



Careers and Progression Strategy

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 is 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 the whole Sixth Forms.

Introduction

This Careers Strategy has been fully updated to reflect our response to the Government's plan for careers work as outlined in the publication, '*Careers guidance and access for education and training providers*' (updated January 2023). The Sixth Form acknowledges both the 'Gatsby Benchmarks' targets and Ofsted's Intent, Implementation, Impact structure and our policy reflects those alongside our desire to attain the national Quality in Careers Standard. The strategy was written with input from the Careers Team, teachers, students, SLT and our link governor. It should be read in conjunction with our 'Careers and Progression Strategy', 'Provider Access Policy,' 'The Employer Involvement Policy' and 'The Work Placement and Work Experience Strategy' all of which are central to the overall careers and progression strategy.

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 and Progression 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.
- To have in place the six career development skills that people need to have positive careers based on the CDI's inclusive and differentiated Career Development Framework: 'Grow throughout life', 'explore possibilities', 'manage career', 'create opportunities', 'balance life and work' and 'see the big picture'.
- Inclusion, standardisation and differentiation are ensured by having bespoke activities and materials provided to students at their different levels and different courses.
- The summary of the careers programme for each site highlights the inclusion, standardisation and differentiation we take in terms of student entitlement at each of our sites.

The Careers and Progression Strategy Statement

The careers strategy will set out a clear vision for 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 including 'The Employer Involvement Policy' and 'The Work Placement and Work Experience Strategy' both 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, opportunities for both interaction with employers/ employees and higher education providers; this will ensure that careers and progression are linked with the curriculum for each student. This will ensure interactions with employers and employees throughout their course will enhance student 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) in developing and ensuring delivery in curriculum areas.
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 progression and 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

Appendix A - The Employer Involvement Policy

1. Introduction

- 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. Members include representatives of our local community, such as students, Employers, Governors and other relevant stakeholders. 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 below)

- 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

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.

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 Elevate youth mentoring programme, Fast Track Programme, Barclays Rise Programme, Women in Leadership and Men in Leadership. Through mentoring each of these programmes support CTK students to develop the knowledge and skills that reflect the needs of the local, regional and national employers.
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

Volunteering offers students further opportunities in gaining employability skills whilst also supporting people in need, worthwhile causes, and both the local and wider community.

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. These events give us an opportunity to develop relationships with the local community, for example students carrying out paired reading at the local primary school or litter picking in local parks.

CTK promotes volunteering for our students on a National (Duke of Edinburgh), Regional (National Citizenship Service) and Local (paired reading with primary school students, litter picking in the local parks, the diamond club)

5. Visiting Speakers

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.
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, and Urban Synergy. Events organised with these organisations tend to involve students from each site and are open to all.
3. The annual Sixth Form External Speaker Programme includes high quality talks across our three sites. The talks take place in lessons and at lunch times throughout 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.
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 Policy and Work Placement and Work Experience Strategy 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 Digital 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 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. Work placements will be personalised to the student's needs and the ALS team will communicate closely with the employer throughout the placement.

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.

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