



GIVING YOU THE KEY TO A RICH FUTURE

# CAREERS POLICY

---



# CAREERS POLICY

## MONITORING AND REVIEW



Written by: Sarah Jones	Date: 26/04/2020
Reviewed by: Sarah Jones	Date: 20/04/2021
Reviewed by: Sarah Jones	Date: 26/04/2021
Reviewed by:	Date:
Reviewed by:	Date:
Reviewed by:	Date:
Reviewed by:	Date:
Reviewed by:	Date:





## INTRODUCTION

Thinking Futures policies are designed to support the organisation and the vision and values it upholds. Thinking Futures places emphasis on the value of the relationships formed with the stakeholders, including parents and carers; a working partnership is vital to ensure that clients are well supported at every level and transition point.

## VISION

**Confident:** individuals who are knowledgeable, skilled, independent and accountable for their own decisions and actions.

**Motivated:** individuals who achieve their full potential, plan and work toward success, without excuse or compromise.

**Aspirational:** individuals with high expectations of themselves and others, committed to improving, succeeding and excelling.

## VALUES

**Curiosity:** individuals who are open to and eager to explore.

**Wisdom:** individuals who are independent, determined and thirsty for knowledge.

**Accountability:** individuals who play an active role in their development and take responsibility for their actions and decision making.

We strive to achieve this vision in all that we do; counsellors, clients, carers and parents, guardians and other stakeholders all form an integral part of making this happen.



## AIMS OF POLICY

Thinking Futures seek to provide an outstanding programme of careers education, information, advice and guidance (CEIAG) delivered by all staff; supported and led by our dedicated coaching team, in partnership with education consultancies, tuition centres, businesses, alumni, training, FE and HE providers, parents and others involved in our clients lives. We want our clients to embark upon their next steps with the relevant skills and knowledge to be successful and thrive; we want to give them the key to a rich future.

We have six key aims for our clients, which reflect the CDIs revised framework:

1. **Grow throughout life:** by learning and reflecting on themselves, their background, and their strengths.
2. **Explore possibilities:** explore the full range of possibilities open to them and learn about recruitment processes and the culture of different work places
3. **Manage career:** manage their career activity, make the most of opportunities and learn from setbacks.
4. **Create opportunities:** create opportunities by being proactive and building positive relationships with others.
5. **Balance life and work:** balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with family and community.
6. **See the big picture:** see the big picture by paying attention to how the economy, politics and society connect with their own life and career.

Our careers programme aims to:

### DEVELOPMENT OF SELF

Enable clients to understand themselves, their strengths and the influences on them , acquiring the core competencies and skills necessary to fully access opportunities available to them.

### CAREER EXPLORATION

Investigate opportunities in learning and work, understanding the changing world of work and labour market information and intelligence.



## CAREER MANAGEMENT

Develop the skills that enable them to make and adjust plans, and to successfully manage change and transition.

We are committed to meeting and exceeding both the statutory guidance set out in the DfE statutory guidance 'Careers guidance and access for education and training providers' July 2021 and the national 'Quality in Careers' standards.

In addition, we are members of the Career Development Institute with our personal guidance delivered in line with the CDI code of ethics.

Our careers programme is underpinned by a range of research and best practice including the CDI framework for Careers, Employability and Enterprise and the Gatsby benchmarks of Good Career Guidance as identified in the Good Career Guidance report:

**1**

A stable careers programme.

**2**

Learning from the career and labour market information.

**3**

Addressing the needs of each pupil.

**4**

Linking curriculum learning to careers.

**5**

Encounters with employers and employees.

**6**

Experiences of workplaces.

**7**

Encounters with further and higher education.

**8**

Personal guidance.



## OPERATION

### Career Coaches will:

- Develop the careers programme;
- Ensure all clients receive unbiased careers guidance that prepares them for the next stage of their education or employment;
- Ensure that clients have access to external and independent sources of careers guidance;
- Involve clients, stakeholders, parents, carers and guardians in the further development of careers opportunities
- Maintain the Quality in Careers standards
- Provide access to a range of activities that inspire young people, including meaningful encounters with the world of work, careers and education fairs, motivational speakers, and encounters with further, higher and technical education providers, including apprenticeships.
- Measure the careers programme against the Gatsby benchmarks of good careers guidance, using the Compass tool as a framework;
- Work in partnership with others to meet the needs of clients;
- Monitor, review and evaluate the range and quality of personal guidance delivered.

### Tutors will:

- Highlight careers learning and use it in student conversations;
- Promote careers guidance;
- Discuss and encourage use of learning tools provided/recommended to clients;
- Support students before, during and after careers appointments;
- Encourage and support clients to engage in careers events and visits;

### Businesses who refer clients for careers guidance and training will:

- Highlight careers learning and use it in student conversations;
- Promote careers guidance;
- Discuss and encourage use of learning tools provided/recommended to clients;
- Support students before, during and after careers appointments;
- encourage and support clients to engage in careers events and visits;



## DELIVERY

Our careers programme is delivered through a combination of Personal and Careers Development and targeted workshops, events, guest speakers, individual guidance appointments, and drop in sessions. It is flexible to meet the needs of clients at different stages of their learning journey and with specific needs such as Special Educational Needs and Disabilities and English as an Additional Language.

The programme strives to ensure that Key Stage 2 client's have:

- More knowledge about opportunities for secondary education;
- The ability to talk about themselves confidently;
- An understanding of some of the qualities, attitudes and skills needed to successfully navigate their education;
- Developed cognitive skills that support selection process for the next stage in their career journey;
- Have a greater understanding of how education fits in with their future aspirations;
- Been introduced to the resources available in the Study Hub and on other websites;
- Been encouraged to have a minimum of one meaningful extra-curricular encounter every year;
- Had the opportunity for at least one personalised (1-2-1) guidance appointment

The programme strives to ensure that Key Stage 3 client's have:

- More knowledge about qualifications, post 16 and post 18 progression routes;
- Been introduced to our chosen careers platform - Indigo Pro;
- Increased awareness of their strengths and interests and understand how to use this as a basis for career exploration and decision making;
- Been introduced to the resources available in the Study Hub and on the organisations website;
- An understanding of some of the qualities, attitudes and skills needed to successfully navigate their career;
- Been encouraged to have a minimum of one meaningful employer encounter every year;



- Completed an interview with a careers coach about a job they have researched
- Understand how significant English maths and science are in today's jobs market;
- Be aware of stereotyping, equal opportunities and health and safety in the workplace;
- Had the opportunity for at least one personalised (1-2-1) guidance appointment

The programme strives to ensure that Key Stage 4 client's have:

- Been encouraged to have a minimum of one meaningful employer encounter every year;
- Visited a workplace;
- Developed their self-awareness, employability and career management skills;
- Investigated future progression routes and options;
- Had a personal guidance appointment
- Have an individual Careers Action Plan
- Been provided with access to employers, training providers, colleges and universities;
- Been provided with resources and support to complete post 16 applications;
- Understand the differences between school and College/sixth form/apprentice expectations and support available;
- Visited (in person or virtually) a University

The programme strives to ensure that Key Stage 5 client's have:

- Enhanced their self-awareness, employability and career management skills;
- Explored future progression routes and options in detail, including personal interests, skills and qualities, labour market intelligence, competition progression routes and costs;
- Created a detailed CV and covering letter and learnt how to personalise it depending on the audience;
- Successfully sourced and completed a work experience placement;
- Been provided with access to employers, training providers, colleges and universities;
- Been provided with resources and support to complete university and degree apprenticeship applications





# CAREER DEVELOPMENT INSTITUTE CODE OF ETHICS

## Purpose

- To cover the professional behaviour and practice required of all CDI members.
- To inform the public of the ethical principles to which all CDI members adhere.

The CDI, whilst recognising the diversity of backgrounds and work contexts of its members, requires all members to be just and fair to all, to respect human rights and dignity and to adhere to legal requirements and obligations. All members are required to uphold the highest standards of professional behaviour as set out in the principles below.

### 1. Accessibility

Members must promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

### 2. Accountability

Members are accountable for their career development activities and services and must submit themselves to whatever scrutiny is appropriate to their role, including the CDI Discipline and Complaints Procedure.

Members must act in the interests of society and at all times exercise integrity, honesty and diligence.

Members must in all circumstances endeavour to enhance the standing and good name of the career development profession and the Career Development Institute.

### 3. Autonomy

Members must encourage individual autonomy in making decisions and always act in the individual's best interests.

### 4. Competence

Members must monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

Members must represent their professional competencies, training and experience accurately and function within the boundaries of their training and expertise.

### 5. Confidentiality

Members must respect the privacy of individuals. Personal guidance interactions/interviews should be conducted in an agreed and suitably private environment. Clients must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

### 6. Continuous Professional Development

Members must maintain their professional competence, knowledge and skills through participation in continuous professional development informed by reflective practice and the National Occupational Standards: Career Development.

### 7. Duty of Care – to Clients, Colleagues, Organisations and Self

Members have a duty of care and are expected always to act in the best interests of their clients.

Members must develop and maintain professional and supportive working relationships with colleagues both inside and external to their own organisation and respect the contributions of other career development professionals to the activities and services on offer.

Members must fulfil their obligations and duties to their employer (where applicable), except where to do so would compromise the best interests of clients.

Members have a duty of care to themselves, both in terms of their personal integrity, personal safety and their capacity to practise in order to provide an effective service to clients.

### 8. Equality

Members must actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

### 9. Impartiality

Members must ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, members must ensure that advice is based solely on the best interests of and potential benefits to the client.

Where impartiality is not possible this must be declared to the client at the outset.

### 10. Transparency

Members must provide career development services and activities in an open and transparent manner.

### 11. Trustworthiness

Members must act in accordance with the trust placed in them, ensure that the clients' expectations are ones that have reasonable expectation of being met and honour agreements and promises.

Within the Code of Ethics reference to specific job roles or services has been avoided. All career development activities and services are covered by this code regardless of how they are delivered, e.g. face to face, in groups, by telephone or web-based.

A complaint of a breach of this Code of Ethics will be dealt with in accordance with the CDI Discipline and Complaints Procedure.

<https://www.thecdi.net/Code-of-Ethics>

For further information on the legal requirements please see [www.gov.uk](http://www.gov.uk). Links to specific legislation for each of the principles can be found at:

<https://www.thecdi.net/Code-of-Ethics>

