



# CHRIST THE KING SIXTH FORMS

## Careers and Progression Policy

### Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of Christ the King Sixth Forms.

### Introduction

This Careers Strategy has been fully updated to reflect our response to the Government's new plan for careers work as outlined in the publication, '*Careers Guidance for Further Education Colleges and Sixth Form Colleges*' (February 2018). The College acknowledges all of the 'Gatsby Benchmarks' targets set out in this paper and our strategy reflects that. We are fully committed to the development of our careers work to achieve those requirements not already fully provided by our service to students.

We are a group of highly successful sixth forms – CTK Aquinas, CTK Emmanuel and CTK St Mary's – in south London and Kent. Offering exceptional, expert teaching in a welcoming, friendly atmosphere, each sixth form creates an environment where high achievement is promoted and attained. Our students work hard, aim high and enjoy being part of our sixth form community.

CTK Aquinas is a selective A Level centre for excellence, offering a wide range of A Level courses aimed at high achieving students. CTK Emmanuel is a professional centre for excellence, offering Applied Technical programmes equivalent to three A Levels. CTK St Mary's offers a wide curriculum of A Level and Applied Technical qualifications.

Our three sites are designed to support our strategic objectives and to ensure that students develop outstanding personal qualities, attributes and opportunities in line with our motto “Ut Vitam Habeant” which means “So that they may have life.”

### **CTK Strategic Objectives supported by the Careers Strategy**

The Careers Strategy supports a number of the strategic goals including:

- The subjects and programmes on offer are highly valued by universities and employers and promote local, regional and national priorities.
- Students are ambitious, work hard and are challenged to develop the skills and qualities that will support their aspirations and success.
- Students make exceptional progress and leave to study or work in leading universities, companies and professions.
- Strong relationships with universities, employers and other schools are brokered and prosper so that outstanding opportunities are provided for staff and students.
- The central functions deliver high quality, specialist services and model the efficiencies that can be gained in a multisite institution.

### **Principles and Values**

The principles and values underlying the strategy are to provide a service that is:

- Of high quality, impartial and delivered by appropriately qualified and trained staff.
- Based in dedicated, open access and well signposted service areas. Due to our three unique site specialisms, at Aquinas and St Mary’s, the careers service and all it provides will be referred to simply as the Careers Service and at CTK Emmanuel the service will be referred to as the Progression, Careers & Work Experience Hub.
- Welcoming, friendly, personalised and aspirational.
- Fully aware of and responsive to diversity, equality of opportunity and the need to challenge stereotypes.
- Designed to develop self-confidence, self-sufficiency and optimism.
- Integrated with the Curriculum and other College support services e.g. Careers, Additional Learning Support, Pastoral, Exams and Admissions.
- Structured to support the continuous improvement of the quality of students’ experience and ‘social capital’ development - locally, nationally and internationally - through integration with: curriculum provision and our pastoral programme.
- Responsive to the local needs of young people through close collaboration with a range of partners.

### **The Careers and Progression Policy Statement**

The careers strategy will set out a clear vision of careers and progression at CTK over the next 5 years. The strategy will give an outline of the areas of activity and how these will be managed and how the leadership of the strategy will be taken forward by different roles within the Sixth Forms. The Strategy document will relate to other policies and ways of working within CTK, to this end the appendices will include the Gatsby Action Plan, Work placement and work experience policy and the employer involvement strategy – all of which are central to the overall careers and progression strategy.

## Vision

The careers and progression work at CTK are designed to enable our students to reach their potential and to ensure they have the requisite knowledge, experience and coaching with regard to their progression from CTK. This will be achieved by having a stable and robust careers and progression programme, which starts with interactions from CTK to our year 10 pupils in partner schools, as pupils become CTK students, we continue to develop each student's careers and progression journey, through interview, enrolment and induction and then throughout their time at CTK.

We will use research, relationships with local authorities and our local boards to gain insight into the local, regional and national labour markets, this invaluable information will be used to inform our careers and progression work. Each student will have their needs addressed throughout the CTK 10:10 wellbeing and character sessions, each student will have an individual 10:10 tutor and will receive individual one-to-one meetings where discussions will include careers and progression.

Each area of the curriculum will produce and embed in their curriculum plans an employer/employees involvement action plan, within this plan courses will also recognise and plan the involvement of higher education; this will ensure that careers and progression is linked with the curriculum for each student. This will ensure interactions with employers and employees throughout their course, students will enhance their experiences by participating in work placement and/ or work experience.

The careers and progression vision is based on our mission and linked to the Gatsby Benchmarks.

### Roles and responsibilities:

Role	Academic Responsibility	Vocational Responsibility
Deputy Principal	Ensure that each A Level course has links with university speakers, university visit opportunities, Alumni links related to the course and employer links where appropriate. The Deputy Principal will work closely with the respective Assistant Principal and with the A Level course teachers.	Ensure that each course has a coherent employer involvement plan, with speakers from employers, employees and HE institutions planned and embedded into the curriculum delivery. The Deputy Principal will work closely with the respective Assistant Principal and with course teams.
Assistant Principal	Ensure that each A Level course has links with university speakers, university visit opportunities, Alumni links related to the course and employer links where appropriate and that these are integrated into the delivery plan where appropriate.	Ensure that each course within the AP area has a coherent employer involvement plan, with speakers from employers, employees and HE institutions planned and embedded into the curriculum delivery.
Course Leader	Ensure that each A Level course has links with university speakers, university visit opportunities, Alumni links related to the course and employer links where appropriate and that these are integrated into the delivery plan where appropriate.	Create, track and maintain the employer involvement plan. Organising a coherent programme of speakers from employers, employees and HE institutions which are logically planned and embedded into the curriculum delivery.

Course Teacher	To deliver the planned links with university speakers, university visit opportunities, To foster links with and integrate into the course delivery alumni links, and, where appropriate, use appropriate industry links in delivering the curriculum.	To deliver the employer involvement plan. Assist the team in creating and running a coherent programme of speakers from employers, employees and HE institutions, delivered in a logically planned and embedded into the curriculum delivery.
Careers and progression Team	Assist each subject area to provide opportunities and links to enrich the programme. To create an integrated careers programme which matches the academic programmes on offer.	To help create and assist the delivery of the employer involvement plan. Assist each subject area to provide opportunities and links to enrich the programme. To create an integrated careers and progression programme which matches each vocational programme.
10:10 Tutor	To give tutee guidance with regard to work placement of work experience. To monitor each tutee's work placement or work experience time, to evaluate and use the daily tutorial/ 10:10 1-2-1 sessions to evaluate and discuss careers opportunities.	To give tutee guidance with regard to work placement of work experience. To monitor each tutee's work placement or work experience time, to evaluate and use the 10:10 1-2-1 sessions to evaluate and discuss careers opportunities.
Character and Wellbeing APs	To plan, track and monitor careers advice and guidance in the 10:10 programme/ daily tutor programme. To ensure students have access to advice and guidance regarding progression to university and degree apprenticeships as well as to the workplace. To track and monitor the applications and progression of CTK students.	To plan, track and monitor careers advice and guidance in the 10:10 programme. To ensure students have access to advice and guidance regarding progression to university and degree apprenticeships as well as to the workplace. To track and monitor the applications and progression of CTK students.

The careers and progression strategy include the following policies which aim to support a stable and robust careers and progression provision at CTK:

1. Appendix A - The Employer Involvement Policy
2. Appendix B - The work placement and work experience strategy
3. Appendix C - Gatsby Benchmark Careers and Progression Action Plan (updated annually)

## **Appendix A - The Employer Involvement Policy**

### **1. Introduction and aims**

- 1.1 There is a long history of collaborative partnerships at Christ the King Sixth Forms (CTK). CTK works closely with employers, schools, universities, business and alumni.
- 1.2 CTK is committed to developing students skills, academic achievement and personal qualities and experiences in the context of our mission statement.
- 1.3 CTK recognises that meaningful work related learning achieved through work placement, work experience and wider engagement with employers forms an essential part of the development of students' skills and experiences. Consequently, CTK supports students undertaking work related learning as part of their programme of study. Employer involvement at CTK falls into four main categories: Work Placement/ Experience, Employability Skills, Volunteering and Visiting Speakers (appendix A).
- 1.4 The Local Advisory Boards provide a formal mechanism whereby the strategic and operational benefits of each sites partnerships can be established, strengthened and integrated across CTK's three sites. The collaborations overseen by the Local Advisory Boards should be of mutual benefit and support in order to promote and take forward opportunities for 16-18 year olds in and around the global city of London. The outcomes of the boards will directly link to the Curriculum and Quality Governing Body committee.
- 1.5 To ensure there is coverage across the three sites and for students undertaking a Professional or Aspiring Graduate Programme, an **Employer and Work Placement Involvement Plan** for each of the programmes will be created for each subject area. This will reflect the meaningful activities that contribute to the technical and vocational qualification. They will ensure that accurate and detailed recording of meaningful employer activity is completed and that the activities are meaningful and relate to the vocational programme of study.

### **2. Industrial placement / Work Experience (Please see Appendix B)**

#### **2.1 Local Advisory Boards**

- Provide a supportive platform to share strategic partnership issues that each CTK site is facing in a changing post-16 landscape.
- To ensure curriculum programmes meet the needs of employers/universities and students develop skills which make them attractive in a global city.
- To help to establish 'safe' environments for young adults to develop employability skills.
- To help each site take forward their new specialisms and unlock social mobility constraints facing some young adults.
- To provide universities/employers with structured access to a skilled workforce of teachers and leaders to help inform their recruitment. (See Appendix A).

### **3. Employability Skills**

- 3.1 Employability Skills, or 'soft skills', enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for an organisation. They are the foundation for a career and are frequently referenced in the media as 'lacking' in school-leavers, graduates and those already in employment.
- 3.2 To address this skills shortage all students, whether they are BTEC or A Level, are given the opportunity to take part in a variety of programmes that will enhance their employability skills. These programmes include the Fast Track Programme, Barclays Rise Programme, Women in Leadership and Men in Leadership.
- 3.3 To further help our students, they are encouraged before they finish their studies with us to join our Alumni network. This gives them a lifetime of benefits and services, all for free, including career advice, networking, volunteering opportunities and more.

#### 4. **Volunteering**

- 4.1 Volunteering offers students further opportunities in gaining employability skills whilst also supporting people in need, worthwhile causes, and both the local and wider community.
- 4.2 CTK ensures the ongoing student engagement in volunteering with a number of different programmes. Some of these programmes, such as Acts of Charity Day and Sixth Form Community Days, are bespoke to CTK and involve every student and member of staff in CTK community.
- 4.3 Other volunteering programmes that CTK is involved in but are supported by external agencies are the Duke of Edinburgh Award, Volunteer Action, The National Citizens Service. These programmes are open to every student to take part in.

#### 5. **Visiting Speakers**

- 5.1 CTK recognises the many advantages visiting speakers can have for students and actively encourages staff to include such opportunities when planning teaching programmes. Diverse guest speakers provide our students with the inspiration, motivation, knowledge, skills and opportunities that they need to help them achieve their potential.
- 1.2 To ensure a variety of high profile speakers come to CTK during the course of the year we also work with external organisations, such as Speakers for School, Peers in Schools and Urban Synergy. Events organised with these organisations tend to involve students from each site and are open to all.
- 5.3 The annual Sixth Form External Speaker Programme includes over thirty talks across our three sites. The talks take place at a lunch time through the autumn term at each site. Speakers come from a wide variety of industries and include many former alumni which reflect the community we serve. These talks are open to all students but curriculum staff are often involved when speakers relate directly to specific curriculum areas.
- 5.4 Where staff intend to invite a speaker or visitor onto CTK premises, they must ensure the Visitors Policy is adhered to.

#### 6. **Summary**

The Employer Involvement and Work Placement Strategy Policy at all times supports and is underpinned by key Sixth Form policies, including those for teaching and learning, advice and guidance, careers education and guidance and equal opportunities.

## **Appendix B - The work placement and work experience strategy**

### **1. Introduction**

- 1.1 Christ the King Sixth Forms recognises the importance of work placement and work experience in supporting and extending learning for students.
- 1.2 At Christ the King Sixth Forms work placement and work experience takes place within the context of the mission statement and helps to give effect to the ethos of Christ the King. In this way it also reflects the purpose and content of the CTK approach to Teaching and Learning.

### **2. Work Placement**

- 2.1 Work Placement Expectations - All T Level vocational students and work placement BTEC groups are expected, as part of their study programme, to participate in Work Placement as part of the two-year programme. Work Placements must be vocationally relevant and provide learners with meaningful work. Work Placement must provide learners with specific work and be, as a minimum, 45 days or 315 hours.
- 2.2 Work Placement Definition - A meaningful work placement provides vocationally related challenges that contextualise learning, supports a broad understanding of the various roles within organisations and interaction with each other and provide learner with the opportunity to practice the professional standards required by each specific vocation. A series of external speakers, conferences and visits will complement the work placement programme.
- 2.3 Work Placement Process - CTK Sixth Forms process for arranging, monitoring and assessing learner Work Placements is outlined in Appendix 1. Work Placements are a curriculum responsibility that will be driven by Heads of Department and Coordinators with support from the designated Work Placement Coordinator and Career Progression Team at Emmanuel and St Mary's and the Assistant Principal with strategic responsibility for Work Placement.
- 2.4 The Role of the Teacher - Teachers will play a central role in forging, maintaining and fostering productive relationships with Work Placement providers as part of their schedule of professional duties in order to enhance the reputation of both sixth forms and to raise the profile of vocational education.

Teachers designated as Group Lead will be expected to:

- maintain regular contact with Work Placement Providers for the duration of the Work Placement and foster these relationships in the interim
- provide a point of reference for Work Placement Providers to ask questions, raise concerns and test
- act as a liaison between the Work Placement Provider, tutor and parents, guardians and carers
- monitor learners' attendance and conduct in Work Placement and take timely interventions to bring about improvement utilising the appropriate college systems

- to visit learners in the Work Placement at least twice in the Work Placement period in order to review ways of working and assess progress
- report to Heads of Department/Coordinators on learner progress in Work Placement in Course Team Meetings (Work Placement to become a standing agenda item for these meetings)
- refer pastoral concerns to Head of Hall, Senior Student Mentor via Heads of Department/Coordinators (who in turn refer to the curriculum Assistant Principal who will liaise with the AP for Pastoral and Well Being)
- review Work Placement as part of Academic Review Day ensuring learners complete an evaluation in PORTFOLIO on ProMonitor and that Work Placement features in learners' UCAS/ Apprenticeship Personal Statement and/or letter of application for employment
- evaluate the Work Placement as part of the Course Review from the perspective of learner, the curriculum and the Work Placement Provider, and devise actions with intent to improve the Work Placement experience for all stakeholders in the Course Action Plan

2.5 The Role of Heads of Department and Coordinators - in addition to the direct oversight of the role of the teacher as outlined in 2.4, Heads of Department and Coordinators will be expected to:

- ensure the Quality Assurance of all Work Placements and all statutory requirements are met and recorded on the recorded and appropriate college systems
- maintain a live database of industrial contacts and work with the Work Placement Coordinator and the Careers and Progression Team to expand this year on year
- maximise opportunities within social media for learners to make, and maintain, a network of professional contacts of their own with the intent that some are able to secure their own Work Placements
- ensure that transition programmes equip learners with the knowledge, skills and understanding of the protocols, registers and codes of the target profession and include defined core skills and those interpersonal skills specific to the target industry such as empathy or problem solving
- foster relationships with external agencies to provide opportunities for mentoring
- integrate employer set briefs into the curriculum through live project work
- work with the Careers and Progression Team to diversify progression onto apprenticeships and into employment
- ensure that work placement visits and work-based assessment takes place in a routine and timely manner (see 2.6)

2.6 The Role of the Work Based Assessor - Work-Based Assessors will conduct work placement visits and work-based assessment in order to validate learners' competency in meeting the standards prescribed by the awarding body.

2.7 The Role of the Work Placement Coordinator - The work of the Work Placement Coordinator is supported by the Careers and Progression Team. Work Placement Coordinators report timely and accurate data on progress with expanding industrial contacts and work placement uptake to the Assistant Principal with strategic responsibility for Work Placement. This data will be presented in regular cross-site work placement meetings and reported to Governors as a KPI. Work Placement Coordinators will disseminate the protocols for data input and export to curriculum teams.

### 3. Work Experience



3.1 Work Experience Expectations - All learners (vocational and academic), including those who have undertaken a work placement, are expected to participate in Work Experience.

The timing of Work Experience on vocational programmes is, may the first instance, be dictated by the curriculum. Where no such naturally occurring opportunities exist within the curriculum, Work Placement on vocational programmes will take place in the final half of term 3, ideally, the week after FSA4 and the week before Academic Review Day. Alternatively, Work Experience may be units. The minimum expected duration of Work Experience for vocational learners is five days – this does not exclude the potential for learners to engage with additional opportunities for Work Experience throughout their programme of study.

All academic learners are expected to engage with at least one day of Work Experience by the end of term four of their two-year programme. As work experience opportunities can occur at any time through-out the academic year, students who find work experience earlier in the year should also be able to undertake this work experience – this is often the case for medical work experience – there is therefore no set date for the work experience to be undertaken.

3.2 Work Experience Definition - Work Experience should be either vocationally relevant or relate to the learners' intended progression. Where this is not possible in Work Experience must provide the learner with meaningful work and induct learners into professional standards required in the world of work.

3.3 Work Experience Process - The college process for recording and monitoring learner Work Experience through GROFAR is outlined in Appendix 1.

3.4 The Role of Teachers and 10:10 Tutors – Teachers designated as Group Leads on vocational programmes and 10:10 Tutors on academic programmes will support learners in facilitating Work Experience through their networks of professional contacts. Learners are also expected to use their own networks; parents, family and friends to arrange Work Experience.

Teachers designated as Group Leads and 10:10 Tutors will be expected to:

- monitor learners' Work Experience and ensure students reflect their experience using the Portfolio section of Pro Monitor
- report to Heads of Hall and Senior Student Mentors on learner progress in Work Experience in Pastoral Meetings
- review Work Experience as part of Academic Review Day
- evaluate Work Experience as part of the Course Review and devise actions with intent to improve the Work Placement experience for all stakeholders in the Course Action Plan

#### **4. High Needs Learners**

4.1 Work Placement and Work Experience for high needs learners will be planned in conjunction with the Additional Learning Support Coordinator.

#### **5. Staff CPD for Work Placement**

5.1 As part of a broader strategy aimed at maintaining professional relevance and updating expertise, teachers designated as group leads are expected to participate in Industrial Updating in each academic year as part of Continued Professional Development. This will be logged on Access HR and monitored by line managers.

**Appendix C - Gatsby Benchmark Careers and Progression Action Plan (updated annually)**

Gatsby Benchmark	CTK	RAG	Next Steps - Actions	By when
1. A stable careers programme	A 'Timeline' and 'Action Plan' of the Careers provision provided at each of our distinct sites is included with the annual Careers Service Review and referred to and updated by the Careers Service throughout the course of the academic year. They set out our key objectives in this context, together with deadlines, allocated responsibilities and appropriate measures of success.	Yellow	The course review and action plan need to be written to reflect the new careers strategy.	July 2022
	Achieving the Quality in Careers Standard - the single national quality award for careers education, information, advice and guidance.	Yellow	Quality in Careers Standard action plan needs to be created and published – becoming a working document for the 2022-23 academic year, with application for accreditation – May 2023	May 2023
	All activities where possible will be evaluated findings used to inform future provision. Summary analysis can be used to present to SLT and Governors to support engagement around the Careers agenda.	Green	Review course and service review documents	Ongoing
	Destinations data will be compiled and analysed to develop the Careers provision and to support learners.	Yellow	Destinations data needs to be shared by subject to the subject teams following the destinations data publication each January	February 2023
	Advice and guidance for applicants to the Christ the King Sixth Forms, focusing on course choices and their longer-term career plans.	Green	Open events, school liaison work, application process, interview, welcome days and enrolment, all lead to the final stage which is the induction to CTK.	Review in service review process each June

	Advice and guidance throughout the induction and 'course change' processes.		Support provided by tutors, teachers and the Careers Team	Induction Period
	Ongoing provision of an 'open door' service to ensure IAG is readily available and with short response times.		A good service which needs to be revised in the change of landscape and curriculum change, as well as digital opportunities. Careers more effectively linked to the curriculum to enhance the student experience and availability of opportunities.	Ongoing
	Ongoing provision of careers education tailored to student needs and qualification type. Full integration of Careers Service provision into the curriculum and pastoral programme. Communication and promotion of personal and professional development opportunities. Extended support for research and applications to the most competitive universities, professional and other competitive courses, higher and degree apprenticeships		UCAS is a strong driver of progression and is well embedded into the curriculum. Apprenticeship profile has been raised over the last two years.  Careers more effectively linked to the curriculum to enhance the student experience and availability of opportunities.	Ongoing  Review in service review process each June
	Provision of one-to-one careers guidance interviews with Level 6 trained careers staff.		Consideration of how a digital response may improve the volume of interactions.	Review in service review process each June
	Internal hosted careers events and support provided for parents.		Events to be held including 'Future Pathways Information Evenings' for Parents and Carers and HE Student Finance. Availability of Careers staff at Open Evenings for prospective students and parents and at consultation events.	Ongoing
	A full programme of application and wider Careers provision (aimed mainly at year 13 students and others completing their sixth from studies).		To include: awareness-raising, research sources and techniques, one-to-one discussions, application and post-application support for UCAS, Student Finance, apprenticeships/other employment, part-time employment, work	Ongoing  Review in service review process each June

			experience, volunteering and internship placements.	
	Support and guidance for students on and after publication of examination results. This provision to include GCSE students intending to join CTK Sixth Forms, Level 1 & 2 students, Level 3 students seeking university or apprenticeship/other employment places.		Support provided by tutors, teachers and the Careers Team	Ongoing Review in service review process each June
	Support and guidance for students seeking to return to CTK Sixth Forms on completion of their current courses. This could be to progress from a Level 1 to Level 2 programme or from a Level 2 to a Level 3 programme.		Support provided by tutors, teachers and the Careers Team	Ongoing Review in service review process each June
	Appointing a 'link' governor to work with the Careers Lead on evaluation and development of the careers programme and provision.		Link Governor and alumnus Trevor Gomes is in post.	Ongoing
2. Learning from labour market information	Rigorous efforts are made to source and utilise up-to-date and relevant careers-related and labour market information (LMI) for the benefit of students and teachers.		Information and research resources are displayed, are visible and are available to students in the career's libraries.  Students are made aware of information and research resources, and labour market information, via the 'Careers Bulletin', 'Apprenticeship Bulletin' and wider Careers Service support and Moodle.  Information and resources of specific value to the Graduate Programmes are disseminated by a member of the Careers Service designated to this role to the Pastoral teams.	Ongoing  Ongoing  Ongoing
3. Addressing the needs of every pupil	Management of a system of appointments for designated careers advice and careers guidance interviews.		Appointments are the responsibility of a designated member of the Careers Service at each site.	Ongoing

	The Careers Service will work with both ALS and EHCP students, taking account of EHCP information/plans in their discussions.		Careers service to work with the ALS department	Ongoing  Review in service review process each June
	All one-to-one advice and guidance sessions will be recorded on the student's electronic records and made accessible to the student concerned.		Careers advisers and tutors to use ProMonitor.  Students can also give permission for these records to be shared with others e.g. parents.	Ongoing  Review in service review process each June
	The Careers Service work closely with both the Curriculum and other support services in Christ the King Sixth Forms such as Additional Learning Support, Pastoral, Exams and Admissions.		Careers team to continue to work with both the Curriculum areas and other support services such as Additional Learning Support, Pastoral, Exams and Admissions.	Ongoing  Review in service review process each June
	To ensure that specific support needs deduced or identified in careers discussions are referred for further action where needed (with the student's permission).		Careers team to continue to work closely with all internal departments and external agencies.	Ongoing
	The Careers Service provides support for recent alumni seeking to develop their progression opportunities.		For UCAS applicants this support will only be available to students willing to link their applications to the Sixth Forms.  Leaving students encouraged to sign up to our Alumni Association and Alumni LinkedIn page to continue. In doing so students receive: <ul style="list-style-type: none"> <li>• Continued support and career guidance</li> <li>• Ability to tailor the content you get from us to your specific interests</li> <li>• Opportunities to get involved in the sixth form and alumni community</li> <li>• Networking and career-building opportunities</li> </ul>	Ongoing

			<ul style="list-style-type: none"> <li>The chance to join our Alumni Wall</li> </ul>	
	ProMonitor and ProSolution are used by staff and students and staff to track careers activities and progression intent.		<p>Students and staff to use ProMonitor and ProSolution as and when appropriate</p> <p>Unifrog is being trailed at the Aquinas site</p>	Ongoing Review in service review process each June
4. Linking curriculum learning to careers	To insure relevant information and advice is shared to support students on course choice and/or course change decisions. This would apply to both prospective and current students.		Support provided by tutors, teachers and the Careers Team	Ongoing
	Ensuring all students transition from CTK on to suitable destinations, whether it be HE, apprenticeships, employment or other training providers		This is the responsibility of the curriculum areas with the support of the Careers Service.	Ongoing
	To ensure curriculum managers and staff are seeking and taking up opportunities to offer careers-related insights through their course delivery.		This can be achieved through visiting speakers, engagement with internal events, trips to specialist events, trips to HE and employer venues for curriculum-specific activities.	Ongoing
	To structure and maximise resources and to offer a wide range of curriculum-linked and careers-related events and trips for students.		This is the responsibility of the curriculum areas with the support of the Careers Service.	Ongoing
	To seek information and updates on the aspirations of individual students, for subsequent follow up by the Careers Service. Examples might include: applicants for Oxbridge, for Medicine, for Higher Level apprenticeships with deadlines, for opportunities only offered at other colleges, for armed forces opportunities, for work insight opportunities and many more.		The Careers Team to work closely with subject teachers and tutors.	Ongoing
5. Encounters with employers and employees	Ensuring contact between employees and employers		The Careers Service alongside teachers and Curriculum areas will work to encourage contact with employees and employers	Ongoing

6. Experiences of workplaces	A structured programme of Extended Industrial Placements of 45 days is		Supported by the Co-ordinator of Industry Placements.	Ongoing
	Students enrolled on a Level 2 or Level 3 BTEC Programmes undertake a two-week work experience placement as part of their course of study.		Supported by the Co-ordinator of Industry Placements.	Ongoing
	Student referred to The Careers Service for whom work insight/experience is seen as being valuable or essential for support in gaining a placement.		Course leaders and Assistant Principals refer students to the Careers Service.	Ongoing
	Students seeking to progress towards careers in: Law, Teaching, many healthcare professions, many STEM careers, Social Work and some media/journalism careers are advised to secure work experience.		Students are supported in this by the Careers Service and teachers from the curriculum.	Ongoing
	The Careers Service and teachers from the curriculum, in addition to the planned provision mentioned above, support students with CVs, covering letter and email writing, interview preparation and support with competency-based recruitment.		Materials and support to be provided by the Careers Service	Ongoing
	Support is provided for students seeking part-time employment and known vacancies		Opportunities will be advertised via the 'Careers Bulletin'.	Ongoing
7. Encounters with further and higher education	Full engagement with the outreach teams of all local universities, encouraging students to participate in opportunities and, where appropriate, organising trips to events.		The local universities embraced by this commitment are, Goldsmiths, University of London, University of Greenwich, Queen Mary University of London and others as opportunities arise.	Ongoing
	Arrangement of speakers from HE institutions to visit the Christ the King Sixth Forms to present on specific courses and/or other opportunities.		To be developed through liaison between Careers Team and curriculum staff.	Ongoing Review in service review process each June
	Strong encouragement of potential university applicants to visit Open Days as the best source		Through 10:10 programme and the Careers Team	Ongoing

	of information on courses, facilities and environments.			
	Organisation of an annual internal Careers and Progression Fair for Lower Sixth Level 3 students (A-Level and BTEC). This event will also involve local FE colleges offering Level 4 and Level 5 courses.		To be organised by the Careers Team with support from Curriculum areas	Annually Review in service review process each June
	Support from university outreach teams for our work on aspects of the university application process, notably Personal Statements and Student Finance.		Organised and facilitated by the Careers Team	Ongoing
	Attendance by members of the Careers Service at local university 'adviser update' days, so as to ensure currency of information and good practice.		Careers Team to attend	Ongoing
	Full engagement with local and regional CEIAG groups so as to maintain strong contacts with other providers on behalf of students.		The Careers Team works closely with our Careers & Enterprise Coordinator to ensure this is addressed.	Ongoing
8. Personal guide	Management of a system of appointments for designated careers advice and careers guidance interviews.		Appointments are the responsibility of a designated member of the Careers Service at each site.	Ongoing
	The Careers Service will work with both ALS and EHCP students, taking account of EHCP information/plans in their discussions.		Careers service to work with the ALS department	Ongoing Review in service review process each June
	All one-to-one advice and guidance sessions will be recorded on the student's electronic records and made accessible to the student concerned.		Careers advisers and tutors to use ProMonitor. Students can also give permission for these records to be shared with others e.g. parents.	Ongoing Review in service review process each June
	The Careers Service work closely with both the Curriculum and other support services in Christ the King Sixth Forms such as Additional Learning Support, Pastoral, Exams and Admissions.		Careers team to continue to work with both the Curriculum areas and other support services such as Additional Learning Support,	Ongoing Review in service review process



		Pastoral, Exams and Admissions.	each June
	To ensure that specific support needs deduced or identified in careers discussions are referred for further action where needed (with the student's permission).	Careers team to continue to work closely with all internal departments and external agencies.	Ongoing
	The Careers Service provides support for recent alumni seeking to develop their progression opportunities.	<p>For UCAS applicants this support will only be available to students willing to link their applications to the Sixth Forms.</p> <p>Leaving students encouraged to sign up to our Alumni Association and Alumni LinkedIn page to continue. In doing so students receive:</p> <ul style="list-style-type: none"> <li>• Continued support and career guidance</li> <li>• Ability to tailor the content you get from us to your specific interests</li> <li>• Opportunities to get involved in the sixth form and alumni community</li> <li>• Networking and career-building opportunities</li> <li>• The chance to join our Alumni Wall</li> </ul>	Ongoing
	ProMonitor and ProSolution are used by staff and students and staff to track careers activities and progression intent.	<p>Students and staff to use ProMonitor and ProSolution as and when appropriate</p> <p>Unifrog is being trailed at the Aquinas site</p>	<p>Ongoing</p> <p>Review in service review process each June</p>

Approved: June 2022  
Next Review Due: June 2023