

## FUT007 FUTURES CAREERS GUIDANCE POLICY

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Reviewing Body	Futures Committee

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0.0	Original	May 2023	GW/LR	Yes
1.1	1 year review	September 2024	GW/LR/ET	Yes

Futures seeks to engage, inspire and empower young people to become active contributors in their local communities by offering bespoke learning opportunities, work placements, employability skills and supported housing experiences.

*Stay local, learn local, live local*

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#### 1. Aims

This policy aims to set out Futures' provision of impartial and informed careers guidance for our Learners. This includes the ways in which Learners, parents, tutors and employers can access information about our careers programme.

High quality career guidance is important for our Learners' futures, and our provision aims to:

- Help Learners prepare for the workplace, by building self-developmental career management skills
- Provide experience and a clear understanding of the working world
- Develop Learners' awareness of the variety of education, training and careers opportunities available to them
- Help Learners to understand routes to careers that they are interested in, and to make informed choices about their next step in training or employment
- Promote a culture of high aspirations and equality of opportunity

#### 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#) January 2023.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008

This policy is also in line with the [Skills and Post-16 Act 2022](#), which came into force on 1<sup>st</sup> January 2023.

### 3. Roles and Responsibilities

#### 3.1 Careers Leader

Our careers lead is the Futures Manager who can be contacted by phoning 01202 485305 or emailing [Futures@autism-unlimited.org](mailto:Futures@autism-unlimited.org)

Our careers lead works closely with the Bournemouth, Christchurch and Poole network of careers leaders as well as the Careers Development Institute, The Careers and Enterprise Company and Dorset Careers Hub. An independent enterprise/careers advisor from the independent careers guidance advisor supports Learners' with careers advice, 1-1 interviews as well as CV support including general advice.

**The Careers Lead will:**

- Take responsibility for developing, running and reporting on the Futures' careers programme
- Plan and manage careers activities
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff to identify the guidance needs of all of our Learners and put in place personalised support and transition plans
- Understand their additional support needs

#### 3.2 The Futures Committee

**The Futures Committee will:**

- Provide clear advice and guidance on which Futures can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the Futures Committee who will take a strategic interest in careers education and encourage employer engagement
- Make sure that details of our Futures' careers programme and the name of our careers lead are published on the Futures website

- **Our Careers Programme**

Autism Unlimited takes a whole-charity approach to careers education, with every member of staff helping to support the delivery of a high-quality and sustainable programme that enables Learners to access the necessary information to help and support them to make informed

decisions about their futures. The careers programme comprises specific content, activities and events throughout the year that is delivered in line with the most recent careers guidance strategy (January 2023) and informs the achievement of the eight Gatsby benchmarks.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each Learner
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our careers programme is delivered through a number of methods:

- Through sessions where links to careers/ workplace are made
- Preparation for Adulthood Framework
- Career Engagement from Employers
- Visits to places of employment and further education establishments
- Careers workshops
- Encounters with employers and employees from a range of industries
- Careers events in the local area
- Internal and external work experience placements

Careers education is not just a stand-alone strand; it is integrated into every area of education provision and is woven through the curriculum.

Our programme shows no bias towards any particular career path, and promotes a full range of technical and vocational options for Learners

**See Appendix 1**

- **Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Careers Lead and reviewed every two years.

## Appendix 1

The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each Learner
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

The Gatsby Benchmarks provide a world-class framework for career guidance, outlining the experiences and information each and every young person should have access to so that they can make an informed decision about their future.

All of the below benchmarks will be measured by Compass and monitored by the Careers Lead.

<b>GATSBY BENCHMARKS</b>			
<b>BENCHMARK</b>	<b>ACTIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>RESPONSIBILITY</b>
A stable careers programme	<ul style="list-style-type: none"> <li>• Submit the policy to the Futures Committee for approval</li> </ul>	Learners will be aware of the range of careers open to them with the right qualifications. Learners will have a clearer idea of the routes to jobs or volunteering positions near where they live.	Careers Lead Education Leads Futures Manager
Learning From Career And Labour Market Information	<ul style="list-style-type: none"> <li>• Futures to use Local Market Information regularly in their careers education programme.</li> <li>• Futures to encourage exploration and analysis of information about the labour market.</li> <li>• Futures to provide examples of the value of learning and qualifications and their connection to careers.</li> </ul>	Every Learner, and their parents, will have access to good quality information about future study options and labour market opportunities. The Learners will have the support of an informed and trained independent careers adviser to make the best use of available information.	Careers Lead Education Leads

	<ul style="list-style-type: none"> <li>• Futures will illustrate common career challenges and examine how they can be overcome.</li> <li>• Futures will raise awareness of rights and responsibilities and provide examples of different work life balance.</li> </ul>		
Addressing the needs of each Learner	<ul style="list-style-type: none"> <li>• Futures will actively seek to challenge stereotypes and their relationship to life roles, work-life balance and career destinations.</li> <li>• Futures will keep systematic records of the individual advice given to each Learner, and subsequent agreed decisions.</li> <li>• All Learners to have access to these records to support their career development.</li> <li>• Futures will show how recording achievements can support lifelong learning and reflection.</li> <li>• Futures to use destination data, career stories and alumni contacts that can be fed back into the careers programme.</li> </ul>	Learners will have access to impartial and well informed independent careers advice from a trained careers advisor.	Careers Lead Education Leads Head of Futures
Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>• All tutors and coaches to link all curriculum learning with careers that the Learners could realistically achieve.</li> <li>• All Learners to be pointed in the career direction that is most suitable for them.</li> <li>• Futures to regularly audit the careers programme to ensure that it is highlighting existing career learning content and identifying opportunities to address careers.</li> </ul>	Futures to display careers posters. Futures will arrange for local employers to visit and for Learners to visit their businesses	Careers Lead Education Leads Coaches

<p>Encounters With employers And employees</p>	<ul style="list-style-type: none"> <li>• All Learners to have the opportunity to meet employers and learn about the skills that are valued in the workplace. Futures to achieve this by setting out a plan for employers to visit and for Learners to access businesses in their local area.</li> <li>• Learners and staff to listen to employers and encourage them to talk about their experience in education, their qualifications and their professional development.</li> <li>• Employers to talk about the roles that are available in their workplace sector.</li> <li>• Learners to understand work life balance through visiting employers.</li> </ul>	<p>Every Learner will participate in employer and businesses visits Every Learner will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>	<p>Careers Lead Education Leads Coaches</p>
<p>Experiences of workplaces</p>	<ul style="list-style-type: none"> <li>• Futures to provide Learners with work experience placements in an area of personal interest to them, as well as work visits to local businesses so they can make informed judgements about their career choices.</li> <li>• Futures to prepare the Learners for their experiences of work by supporting them to develop questions to find out more about the roles available in the workplaces they are visiting, the qualifications people need to achieve those roles and how you progress within that organisation.</li> <li>• Futures to support Learners to think about how the organisations that they are</li> </ul>	<p>Every Learner to 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.</p>	<p>Careers Lead Education Leads Coaches</p>

	<p>visiting operate, what they contribute to society and the economy and what they might be praised or criticised for.</p>		
<p>Encounters with Further and Higher education</p>	<ul style="list-style-type: none"> <li>• Futures Learners to be able to visit appropriate Further Education provisions.</li> </ul>	<p>All Learners to understand the full range of learning opportunities that are available to them.</p>	<p>Careers Lead Education Leads</p>
<p>Personal guidance</p>	<ul style="list-style-type: none"> <li>• All Futures Learners to have a guidance interview with an independent careers advisor at least once per year they are with us.</li> <li>• Futures to use independent careers guidance interviews as an opportunity to reflect on what activities Learners have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.</li> </ul>	<p>Independent careers education guidance will provide our Learners with the knowledge and skills that they need to self-manage their learning and careers and to make informed choices that take account of their personal abilities, needs and preferences.</p>	<p>Careers Lead Independent Careers Guidance Advisor</p>