



Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) Policy

This policy outlines Trinity Specialist College's commitment to providing high-quality, inclusive careers education, information, advice, and guidance (CEIAG) for all post-19 learners with Special Educational Needs and Disabilities (SEND). Guided by key legislation such as the Equality Act (2010) and the SEND Code of Practice (2015), the policy aims to ensure that all learners receive person-centred, impartial, and aspirational support, helping them transition successfully into employment, further education, training, or independent living.

Statutory Duties

Specialist colleges are required to offer impartial and high-quality career guidance in line with statutory frameworks, including the Education Act 1996, Education and Skills Act 2008, and the Careers Strategy (2017). Career advice must be accessible to all learners, with particular attention to those with disabilities, in compliance with the Equality Act 2010 and SEND Code of Practice (2015). Colleges must also adhere to the Gatsby Benchmarks (2014), ensuring learners receive relevant labour market information, work experience opportunities, and tailored support that meets their individual needs. The Technical and Further Education Act (2017) and the Ofsted Inspection Framework (2019) further highlight the need for career advice that empowers learners to make informed decisions regarding their future education, training, and employment options.

Independent and Impartial Career Advice

Where required, all learners will receive independent and impartial career advice from an advisor at Birmingham Careers Service. Our designated Careers Adviser, Lynsey Hackett, will visit the college regularly throughout the year.

Aims

Our aim is to ensure effective preparation for adulthood by providing personalised career guidance, skill development, and opportunities that equip learners with the knowledge and experience needed to thrive in their future employment and independent living.

- Provide learners with meaningful career-related learning appropriate to their abilities and aspirations.
- Promote independence, life skills, and realistic work-related experiences.
- Empower learners to plan and make decisions about their own futures
- Respond to the individual needs of each learner, raising aspirations and explore a range of opportunities attainable for their future.
- Promote equality of opportunity and challenge stereotypes
- Support learners' progress throughout their stages of education.
- To meet the Gatsby Benchmarks in a differentiated and accessible way.
- Ensure all learners have a personalised progression pathway
- Support learners in the transition from education into appropriate work and adult life

Objectives

- Ensure that learners have a wider and deeper understanding of the world of work.
- Deliver an embedded, experiential careers programme across the curriculum within all pathways, differentiating resources and approaches to teaching accordingly
- Provide access to external careers advisors and transition planning.
- Engage learners in real work-related tasks, internal placements, and supported external visits.
- Support learners and families in planning next steps (education, training, employment).
- Provide information and support to parents/carers to ensure they are aware of opportunities available to learners at all transitional points.
- Develop and maintain effective links with key partners e.g. colleges, community groups, and employers.
- Ensure where possible, that all learners leave to enter employment, further education, training and/or are enabled to engage with purposeful life experiences and opportunities.

Delivery

Careers will be embedded throughout the curriculum and delivered through class based lessons, practical enterprise workshops and work placements.

- Class based sessions to help learners build employability skills, such as CV writing guides, job application templates, interview preparation materials, and resources to develop communication and teamwork skills.

- Collegewide work weeks and careers fairs, employer engagements, virtual and face to face work experience.
- Annual EHCP review/transition meetings to review progress and establish next steps towards future aspirations.
- Collaboration with employers, supported employment services, and parents/carers
- Ensuring learners have access to tailored one-to-one career advice from trained careers professionals who understand their individual needs, aspirations, and abilities.
- Provide access to online platforms that offer up-to-date career information, including labour market trends, job roles, required skills, and available pathways.
- Facilitate access to a range of career exploration activities, such as virtual work experience, job shadowing, or employer talks, allowing learners to interact with professionals in various industries.
- Ensure that learners have access to resources that highlight local and regional job opportunities, training programs, apprenticeships, and pathways into further education.
- Provide learners with transition planning resources to help them prepare for the shift from college to post-education settings, including resources to support decision-making in areas such as employment, independent living, and further education. These resources should be collaboratively developed with families, carers, and support staff to ensure the transition is smooth and person-centred.
- Offer specific tools and resources that cater to the unique needs of learners with disabilities i.e. disability-friendly employers, accessible work environments, supported employment programs, and advice on workplace accommodations or reasonable adjustments.
- Provide resources that enable parents and carers to support their young persons' career development, including information on local services, transition processes, and post-college opportunities.
- Offer clear, visual career pathway maps that outline the different options available to learners post-college. These maps should reflect a range of realistic and achievable destinations, including further education, apprenticeships, supported internships, or entry-level jobs in a variety of sectors.
- Encourage the use of peer mentoring and support groups where learners can share experiences, advice, and information about career development.

Roles and Responsibilities

Our Careers Lead is Stephanie Peers, and is contactable via

Email: stephanie.peers@trinityspecialistcollege.ac.uk

Telephone: 0121 378 3242 / 07904032750

The Careers Lead will oversee the implementation and tracking of Careers Education, Information, Advice, and Guidance (CEIAG) provision by:

- Developing and maintaining the college's careers strategy, ensuring it aligns with national guidance, such as the Gatsby Benchmarks and statutory requirements.
- Coordinating the delivery of careers education across the curriculum, ensuring that it is embedded in subject teaching and tailored to meet the diverse needs of learners.
- Working with external partners, including employers, training providers, and careers services, to arrange meaningful encounters and opportunities such as work experience, employer talks, and industry visits.
- Monitoring and evaluating the impact of CEIAG activities on learner outcomes, using feedback from learners, staff, and external stakeholders to inform improvements.
- Supporting staff training and development, helping pathway tutors and support staff to confidently contribute to careers education and signposting.
- Arranging one-to-one guidance sessions with impartial and independent Careers Advisor.
- Reporting on progress to senior leadership, governors, and external bodies (e.g., Ofsted) as required.
- Tracking learner destinations, identifying trends and ensuring effective transition planning into employment, training, or further education.

Teaching and Learning Support Staff will be responsible for the day-to-day delivery of careers education by:

- Integrating careers education into subject lessons, ensuring that learners can see how their learning connects to real-world careers and employment opportunities.
- Delivering targeted career-focused lessons or activities based on the needs and interests of learners, helping them to explore different career paths and develop skills for future employment.

- Facilitate career-related projects and activities, such as CV writing workshops, interview preparation, and skills development exercises to enhance learners employability.
- Support the delivery of employability skills, including communication, teamwork, problem-solving, and time management, across the curriculum.
- Tracking and monitoring individual learner progress, identifying when additional support may be needed, and reporting on career-related activities and learner engagement.
- Supporting the use of digital resources to enhance career education, helping learners access online career platforms, research tools, and labour market information.
- Create a supportive, inclusive environment, where all learners feel encouraged to explore their interests, strengths, and ambitions without fear of discrimination or bias.
- Collaborate with the Careers Lead and other staff to ensure a consistent and cohesive approach to career education across the college.

External Partners such as Career Advisors, Employers will provide the following:

- Impartial advice and career coaching
- Work experience and mentoring opportunities
- Training and apprenticeship providers supporting vocational pathways
- Job centres and employment agencies to assist with job searches and work-readiness skills.

Learners will be expected to take ownership of their career exploration by:

- Learners are expected to actively participate in lessons and maintain good attendance.
- Support staff to set personal goals and aspirations to work towards
- Participate in career activities such as careers fairs, employer talks, workshops, and work experience placements to gain practical insights into various careers and develop employability skills.
- Learners are responsible for asking questions and seeking additional career advice and support when needed, ensuring they make informed decisions about their future.
- Learners to participate in activities that will enhance soft skill development.
- Where possible, learners should reflect on their strengths and areas for development

Parents and carers will be;

- Encouraged to engage in discussions about future pathways of their young person, and support decision-making regarding education, apprenticeships, or employment.
- Promote independence by motivating their young person to take responsibility for their career choices.
- Provide practical advice based on personal experiences, and encourage participation in career-related activities.
- Stay informed about career programs available to their young person and maintain an active role in their future aspirations.

Monitoring and Evaluation

- Termly Compass Audit Evaluation of Careers Programme against The Gatsby Benchmarks
- CEIAG mapped to Preparation for Adulthood outcomes
- Learner portfolios with practical task evidence and work placement reflection.
- Individualised learners' progress targets are monitored and reviewed weekly by staff.
- Feedback from learners, families, and employers through questionnaires, work experience appraisals and parent/carer workshops.
- Termly Curriculum meetings
- Regular review of careers scheme of work and destinations data
- Learner attendance reports

Work related learning

To provide meaningful, structured, and supportive work experience opportunities for learners with SEN, enhancing their employability, independence, and personal development.

Approach to delivery

- **Inclusivity & Accessibility:** Ensure all placements are equitable, accommodating diverse needs and promoting equal opportunities.
- **Learner-Centered Approach:** placements to be linked to individual learner goals, abilities, and appropriate support requirements put in place.

- **Continuous Improvement:** Regularly assess and refine placement processes based on feedback and outcomes from employers, support staff and learners.
- **Training:** Employers to be offered specialist disability-awareness programmes, such as communication strategies, reasonable adjustments, and neurodiversity awareness to enhance their ability to support adult learners with SEN

Applicable to all staff, learners, and placement providers involved in the planning, delivery, and evaluation of work experience placements for SEN adult learners.

Roles and Responsibilities:

Career leader and Job Coach will be responsible for;

- **Coordinating placements** to oversee placement arrangements, ensuring alignment with learners' Educational Health and Care Plans (EHCPs) where applicable.
- **Preparation & Training:** Provide pre-placement training covering workplace expectations, health and safety, and communication skills.
- **Monitoring & Support:** Maintain regular contact with both learners and employers, addressing any issues promptly.

Employers

- **Induction:** Offer comprehensive inductions, introducing learners to workplace policies, procedures, and team members.
- **Supervision:** Designate a mentor or supervisor to provide guidance, support, and regular feedback.
- **Reasonable Adjustments:** Implement necessary accommodations to support learners' needs, ensuring compliance with the Equality Act 2010.

Learners

- **Engagement:** Actively participate in placements, adhering to agreed-upon schedules and responsibilities.
- **Reflection:** Maintain a reflective log to document experiences, challenges, and achievements.
- **Feedback:** Provide insights on placement experiences to inform future improvements.

Placement Structure

- **Duration:** Where deemed appropriate, placements should range between 70 to 240 hours, aligning with Education and Skills Funding Agency guidelines for learners aged 19 to 24 .
- **Activities:** Tasks should be purposeful, challenging, and relevant to learners' career aspirations, allowing the application of classroom-acquired skills .
- **Evaluation:** Conclude placements with formal feedback sessions, including exit interviews and written evaluations to assess learner progress and placement effectiveness.

Safeguarding & Welfare

- **Risk Assessments** to be conducted before placement commences. They must include thorough assessments of the workplace environment, and consider learners' age, experience, and specific needs.
- **DBS Checks:** Ensure appropriate Disclosure and Barring Service checks are in place for staff supervising learners, especially for those under 18 .
- **Reporting protocol:** Establish clear procedures for reporting concerns, ensuring prompt action and support.

Health & Safety

- **Public Liability Insurance:** Verify that employers have up-to-date Employers' Liability and Public Liability Insurance. Record and update annually.
- **Training:** Provide learners with health and safety training relevant to their placement environment.
- **Supervision:** Ensure learners are adequately supervised, with clear instructions and support throughout the placement.

Data Protection

- **Confidentiality:** Handle all learner information in compliance with GDPR, ensuring data is stored securely and shared only with authorised personnel
- **Consent:** Obtain informed consent from learners for the sharing of necessary information with placement providers.

Feedback & Continuous Improvement

- **Learner Feedback:** Collect feedback from learners post-placement to assess satisfaction and identify areas for enhancement.
- **Employer Feedback:** Engage employers in providing insights on learner performance and placement structure.
- **Parent/Carer Feedback:** Ensure parents and carers are fully involved in the placement review process, actively soliciting their insights, perspectives, and evaluation of the learning experience.
- **Policy Review:** Regularly review and update the policy to reflect best practices, legal changes, and stakeholder feedback.

Termination of Placements

Placements may be terminated if;

- They no longer benefit the learner (with sufficient evidence)
- If the learner requests a change of placement due to change in career aspiration
- If concerns arise regarding behaviour or safety.

In such cases, the learner, provider, and employer will jointly review the situation and determine the most appropriate next steps, ensuring the learner's welfare remains the priority.

Reasons for termination will be recorded and any lessons learned to inform future placements.