

Careers and Employability Strategy

SLT Member responsible for policy

Vice Principal Quality and Curriculum

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“The vast majority of young people with SEND are capable of sustained, paid employment with the right preparation and support... all professionals working with them should share that presumption” DfE Post 16 Skills Plan

The College’s Careers and Employability Strategy sets out our ambition and commitment to ensure that all learners have access to relevant and meaningful experience of work which will equip them to secure their future employment ambition. Our strategy is aligned to industry standards and expectations and local and national employer engagement. The college is committed to providing all learners with secure access to independent bespoke careers advice and guidance. The guidance is structured and delivered by individuals with the highest level of skills and experience. Hereward College is committed to working with the Coventry and Warwickshire Careers Hub, which is providing support and help to the most vulnerable learners in the region: According to the British Association of Supported Employment, only 5.7% of people with Special Educational Needs and Disability (SEND) go in to paid employment, despite 78% of people with SEND wanting to be in such employment. This is a significant loss of potential talent that could be utilised by businesses in an area facing tight labour market and recruitment difficulties.

This is reflected in the College’s vision: ***Each learner’s experience at Hereward College will prepare them to the next stage of their life, with outstanding employability skills and much greater control over their own life.***

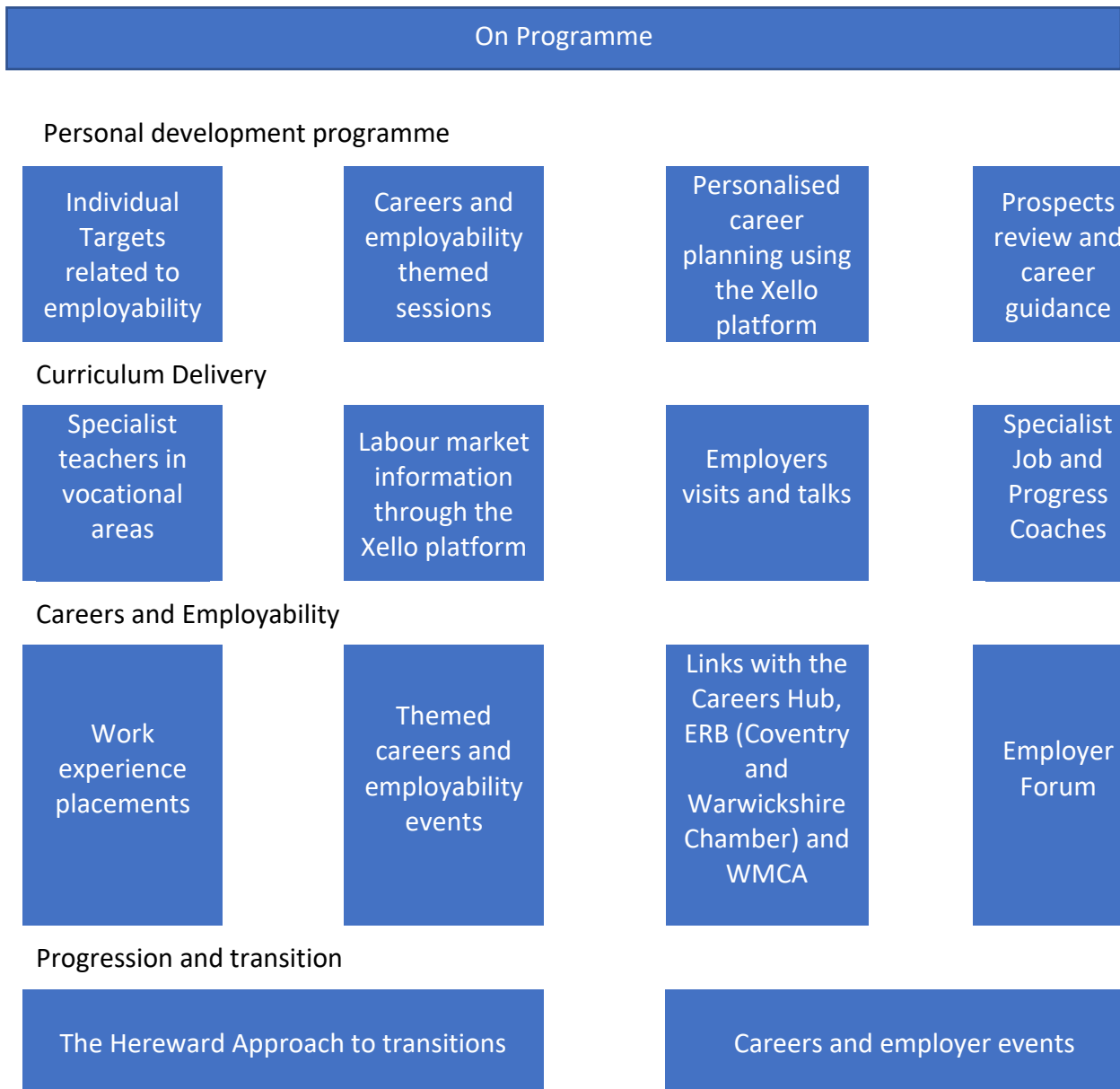
This Careers and Employability Strategy incorporates the following key objectives, which have been developed in line with the eight Gatsby Benchmarks, working in partnership with the Coventry Careers Hub, the ERB and West Midlands Combined Authority:

- Objective 1: To embed an employability culture within the College
 - Gatsby Benchmark 1: Deliver a stable careers programme
 - Gatsby Benchmark 2: Learning from career and labour market information
- Objective 2: To prepare learners for life outside College
 - Gatsby Benchmark 2: Learning from career and Labour market information
 - Gatsby Benchmark 5: Encounters with employers and employees
- Objective 3: To further embed employability within the curriculum
 - Gatsby Benchmark 4: Linking curriculum learning to careers
 - Gatsby Benchmark 6: Experiences of workplaces
- Objective 4: To expand and extend the Supported Internship model
 - Gatsby Benchmark 6: Experiences of workplaces
- Objective 5: To develop clear progression routes
 - Gatsby Benchmark 3: Addressing the needs of each learner
 - Gatsby Benchmark 8: Personal Guidance
 - Gatsby Benchmark 7: Encounters with further and higher education
- Objective 6: To implement an effective employer and partner engagement strategy
 - Gatsby Benchmark 5: Encounters with employers and employees

High quality Careers Education, Information, Advice and Guidance (CEIAG) is at the heart of the College's commitment to young people in supporting them to gain work and prepare for their future. The engagement of Prospects, an independent careers service for young people, provides impartial advice and guidance for all young people at Hereward.

Implementation of the Careers and Employability Strategy:

Hereward College provides a number of opportunities for learners to engage with CEIAG throughout their time at college. We support all learners to make informed decisions about their future ensuring that, where appropriate, they are prepared for work.



Objective 1: To embed an employability and enterprise culture within the College

- Gatsby Benchmark 1: Deliver a stable careers programme
 - Gatsby Benchmark 2: Learning from career and labour market information
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- Dedicated Careers Leader in the Head of Employment Services
 - Programme internally and externally, with a dedicated section on the website
 - Independent careers advice and guidance for all learners delivered by Prospects
 - Personalised targets, and progress against these, documented on Databridge
 - Work experience
 - Employability skills in the classroom
 - Vocational skills and curriculum changes
 - Supported internships and apprenticeships
 - Enterprise skills
 - Termly feedback to Governors, the Senior Leadership Team, Curriculum teams, learners and families
 - Development of the Well Bean café
 - Development of the construction training centre
 - Development of an industry standard catering kitchen
 - Employability events/career days
 - Staff development in TSI (Training in Systematic Instruction) and supported employment
 - External business advice on curriculum development through an employer forum
 - Work shadowing for teachers and progress/job coaches
 - The creation of short-life project teams to focus on specific sectors (hospitality, arts etc)
 - Business mentoring for individual learners.
 - Visits and partnerships with other institutions and authorities
 - Cross College team participation in school engagement events

Objective 2: To prepare learners for life outside College

- Gatsby Benchmark 2: Learning from career and Labour market information
- Gatsby Benchmark 5: Encounters with employers and employees

- High quality digital platform Xello, used with all learners and differentiated to meet the needs of learners on each Pathway
- Xello includes information on local labour market intelligence and learners are supported to interpret this by the Job Coach team
- Timetable employability sessions for all learners
- Work placements
- Guest speakers, trips and visits to employers
- Careers events
- Skills development sessions

Objective 3: To further embed employability within the curriculum

- Gatsby Benchmark 4: Linking curriculum learning to careers
- Gatsby Benchmark 6: Experiences of workplaces

- Annual careers event
- Timetabled employability sessions for all learners
- Internal and external work placements
- Opportunities to explore remote and hybrid working practices

Work Experience within Study Programmes

The common principles of a high-quality work experience placement are that it:

- *Is purposeful, substantial, offers challenge and is relevant to the young person's study programme and career aspirations;*
- *Is managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs;*
- *Has a structured plan for the duration of the placement which provides tangible outcomes for the learner and employer;*
- *Focuses on the skills required for that occupational sector;*
- *Has clear roles, responsibilities and expectations for the learner and employer;*
- *Is followed by some form of reference or feedback from the employer based on the young person's performance*

The College work experience proGramme includes the following support from Job Coaches:

- **Vocational profiling** – getting to know learners’ strengths, skills, attributes and areas of development
- **Development planning** – helping learners to identify where they ultimately want to be, and the steps needed to help them achieve this
- **Employer engagement** – understanding an employer’s business needs, their working environment and specific employee roles. Employers are viewed as an equal partner in the process. All employer contacts are encouraged to become engaged in the wider College employability process
- **Job matching** – individuals are matched to a placement or experience of work that supports their development and adds value to the employer. Placement roles are planned and created to identify the steps which the learner will need to take to become skilled over time. Initial assessment and ongoing progress checks are used to ensure the appropriate level of skills development is achieved over time and work experiences or placements are commensurate with the learner level
- **In-work support** – supporting the individual and employer throughout the process; helping to layer up the individual’s skills and ensuring that the actions within the development plan are achieved

Hereward College Employability Journey

Term One

Curriculum Managers, Progress Coaches and Pathway Job Coaches to identify potential leavers. Job Coaches to add learners to central database on One Drive within the first half term. Pathway Job Coaches will then work with potential leavers throughout the year.



Pathway Job Coach to provide feedback on leavers in each Pathway for EHCP transition reviews. Termly updates on destinations and progression on employability skills will be sent to the Progress Coaches.



Pathway Job Coaches to use Xello assessment tool to measure skills, identify positive destinations, set targets and monitor progression. Xello will use a RAG rating for each learner based on the criteria of progression and their skills.

Transition to Employment learners will be supported by their Job Coach into the Supported Internship. EMPLOYMENT or a strong positive destination outside of Hereward College.

Supported Internship - GREEN RAG rated learners from Pathway and Transition to Employment

Term Two

Pathway Job Coaches will start to work with leavers fortnightly on a 1:1 basis providing:
Work Experience, Taster Days, Work Related Learning, CV Preparation, Business visits, Work Skills, Exploring Internships, Matching learner's skills to Supported Internship placements



Pathway Job Coaches will continue to work with the whole pathway providing skills and work related learning.



GREEN RAG rated students from Xello will apply for the Supported Internship

Employment
Very strong positive destination

Term Three

All leavers will have worked towards targets and will have produced a RAG rating. The Pathway Job Coaches using the RAG rating and the Prospects reports will look to place leavers into a destination and provide information for the Progress Coaches and Curriculum Managers



RED RAG rated Learners

Pathway Job Coaches to provide positive destinations outside of Hereward College

Any GREEN learners not successful in the Internship and any AMBER RAG rated learners

Learners who are interested in Transition to Employment complete an expression of interest form and if successful will start next academic year.
Employment
Voluntary work
Destination outside of Hereward



Objective 4: To expand and extend the Supported Internship model

- Gatsby Benchmark 6: Experiences of workplaces

Supported internships (SIs) at Hereward College are a structured study programme based primarily at an employer, although the College, as an employer, offers a small number of bespoke work experience opportunities.

SIs enable learners aged 16-24 with an Education, Health and Care plan (EHCP) to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Supported internships are unpaid, and last for a minimum of six months (currently 9 months at the College). Wherever possible, they support learners to move into paid employment. One day per week learners complete a personalised study programme, which includes the chance to study for relevant qualifications and English and maths.

Supported Internships within the College Strategic Plan

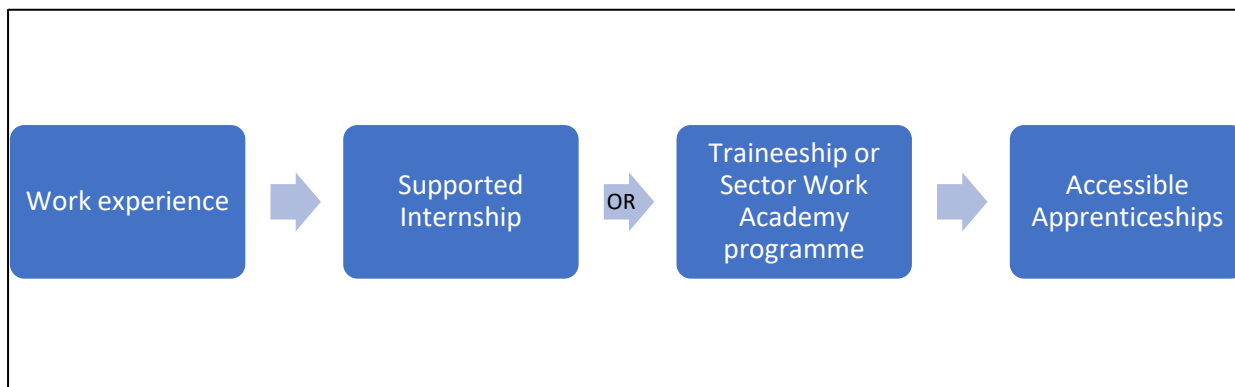
Supported Internships are one of the most attractive developments in SEN education over recent years and provide the sector with one of the most hopeful ways of reducing the poor employment prospects of disabled young people. The Supported Internship offer is therefore the major component of the Employability strategy. The College has links with a significant number of high-profile employers many of whom sit on the Employer Forum and therefore will build on the excellent groundwork that has been completed to create a sustainable and high-quality model.

Further development of the College Supported Internship provision needs to take account of the local skills improvement plan (LSIP) and the key priorities as defined by the designated Employer Representative Bodies (ERBs) in their bid to reshape skills provision in the locality.

Objective 5: To develop clear progression routes

- Gatsby Benchmark 3: Addressing the needs of each learner
- Gatsby Benchmark 8: Personal Guidance
- Gatsby Benchmark 7: Encounters with further and higher education

Figure 1 College Vocational Progression Routes



Personalised career programmes supported by the Xello platform.

Traineeship or Sector Work- Based Academy Programme

The Traineeship and SWAP programmes are both government initiatives, developed to support, into the world of work, young people who have not yet achieved a positive work outcome. The College plans to expand this provision for young people that have not secured employment at the end of their college career.

Accessible/supported Apprenticeships

A positive outcome at the end of a Supported Internship, Traineeship or SWAP would be for progression to an Apprenticeship, however learners may progress onto an Apprenticeship following completion of any programme of study.

Legislation was introduced which allowed the minimum English and maths completion requirement for Apprenticeships to be adjusted to Entry Level 3 for:

“those who have a current or previously issued EHCP or Statement of SEN or Learning Difficulty Assessment and who, as a result of their learning difficulties and/or disability, could not meet the regular English and maths requirements but could otherwise meet the occupational requirements of their apprenticeship”.

The College role is not as Apprenticeship provider, but as Apprenticeship enabler – acting in a supportive and educational role to employers and providers. A valuable partnership to address this issue has been established with Aurelia Training, leading to a successful apprenticeship programme which the College will develop further in 22/23.

Further and Higher Education

Those learners, for whom a destination is likely to be further or higher education, will be identified by Job Coaches through the Xello platform and individual and group Job Coaching sessions. Visits from and to other institutions, including Universities and other colleges will be scheduled throughout the year.

Objective 6: To implement an effective employer and partner engagement strategy

- Gatsby Benchmark 5: Encounters with employers and employees

The College is increasingly working closely with a broader range of employers. This growth is reflected in terms of the number of employers, locations and individual contacts. In order to develop these relationships further the College will:

- ***Identify champions in businesses where there is potential for partnership***
- ***Engage employers in programme design, curriculum development, work-based learning and work experience, through the Employer Forum***
- ***Maintain the quality of the current pathways; work experience, supported internship traineeship, SWAP, accessible apprenticeships***
- ***Further develop the partnership with Aurelia Training***

Measuring Success

- Annual analysis and impact of outcomes measured through achievement and destination data.
- Progress against objectives and Gatsby benchmarks measured and reported through the Careers and Employability implementation plan
- Successful Matrix accreditation
- The college will increase the number of employer partners and work placement opportunities by 10 each year
- By the end of the strategic plan the college aims to have at least 40 supported apprentices in varying roles across numerous employers
- Track each intern for a least 12 months post successful completion of internship and subsequent employment to demonstrate positive impact and destination data.

IMPLEMENTATION PLAN

Objective 1: To embed an employability and enterprise culture within the College

Gatsby Benchmark 1: Deliver a Stable Careers Programme

Gatsby Benchmark 2: Learning form career and labour market information

Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
1.1	Improve website information Further development of college enterprises	All learners to receive 1:1 career advice based on the student's own aspirations, abilities and needs	Fully utilise the HOES role as Career Lead	HOES/Job Coaches	22/12/22	In progress			
			Work with marketing to improve information and visibility						
			Work with managers to further develop Well Bean café/Construction centre/Catering kitchen						
1.2	Prospects interview for all learners Ensure effective target setting and progress recorded on data- bridge		100% completion of prospects interviews 100% completion of learner targets			In progress			

IMPLEMENTATION PLAN

Objective 2: To prepare learners for life outside College

Gatsby Benchmark 1: Deliver a Stable Careers Programme

Gatsby Benchmark 5: Encounters with employers and employees

Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
2.1	To identify and tackle the key challenges which need to be overcome by learners in preparation for external work experience / placement	All learners, for whom it is appropriate have access to high quality work experience placements	Job Coach team to meet each learner in their cohort to identify their wishes, feelings and challenges with regard to work experience Ensure all Job coaches fully utilise Zello with learners. Ensure all work experience/guest speakers, trips and visits/career events and skills development sessions are recorded on Databridge. Job coaches to participate in Prospects reviews, or receive reports for all learners.	HOES/Lead Job Coach	30.11.22	All pathway Job Coaches are currently working with their students and implementing Xello across the college. Job coaches to participate in Prospects reviews, or receive reports for all learners.			

IMPLEMENTATION PLAN

Objective 3: To further embed employability within the curriculum

Gatsby Benchmark 4: Linking curriculum learning to careers

Gatsby Benchmark 6: Experiences of workplaces

Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
3.1	Identify appropriate skills to embed into the curriculum as a result of individual vocational assessment	All learners, for whom it is appropriate, have exposure to employability focused activity in their weekly timetable	Ensure all learners to have a Xello profile	HOES/Lead Job Coach	30.1.23	In progress.			
3.2	Annual careers event		Ensure all learners attend the annual careers event.						
			Timetable employability sessions for all learners.						
3.3	Increase access to meaningful work experience placements in media and IT by exploiting the expertise in the Employability team, maximising the links with external agencies and inviting employers to join the Employer Forum		4 new employers from the digital media and IT industries are engaged to deliver work experience placements for learners						
		Maximise the links with the Chamber of Commerce, WMCA and Careers Hub to identify potential employers within the Media and IT industries							
		Contact selected employers to identify their capacity to offer work placements for learners							
		Invite chosen employers to engage with the established Employer Forum							
3.4	To ensure that all learners have access to multiple enrichment activities, in addition to work experience, such as visiting speakers, mentoring and enterprise activity.	All learners have exposure to 3 or more enrichment activities related to employability	HOES, Lead Job Coach and Curriculum Managers meet to plan the schedule of activities over the course of the academic year.						
			Schedule of activities shared with learners across all Pathways.						

IMPLEMENTATION PLAN									
Objective 4: To expand and extend the Supported Internship model									
Gatsby Benchmark 6: Experiences of workplaces									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
4.1	Explore opportunities for SI delivery. Share experiences across all providers in particular project Search	Target of 40 supported Interns for Sept 23	Identify positive aspects of SI model and share information with prospective students Share SI experiences through the Employer Forum	HOES/Lead Job Coach	17.9.22	32 Interns in place with various employers: Warwick University EvTEC West Midlands Police Crow recycling Independent Advocacy Premier Inn Severn Trent CV Life Grange Farm Primary School			
4.2	Maintain the number of potential Interns through external recruitment, expanding the opportunities in other regions such as Birmingham and the wider West Midlands	10 external applicants recruited directly onto Supported Internship provision	Identify other schools within the Birmingham and Coventry areas as potential feeder schools for direct entry onto the Internship programme. Respond to local employer need through the creation of additional internship opportunities.		28.02.23				
4.3	Continue to develop a flexible Job Coach model to take account of placements in SMEs and across a wider geography		6 SMEs engaged to support internship placements	Research opportunities with employers situated in the local business park.					
4.4	Introduce new models of communication and assistive technology to facilitate, enhance and improve learner experience in the workplace	All learners, for whom it is appropriate have access to communication and assistive technologies to meet their needs	Job Coach team to identify learners who would benefit from improved communication/assistive technology		Through Admissions Process				
			Learner list to be shared with TEFM and AT specialist.						
			Technology to be resourced, training for learners and employers scheduled.						

IMPLEMENTATION PLAN									
Objective 5: To develop clear progression routes									
Gatsby Benchmark 3: Addressing the needs of each learner									
Gatsby Benchmark 8: Personal Guidance									
Gatsby Benchmark 7: Encounters with further and higher education									
Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact
5.1	Maintain the quality of the current pathways; work experience, supported internship traineeship, SWAP, accessible apprenticeships	4 apprentices to be recruited	Research funding possibilities through AEB	HOES	04.04.23				
			Identify any other local funding opportunities						
			Research possible models of delivery						
5.2	Further develop the partnership with Aurelia Training	4 apprentices to be recruited	Explore apprenticeship delivery in alternative vocational areas, including warehousing	HOES	04.04.23				
5.3	Exploit the expertise from with the newly established Employability team to ensure effective job matching for learners with employers		Conduct skills analysis to ensure Job Coach contacts and expertise is known.						
			Utilise the information arising from contacts at WMCA and allocate appropriate Job Coach as key contact to develop further SI and Supported Apprenticeship or T level opportunities.						
5.4	Arrange visits to, or from relevant Higher or Further Education providers to support progression	All learners, for whom it is appropriate, progress to university or an alternative Further Education College	The Employability team to develop relationships with HE and FE providers						
			The Employability team to liaise with the DSA assessment team at Hereward to maximise their expertise and contacts.						

IMPLEMENTATION PLAN

Objective 6: To implement an effective employer and partner engagement strategy

Gatsby Benchmark 5: Encounters with employers and employees

Key Actions		Target for improvement	Detailed/Milestone actions	Accountable Manager	Milestone date	Progress against each action	Impact	RAG Action	RAG Impact	
6.1	To build on the relationship with Warwick University and Project Search, implementing and promoting best practice across the college SI programmes.	40 Interns recruited, best practice model in place with all employers utilising internships	Identify best practice models from local, national and international practice	HOES/Lead Job Coach	31.03.23	Strong relationship is in place with Warwick University this has been established and will be maintained.				
			Create potential flexible models for current and future employers							Strong relationships are in place with EvTEC/ West Midlands Police, Crow recycling, Independent Advocacy, Premier Inn, Severn Trent, CV Life and Grange Farm Primary School
6.2	To implement a marketing policy which continues to clarify the employability route within the College, for parents and learners		Liaise with the marketing officer to create high quality promotional material, in print and on line			14.04.23				
			Utilise Xello software for each learner to establish employability pathway.							
6.3	Use regional business network groups to broaden reach to employers		Attend all meetings with WMCA, Chamber of Commerce and maximise the contacts from the Careers Hub network.		As required					
6.4	Maintain regular contact with partners through coordinated employer communications activity		Establish regular electronic communication with key employers by identifying careers champions.		30.1.23					