



# Careers Strategy

**Macclesfield College** believes that all students enrolled onto programmes of study should be supported to achieve their particular career aspirations.

We are committed to helping students by developing a broad range of employability skills and behaviours which are valued by employers and which help to prepare them for the world of work. Careers Education Information, Advice and Guidance (CEIAG) should unlock the potential of each and every student, and transform outcomes, so that all students, no matter what their background are able to build a rewarding career.

This Careers Strategy provides information on how Macclesfield College supports all students and outlines the entitlement they receive as part of their studies.

**Dr Lucy Reed**

Deputy Principal

**Rachael Charlton**

Careers Link Governor

## CAREERS STRATEGY INTENT

The College's Careers Strategy outlines our ambition and commitment to providing a broad and rich experience to ensure that students are equipped with the skills necessary to secure their future career pathway.

Fundamental to the progression of students into their chosen employment route, is high quality, impartial, and regular Careers Education Information, Advice and Guidance (CEIAG). The College is a Matrix Accredited service, which validates our high quality offer.

Our careers strategy is clearly aligned to industry standards and expectations. We have a long track record of employer engagement and our strategy is influenced by the close working relationships we have fostered with a wide range of local, regional and national employers. We regularly update our strategies in response to the evolving labour market.

The College's intent is to provide a high quality careers, guidance and employability education and to do so at all key points in every student's individual journey regardless of their point of entry or programmes of study. Our aim is for all students to be carer ready and have developed the skills necessary to be employable within their chosen sector.

Macclesfield College's Careers strategy has been developed in line with the eight Gatsby Benchmarks. It ensures the continued collaborative working of the College with the Cheshire Careers Hub and the Careers and Enterprise company to evaluate progress and continue to improve careers outcomes for our students.

# GATSBY BENCHMARKS

## 1. 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.

## 2. 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.

## 3. ADDRESSING THE NEEDS OF EACH PUPIL

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 careers programme should embed equality and diversity considerations throughout.

## 4. 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

## 5. 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.

## 6. 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.

## 7. 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.

## 8. 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. They should be expected for all students but should be timed to meet their individual needs.



FE Progression	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Pre-entry Interviews	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
Right Learner Right Course Review			Yellow									
Transfer Interviews			Grey									
Progression Interviews									Dark Blue	Dark Blue	Dark Blue	Dark Blue
Progression Review Weeks			Red		Red		Red		Red		Red	

Events	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Careers Advice at Enrolment	Red	Red										
Careers Advice at Open Events			Yellow		Yellow	Yellow		Yellow				
Careers Advice at Parents Events				Grey				Grey				
HE Conference											Dark Blue	
Careers Advice Drop-ins	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
Induction Tutorial on Careers			Yellow	Yellow								

The College strategy is underpinned by a number of key targets which are defined through a range of clear and transparent Key Performance Indicators (KPIs). The College will:

- Provide leadership that positions careers as a golden thread within the curriculum;
- Create a commitment to valuable careers education;
- Enable students to benefit from qualified careers specialists to provide purposeful, structured and ongoing careers guidance that is effectively tailored to each student's individual needs and career ambitions.

## **Impact of the Macclesfield College Careers Programme**

Progression onto further study, into employment or training is our ambition for all students. The success of the Career Programme is the recorded destinations for students.

### **Measuring Success**

- Review and evaluation of analysis of student outcomes using achievement and destination data
- Monitoring and reporting of curriculum CEIAG audits to inform activity towards Gatsby Benchmarks
- Termly self-evaluation using the Careers and Enterprise Company to monitor achievement of Gatsby Benchmarks.