

Careers Policy

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Owner: Sue Churches/Samantha Rooney

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Reviewer: Samantha Rooney

Sign off: SLT

Putting Students First

Chronology of amendments:

January 2025	Policy rewritten in line with Gatsby Benchmarks for IAG

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1. Introduction:

This policy outlines the commitment of Isle of Wight College to delivering a robust and effective careers programme for all students. The policy aligns with the updated Gatsby Benchmarks (Gbe) to ensure that every student receives high-quality careers education, information, advice, and guidance, equipping them to make informed decisions about their futures.

2. Policy Statement:

The Isle of Wight College is committed to providing a structured, accessible, and inclusive careers program that supports students' aspirations, enhances employability, and promotes lifelong learning. The program is designed to meet statutory requirements and prepare students for successful transitions into further education, training, or employment.

3. Scope:

This policy applies to all students, staff, parents/carers, employers, and external partners involved in delivering or accessing careers services at Isle of Wight. College.

4. Legal and Regulatory Framework:

The policy is guided by:

- The Education Act 1996 (as amended) [Education Act 1996](#)
- The Careers Strategy: Making the Most of Everyone's Skills and Talents (DfE, 2017) [Careers strategy: making the most of everyone's skills and talents - GOV.UK](#)
- Careers Guidance and Access for Education and Training Providers (DfE, 2023) [Careers guidance and access for education and training providers - GOV.UK](#)
- The Role of Information, Advice and Guidance in Young People's Education and Employment Choices (DfE 2010) [The role of information, advice and guidance in young people's education and employment choices - GOV.UK](#)
- The Gatsby Benchmarks [Good Career Guidance | Education | Gatsby](#)

5. Definitions:

- **Careers Education:** Curriculum-based learning that equips students with the knowledge and skills for career decision-making.
- **Employability Skills:** A set of skills, attributes and behaviours that are essential for success in the workplace, such as communication, teamwork and problem-solving.
- **Work Experience:** Opportunities for students to gain practical experience in a workplace helping them understand the world of work and develop relevant skills.
- **Apprenticeships:** Structured training programmes that combine work and study, allowing individuals to gain qualifications and work experience simultaneously.

- **Labour Market Information (LMI):** Data on employment trends, industries, and job opportunities.
- **Career Mapping:** Various routes and progression opportunities available within different industries and professions, helping students understand potential career routes.
- **NEET:** Young individuals who are not currently engaged in Education, Employment, or Training.
- **Gatsby Benchmarks (GBe):** A framework of eight guidelines that define the best careers provision in schools and colleges, ensuring students receive high-quality careers education and guidance.

6. Policy Objectives - The policy aims to:

- Deliver a stable and well-structured careers program aligned with the Gatsby Benchmarks (GBe 1).
- Provide students with access to up-to-date Local Market Intelligence (GBe 2).
- Ensure inclusivity, addressing the individual needs of all students (GBe 3).
- Facilitate meaningful encounters with employers, employees, and further education providers (GBe 5, 7).
- Support students in gaining valuable workplace experience (GBe 6).
- Provide impartial personal guidance from qualified advisors (GBe 8).

7. Responsibilities

- **Senior Leadership Careers Lead:** Oversees the design, implementation, and evaluation of the careers program (GBe 1).
- **Senior Leadership Team:** Ensures the careers programme aligns with the college's strategic objectives and complies with statutory requirements.
- **Governors:** Provide strategic oversight and ensures that the careers programme meets statutory requirements and aligns with the organisation's vision and goals.
- **Careers/IAG Adviser:** Provides impartial, one-to-one guidance to students, helping them identify and pursue their career aspirations (GBe 8). They also support the Senior Leadership Careers Lead in delivering and improving the careers programme.
- **Student Guidance and Transition Adviser:** Facilitates partnerships between the schools and external organisations to offer taster sessions, information, advice and guidance. Supports the transition of prospective students from schools or sixth forms to post 16 education.
- **Teaching Staff:** Integrate career-related learning into the curriculum and support students' career exploration (GBe 4).

- **Employer Engagement Team:** Facilitates partnerships between the college and local businesses, helping to create opportunities for work experience, internships, apprenticeships and employer engagement activities (GBe 4).
- **Students:** Actively engage in careers activities and take ownership of their career development.
- **Parents/Carers:** Support their child's participation in careers education and decision-making (GBe 3).
- **Alumni Network:** Engages former students to provide mentoring, talks and networking opportunities for current students.

8. Procedures

- a) Annual publication of the careers program on the college website (GBe 1).
- b) Delivery of tailored activities addressing the Gatsby Benchmarks.
- c) Regular monitoring of student engagement and destination data (GBe 3).
- d) Provision of one-to-one guidance sessions at key transition points (GBe 8).
- e) Information about personal guidance support and how to access it will be communicated to students, parents, and carers, including through the college website (GBe 8).
- f) Every young person should have a further personal guidance meeting by the age of 18 to ensure ongoing support and preparation for post-college transitions (GBe 8).
- g) Every student should have the opportunity to reflect on the insights, knowledge, or skills gained through their experience, ensuring that learning outcomes from employer encounters (GBe 5), workplace experiences (GBe 6), and personal guidance sessions (GBe 8) are meaningful and actionable.
- h) The careers program should be tailored to the needs of students, sequenced appropriately, underpinned by learning outcomes, and linked to the whole-college development plan. It should also set out how parents and carers will be engaged (GBe1).
- i) Implement regular evaluations of the careers programme through surveys and feedback from students, parents/carers, staff and employers to continuously improve the programme (GBe1).
- j) Establish and maintain partnerships with local and national employers to provide students with a range of work experience opportunities, internships and employer-led workshops (GBe 5).
- k) Organise annual careers fairs and events that bring together students, employers, schools, higher education institutes, training providers and other stakeholders to explore career options and opportunities (GBe 7).

- l) Incorporate technology and online platforms to provide students with access to virtual career resources, webinars and online guidance sessions (GBe 8).
- m) Ensure systems to track the progress of alumni to gather data on long-term career outcomes and use this information to inform and improve the careers programme (GBe 3).
- n) Ensure the careers programme is inclusive and accessible to all students, including those with special educational needs and disabilities (SEND), by providing tailored support and resources (GBe 3).
- o) Parents and carers will be engaged through:
 - Regular communication via social medias, emails, and the college website.
 - Invitations to participate in careers events such as employer fairs, apprenticeship workshops, and university open days.
 - Opportunities to provide feedback on the careers program.
 - Access to resources and guidance to support their child's career planning (GBe 1, 3).

9. Training and Awareness:

- Provide ongoing training and professional development opportunities for staff involved in delivering careers education and guidance to ensure that they are up to date with the latest practices and information (GBe 4).
- Staff receive regular training on embedding careers education into their teaching and using LMI effectively (GBe 2, 4).
- Awareness sessions are provided for students and parents to promote engagement with the careers program (GBe 3).
- **Staff Development Days:** Careers/IAG form part of the school's ongoing staff development program for teachers and all staff who support students (GBe 1, 4).

10. Monitoring and Review:

The effectiveness of the careers program is monitored through:

- Feedback from students, parents, employers and other stakeholders (GBe 3).
- Impact and outcome are measured against Matrix and compass benchmarks and also practices and standards from leading organisations to identify areas for improvement (GBe 1).
- Destination tracking and analysis of positive outcomes (GBe 3).
- Alumni success stories to understand long-term career outcomes (GBe 3)

11. Confidentiality:

All personal information collected as part of careers activities will be handled in accordance with data protection regulations and the college's confidentiality policies.

12. Record-Keeping:

The college maintains accurate records of careers activities, student participation, and destinations for evaluation and reporting purposes via internal online systems (GBe1).

13. Communication:

The policy and careers program are communicated via the college website, social media, staff briefings, (GBe1). Updates are shared regularly with all stakeholders.

14. Evaluation and Reporting:

- The Senior Leadership Careers Lead compiles an annual report evaluating the programme's impact, which is presented to the SLT and governors. Adjustments are made based on findings to ensure continuous improvement (GBe1).
- External audits and benchmarking, for example Matrix.
- Benchmarking reports which compare performance in areas such as student progression to national and internal averages and identify areas of strength and areas for improvement (GBe 1)
- Student, parent/carers and employer feedback ensuring that these perspectives are included in the review and development of the careers programme.

15. Review and Amendment History:

- Policy created: Policy reviewed January 2025
- Last reviewed: 2022
- **Amendments:**

Jan 2025 – Policy rewritten and updated in line with changes to the Gatsby Benchmarks

16. Contacts:

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