



**Crewe Engineering  
& Design UTC**

# Careers Guidance Policy

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## Revisions Log

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## 1. Aims

This policy aims to set out Crewe UTC's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme. Our aim is that all of our students leave UTC 'Industry Ready', having developed skills in employer expectations and competencies, having had meaningful employer experiences with industry partners and completed employer set projects.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace by becoming 'Industry Ready', via employer experiences, employer set projects and employer experiences and competencies.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them, at both post 16 and post 18.
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

## 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on the **1st January 2023**. It explains that Crewe UTC must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 10 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- As a UTC in England, we're now required to provide and publish careers guidance.

The above guidance requires that colleges publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

### 3. Roles and responsibilities

#### 3.1 Careers leader

Our careers leader is Shona Tomkinson, and they can be contacted by phoning 01270 218150 or emailing [s.tomkinson@creweutc.org.uk](mailto:s.tomkinson@creweutc.org.uk). Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

#### 3.2 Senior leadership team (SLT)

Our SLT staff member overseeing employer engagement and destinations is Steve Fergusson (Assistant Principal), and they can be contacted on [s.fergusson@creweutc.org.uk](mailto:s.fergusson@creweutc.org.uk) or 01270 218150. They will:

- Support the careers programme by line managing the careers leader
- Support the careers leader in developing their strategic careers plan
- Make sure Crewe UTC's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 10 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in Crewe UTC's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

#### 3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (14 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 10 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that details of Crewe UTC's careers programme and the name of the careers leader are published on the college's website
- Make sure that arrangements are in place for the college to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## 4. Our careers programme

Crewe UTC has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 10 onwards. The focus is each student finding their chosen destination, with the detailed employer lead curriculum, graduating with 'Industry Ready' skills.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

Our programmes core is one that reflects our engineering and design specialisms , however we do promote a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group. Every student has a weekly employer industry talk, and will complete at least three employer set projects in each year. All T-Level students will complete at least 45 days on industry placement in Y12/Y13.

Our careers programme is delivered through a number of methods, including:

- Industry talks, Employer Set Projects, Industry Placements, bespoke PSHE sessions aimed at destinations, integrated curriculum, site visits, employer led sessions, meeting with careers lead

### Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Industry talks, Employer Set Projects, Industry Placements, bespoke PSHE sessions aimed at destinations, integrated curriculum, site visits, employer led sessions, meeting with careers lead, mock interviews, CV writing

### Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- Industry talks, Employer Set Projects, Industry Placements, bespoke PSHE sessions aimed at destinations, integrated curriculum, site visits, employer led sessions, meeting with careers lead, visiting universities, working with degree apprentice mentors from industry, being involved with university masterclasses, CV writing, mock interviews, support with UCAS accounts and applications.

#### 4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

#### **4.2 Access to our careers programme information**

A summary of Crewe UTC's careers programme is published on Crewe UTC website. Including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Shona Tomkinson, s.tomkinson@creweutc.org.uk.

#### **4.3 Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Working closely with employers, tracking student destinations and supporting with applications, keeping in contact with alumni, student voice and alumni in for industry talks and employer set projects.

#### **5. Links to other policies**

This policy links to the following policies.

Provider access, child protection and curriculum.

#### **6. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the board of trustees and reviewed annually.