

# Careers Guidance and Progression

MK Christian Foundation



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## 1. Introduction

The mission of MK Christian Foundation (MKCF) is 'Growing People and Community Through Social Enterprise'. We provide opportunities for all our trainees to gain valuable work experience in one of our social enterprises assisting them to build resilience, confidence, communication and employability skills.

One of our core values requires us to recognise the 'essential value and inherent potential of all people'. It is important to us, therefore, that all trainees who come to us are able to contribute, learn and grow. For this to be a reality, we are committed to ensuring that individual trainees receive support that is specific to their needs and that will enable them to achieve and be successful with us. Such individual support is particularly important for those young people identified as having a Special Educational Need and/or disability (SEND). The majority of our trainees (usually around 80%) have an EHCP or a formal diagnosis of a SEND, or self declare an additional need.

As an independent training provider with a client group who generally have significant barriers to learning and accessing career opportunities, it is of great importance that we place a high priority on providing quality careers advice and guidance to our young people as well as giving them opportunities to explore a variety of options for their next steps and progression.

Post 16 providers have a legal requirement to provide all young people with guidance materials and a wider range of up to date reference materials relating to career education and career opportunities, as per section 45 of the Education Act 1997.

## 2. The Purpose of this Policy

The purpose of this policy is to set out how MK Christian Foundation will meet the Gatsby Benchmarks for careers guidance to ensure our trainees receive quality careers advice and progression opportunities. It also outlines how we ensure trainees have access to this support and information and to set out how we plan to support all of our learners to achieve positive progression upon completion of their course.

## 3. Legislation and Guidance

This policy complies with the legislation as set out in the [Education Act 1997](#) and the statutory guidance on [Careers Guidance for Education and Training Providers](#). Further information on the [Gatsby Benchmarking](#) system for quality and monitoring purposes has informed this policy and our practices.

## 4. Definitions

Positive progression includes full and part time employment, apprenticeships, voluntary roles and full and part time education and work based training.

## 5. Quality and Monitoring - Gatsby Benchmarks

Careers advice and progression forms an important part of our annual Self Assessment Review (SAR). Our Board of Trustees receive regular updates on expected outcomes and all of our trainees receive 1:1 time with our Work Experience and Progression Lead and their options and are given the opportunity to reflect and explore guidance materials regularly. This is formally reviewed every 8 weeks through our Progress Review Meetings (PRM). At MK Christian Foundation, we use the Gatsby Benchmarks as a framework for ensuring we are meeting and maintaining the high expectations we have for our provision.

### 5.1 Benchmark 1 - A stable careers programme

Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and trustees and has an identified person responsible for it. In this instance, our Work Experience and Progression Lead is responsible for the careers programme. Due to the nature of our work based training programme, our trainees receive consistent support around skills needed to access their chosen field of work. This also forms part of their Employability Skills qualification where career planning is a focus. All trainees spend quality 1:1 time with our Work Experience and Progression Lead where bespoke advice and guidance is given and support provided to secure progression. External work experience placements also form a key part of our delivery.

### 5.1 Benchmark 2 - Learning from career and labour market information

During their study programme, all trainees will access and use information about career paths and the labour market to inform their own decisions on study options. This will be provided through independent research tasks, careers fair visits and well as bespoke small group or 1:1 sessions. Parents are also encouraged to access and use information about labour markets and future study options to inform and support their children.

### 5.3 Benchmark 3 - Addressing the needs of each young person

Our careers programme actively seeks to challenge stereotypical thinking and raise aspirations through broadening horizons and actively encouraging our trainees to have high expectations and take responsibility for their own learning and development. We keep systematic records of the individual advice given to each student, and subsequent agreed decisions on each trainee's Exit Plan which is stored as part of their Client Learner Journey. We request referral forms for all young people who are referred to our organisation which includes any career guidance the young person has already received. The form is integrated into the client documentation and used to inform their initial training plan. We collect and maintain accurate progression data for all of our trainees and provide additional support for up to 6 months after the completion of our course to ensure all of our trainees achieve sustainable progression. As outlined in our Curriculum Policy, our training aims to be bespoke, ensuring that we are meeting the need of all of our young people and this ethos is followed through our careers programme.

### 5.4 Benchmark 4 - Linking curriculum learning to careers

Our work based study programme forms a strong basis for links to careers and progression. As outlined in this policy and our Curriculum Policy, progression and career options are fed throughout our study programme and form a key part of our curriculum and qualifications.

## **5.5 Benchmark 5 and 6 - Encounters with employers and employees and experiences of work placements**

All trainees gain meaningful work experience within our social enterprises and, in addition to this, we work closely with local employers to secure external work placements for an increasing number of trainees. We aim to increase the number of young people who experience external placements yearly. We also link with employers who deliver workshops in a variety of employability skills such as CV workshops, interview skills and other key employment skills.

## **5.6 Benchmark 7 - Encounters with further and higher education**

Every trainee will be given the option to explore further and higher education providers if this is a suitable progression option for them. We have close links with other providers across Milton Keynes and beyond and opportunities for visits and exposure days are organised. Every trainee will be offered additional support to aid with progression decisions and transition including but not limited to taster sessions, parent supported tours, 1:1 question and answer sessions with education providers and the opportunity to meet with welfare staff at education settings if appropriate.

## **5.7 Benchmark 8 - Personal guidance**

Every trainee will receive tailored progression support and careers guidance as outlined above and will be given the opportunity to write their CV, participate in mock interviews and receive feedback.

## **6. Roles and Responsibilities**

The Work Placement and Progression Lead is responsible for ensuring that all of our trainees receive quality careers guidance and progression support as outlined in this policy. It is also their responsibility to provide regular updates regarding progress and alert the wider team if the trainees are experiencing barriers.

Other staff within the organisation have the responsibility to encourage, advocate and support this work in order to ensure that we have a robust, organisation-wide approach to careers advice and progression.

It is the responsibility of the Head of Learning to ensure that all trainees are receiving quality support and for monitoring and evaluating their progress and supporting staff to deliver the objectives outlined in this policy.

It is the responsibility of the Board of Trustees to ensure that this policy is adhered to and to satisfy themselves that trainees are getting the best possible support in relation to careers advice and progression.

## **7. Links with other Policies**

This policy links to the following policies and procedures:

- Curriculum policy
- External work experience policy
- Special Educational Needs and Disabilities Policy