

Greenbank College Careers Strategy



Vision

Greenbank's vision is that everyone is able to achieve their full potential and feel valued for the contribution that they can make to everyday life and society.

Greenbank strives to ensure that students are given the best preparation for the future through high quality careers information, advice and guidance. As a major provider of education and training for Special Education Needs and Disability (SEND) students, Greenbank seeks to address very low levels of inclusion of SEND people within the workplace and to increase aspirations for all, build links with local employers and deliver employability within a structured programme.

Aims of the Careers, Education, Information, Advice and Guidance (CEIAG) programme

- Enable learners to develop key skills to support lifelong learning, independence and career readiness. Careers education is embedded in the curriculum through vocational learning, skills development, personal development and enrichment, as through meaningful and varied encounters with the world of learning, work and community participation.
- Ensure students understand how to access support for achieving their future goals both within college and through external provision.
- Enable students to develop a positive attitude to learning and work based on an accurate assessment of their abilities.
- Ensure students acquire aspirations for the future based on an understanding of the range of opportunities available to them through learning, work and career progression.
- Ensure students develop skills to form and implement effective decisions and understand the value of establishing community links.

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Key strategic objectives

Greenbank is committed to developing its Careers Education, Information Advice and Guidance (CEIAG) provision at a strategic level through:

- Achieving a range of outcomes such as positive destinations, successful transitions and the ongoing development of employability-related skills.
- Commitment to maintain the Matrix standard of quality in the delivery of independent and impartial and confidential information, advice and guidance (Level 6 qualified Career Adviser)
- Delivery of a careers programme which incorporates up-to-date labour market information (thematic approach).
- Allocating funding in the annual budget planning process (funding Level 6 qualification and Matrix Assessments) and having a member of the Senior Leadership Team oversee the strategic implementation of our careers programme (Head of College).

Key staff with responsibility for CEIAG (Careers Education, Information Advice and Guidance)

Grace Last – Head of Foundation Learning and Curriculum Design

Grace line manages the Careers & IAG Officer and the Recruitment & Work Placement Coordinator and has strategic responsibility for this area through regular meetings to support key team members to deliver quality CEIAG and meaningful encounters of the workplace for our learners and to help monitor the effectiveness of the programme and implement improvements.

Amanda Tozer – Careers & IAG Officer

Amanda coordinates the delivery of our Careers Education and Personal Development Programme and liaises closely with the work placement, recruitment and supported internship teams, as well as with all delivery staff. Amanda holds a Level 6 Diploma in Career Guidance & Career and a Level 7 Postgraduate Award in Careers Leadership. She is registered member of the Careers & Development Institute. Amanda provides ongoing personal guidance to learners, their

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parents/carers and attends ECHP reviews, as well as conducting initial interviews with new applicants and supporting learners with the development of transition skills.

Sophie Preece – Recruitment & Work Placement Coordinator

Responsible for recruiting new learners, building employer partnerships and work placement provision. Sophie develops employer links and sources placements for our learners which match their areas of study. She conducts prior risk assessments with the employer and prepares learners before they go out on placement and provides ongoing support during their placement and monitors their progress with the employer. Sophie liaises with lots of external stakeholders and agencies to

Amanda Muir– Supported Internship Employability Tutor

Amanda is based at Broadgreen Hospital and is responsible for supporting interns who are on job rotation within the various departments and services of the Liverpool University Hospital Foundation Trust.

Kimberley English– Supported Internship Employability Tutor

Kim is based at the Cunard Building and is responsible for supporting interns who are on job rotation within the various departments and services of the Liverpool City Council.

Careers entitlement

All Greenbank students will have the opportunity to take part in a careers programme that helps them:

- Have access to the full range of information relating to their options for further study, apprenticeships and employment.
- Obtain careers guidance, which is impartial, confidential, focused on individual needs, supportive of equal opportunities and provided by people with relevant training and expertise.
- Develop the skills they need to plan and manage their own personal development and career progression.

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- Make and maintain individual progression plans to help them improve their prospects of success.
- Meet with employers and have experience of the workplace through industry visits and work placement.
- Meet with and speak to local colleges, universities, employers and training providers at Greenbank's "Moving On" event and WOW days
- Offer feedback and ideas of how to improve the careers programme.

All parents and guardians of study programme students can expect to:

- Be able to make an appointment with their son/daughter's personal tutor, guidance officer or SEND manager to discuss their child's progress and future career pathway
- Have access to personal tutors and specialist advisers at study programme reviews and to be involved in the annual review of Education Health Care Plans (EHCP's) where applicable.
- Be invited to participate in careers and information events.
- Be invited to provide feedback on the careers programme as well as the careers support and information their child/children receive.

This strategy is based on the National Careers Strategy and the [Gatsby Benchmarks](#) as detailed below:

- **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

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- **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- **Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Work placements, Employability & Enterprise activity

Work placements

Study programme students should have the opportunity to complete a work placement of at least 6 weeks duration during their learner journey. All work placements are vetted by Greenbank's Work Placement Coordinator, rigorous health and safety checks are undertaken and insurance checked before placements can start. A placement agreement is set up and progress is reviewed by both the employer and the Placement Coordinator. Our Work Placement Coordinator will endeavour to match the work placement to the area of study of the learner and will provide ongoing support to the learner during their placement.

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Enterprise activity

Greenbank work-related departments engage in a range of enterprise activities as follows:

- Direct sales and service provision via Greenbank College Canteen and Salon HQ
- Greenbank Student Council initiatives and departmental fundraising activity for local causes, charitable appeals etc.
- Work placements, employability and enterprise activity offers:
- Practical experience of the workplace and weekly personal development sessions which helps break down stereotypes about the workplace
- Industry visits (WOW Days) and 'Meet the Professional' Talks to inspire learners to aim high
- An understanding of the rights and responsibilities of employers and employees
- The opportunity for students to gain a realistic view of their work potential and gain an insight into employment opportunities available to them
- An appreciation of the labour market profile of Merseyside and future skills through our 'Careers Themes'
- Recognition of the importance of gaining qualifications and experience
- Support with the development of transferable skills such as communication, team working, numeracy and ICT