage parental or carer engagement, both in terms of the progress their child is making and the parents'/ carers' own self-development
- To link careers provision to local labour market information across Southend and South Essex to better inform young people about future job trends in the area
- To develop employability skills in young people and adults (e.g. interpersonal skills, communication, team working, etc.)
- To meet the Gatsby Career Benchmarks in line with Careers Strategy requirements.

## 6. Roles and Responsibilities

Careers guidance is provided by our experienced Employability team who can be contacted by email on [IAG@Southend-adult.ac.uk](mailto:IAG@Southend-adult.ac.uk)

Our careers guidance service will:

- Provide current and potential learners with access to information, advice and guidance on education and careers in a variety of contexts
- Support the College's aim of embedding advice and guidance throughout the learner journey
- Work with partners and other agencies to develop work and learning opportunities.

Every young person benefits from:

- Careers guidance at Induction
- Work experience both inhouse and external
- Guest speakers to classes
- Visits to workplace
- Employer events
- Careers guidance interventions throughout the programme
- Signposting to further learning, apprenticeships and jobs
- Exit interviews and next steps

All our learners benefit from:

- Free 1:1 interviews with qualified and trained advisors who can offer comprehensive, confidential information and impartial advice about learning and work, as well as the local and national labour market
- Information and advice on a range of extra support including childcare, funding and securing additional maths, English and digital skills
- Being treated fairly with equality, respect and support
- Opportunities to feed back on the quality of the service provided.