

Vision statement

To be the number one outstanding 13 to 19 technical education provider and talent pipeline creator for the engineering, advanced manufacturing and creative digital media industries

Mission Statement

To create a future work-force of aspirational and inspirational young adults through the delivery of an exemplary technical education that meets the needs of UK engineering, manufacturing and creative industries

Policy Statement

UTC Sheffield offer students from year 9 to year 13 the opportunity to study high quality technical qualifications in Engineering and Creative Digital Media, alongside GCSE's and A Levels. The UTC works in partnership with other providers, including The University of Sheffield, Sheffield Hallam University and Sheffield College to provide good links to Careers Education and Guidance to its students. Equally the UTC works extensively with local and national employers in the sectors to give students valuable work experience that provides them with the skills and talent that can lead them into jobs, apprenticeships or higher education. As the UTCs curriculum is linked into skills sector gaps both locally and nationally, students are in high demand on completion of their courses and all students have positive destinations.

We acknowledge that CEG contributes towards raising levels of retention and achievement by demonstrating the relevance of studies to future goals, by promoting the development of career management skills by a variety of methods and by raising an individual's motivation and self-esteem.

To ensure that CEIAG is fully embedded into the UTC strategic plans the Gatsby benchmarks have been used as a guide for the ideas placed in this strategy.

Eight benchmarks for providing good career guidance

(<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>)

<p>1. A Stable Careers Programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>
<p>2. Learning from career and labour market information</p>	<p>Every pupil, 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.</p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school careers programme should embed quality and diversity considerations throughout.</p>

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 pupil 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 pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help with their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils 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 pupil should have opportunities for guidance interviews with a career adviser, who could be internal 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 pupils but should be times to meet their individual needs.

Strategic Goal 1: Raise the awareness of CEIAG available at UTC Sheffield (in relation to Gatsby benchmark 2, 3 & 8)

UTC Sheffield differs from a standard secondary school, in that students do a mixed academic and technical curriculum as part of a pathway in specialist sectors either CDM or Engineering. However, as pupils will also be studying core GCSE's and in sixth form a range of A levels this does not prevent students from changing their career plans, and students go on to a range of successful destinations. Our ratio of students entering apprenticeships in 2019 at age 18 is 43.6% compared to the national average of 6% as students study the combined academic/vocational pathways that offer the mix of knowledge and skills that employers seek.

What we do:

- During showcase evenings, our partner universities, local colleges and employers attend to talk to students and parents about career opportunities after finishing at the UTC
- New students to UTC Sheffield attend a one-to-one meeting prior to admission to ensure that the UTC is the right place for them and support a smooth transition from their current school. We believe in what we do, but recognise that the UTC is unique, with a challenging highly academic and technical curriculum, that students have to fully understand when making the decision to join
- Students in year 9 to 11 access lessons through our 'Global Cultural Learning' curriculum where they explore careers information and education and look at decision making skills. Year 11 students are supported with Sheffield progress applications from UTC staff and independent and impartial careers professionals and are also supported making applications for apprenticeships. Students are encouraged to consider all options, to visit other providers and therefore make informed decisions
- Students with EHCP's have regular reviews and have access to careers support throughout their time at the UTC
- Independent careers advisers offer 1-1 support for our students at various times throughout the year. The UTC also is a partner of HeppSY+ and engages in their core activities such as visit to universities, group sessions in school, one-to-one interviews and the HeppSY bus

- Subject teachers and Learning managers offer support for CEIAG and encourage students to use Local Market Information (LMI) and careers materials.
- The Post 16 Learner Manager alongside key staff at the UTC, support the UCAS process, students applying for apprenticeships and offering one-to-one careers support with students and parents.

Strategic Goal 2: UCAS applications and a smooth transition for students (in relation to 1, 3 & 7)

The UTC has multiple staff who are experienced in supporting UCAS applications.

What we will do:

- Ensure that all form tutors are fully trained in the UCAS system and aware of their responsibilities
- Utilise UNIFROG to support all years with careers and preparing for the wider world
- Ensure good links are set up with the higher education providers and encourage students to attend UCAS fairs, university /college open days and events
- Students leaving the UTC for employment early are supported with applications and CV's and positive destinations are recorded on SIMS and Baker Dearing databases
- A higher education day takes place each year with year 12 students to look at the benefits of HE, how to apply and finance etc. Assemblies also include talks from universities and sessions for parents

Strategic Goal 3: Work Experience and Employability within the curriculum (in relation to 4, 5 & 6)

UTC's unlike traditional schools have a curriculum that is built around a career area, and students obtain a working knowledge of their chosen career path from year 9 to year 13. Engineers gain valuable STEM skills which employers demand and CDM students gain a variety of technical skills required by the digital industry. Employers set assignments for students which contribute towards their technical qualifications, as such employers are shaping their future work force.

Students can access state of the art facilities such as green screens, high tech camera and sound equipment, mini factories and prototyping workshops that simulate real life working environments.

Students will work on live projects as set by employers such as Rolls Royce and Lavender International, which allows students to explore career related experience and gain feedback from top employers on their progress

Work experience is embedded in to all that we do at UTC and forms an integral part of students learning. Visits to employers are arranged throughout the year with top employers such as visiting the Rolls Royce factory in Derby and the Children's Media conference which allows students a chance to see a real work environment first hand.

Due to the nature of the UTC, employers contact the UTC on a regular basis with the offer of jobs and apprenticeships. We arrange for interviews to take part on our premises and support students with preparation of CV's and interviews. Employers regularly attend assemblies for all levels of students to offer labour market information and demonstrate the wide range of roles that our students can access.

Coverage and Scope of Policy and Student Entitlement

Careers Education activities are:

- Inclusive and accessible to all learners
- Differentiated to meet learner's needs
- Progressive, allowing learners to build on prior experience and learning and allowing students to develop skills they can take to employers
- Designed to achieve clearly defined learning outcomes

- Mapped across and embedded in the curriculum
- Delivered by relevant individuals
- Parents are invited in to school for Progress Tracker sessions 3 times per year to see how their child is progressing and can also access talks from universities and colleges at the same time in addition to other events

Learning Outcomes include:

Work Experience

- An understanding of the nature of paid and voluntary work
- Experiencing places of work and industry
- A realistic view of their own potential
- Local and national LMI and employment trends
- An understanding of finance related to work i.e. taxation, university fees
- An understanding of health and safety at work and first aid
- How to contact employers and apply for jobs

Career

- A recognition of the available options and directions they wish to take
- A familiarity with the educational options in FE and HE / apprenticeships and employment
- A familiarity with occupational opportunities and pathways
- An understanding of the financial implications and impact on lifestyle of further study

Transition

- Preparation for transition from College to HE/Employment/Training.
- Development of positive self-image and effective self-presentation
- An awareness that jobs are no longer for life
- Development of flexibility to cope with future change
- Development of a willingness to accept new ideas, concepts and knowledge
- A recognition of when there is need to seek guidance
- Development of research and job search skills in order to apply for employment, training and education
- The ability to utilise the electronic application procedures available to them

Delivery Mechanisms Include:

- Initial guidance and induction
- Action planning, review and recording achievement systems
- Arrangements for work experience, work shadowing, and visits
- Self or mediated access to careers information
- Talks from outside speakers and conventions
- Assignments set by employers which make up the technical element of their qualifications
- Group tutorial with form tutors
- Structured job opportunities to practice job applications, CV's and interviews
- Individual guidance interviews which are impartial, client centred and timely
- An opportunity to identify personal skills, explore options and prepare action plans

Organisation and Responsibility

All teaching staff at the UTC are committed to support an embedded CEIAG services for our students which is comprehensive and suitable for their needs. Support staff such as Learning Managers also play an active part in CEIAG especially at year 11 and 13

Key Staff:

- Mr Alex Reynolds - Principal
- Mr Mark Cocken – Vice Principal Strategic Careers Lead
- Mr Gavin Walker- Assistant Principal Inclusion/SEN
- Mrs Kay Dullely – Assistant Principal DSL/Pastoral/Behaviour and Careers Destinations Lead
- Mrs Alicia Payne - Curriculum Leader for Creative Digital Media

- Mr Adrian Dulley - Curriculum Leader for Engineering
- Miss Shannon King - Post 16 Learning Manager and Careers Advisor

Staff Development:

Key staff such as Post 16 Form Tutors attend training sessions such as Unifrog, UCAS training to keep them up to date with the latest processes. The Post 16 Learner Manger attends CEIAG Network Meetings at Sheffield Futures and has an active network of advisers to liaise with. They also lead on HeppSY+ activity at the UTC.

Equal Opportunities:

UTC Sheffield is an inclusive provider, in that it actively encourages equal opportunities and challenges stereotypes. We have large numbers of female engineers in comparison to a college for instance and students are made to feel supported with their choices whether they stay with their chosen vocational area or not. Students will be able to identify their strengths and recognise those in others, allowing for a culture of acceptance and equality. Students in year 9 are chosen randomly and not selected, given students of all abilities the opportunity to embrace our school model. SEN students are supported by the SEN and Inclusion Lead, who liaises with previous schools to be able to provide the correct support for these pupils from the start of their learning journey with UTC.

Evaluation and Monitoring:

This policy will be reviewed annually and have input from governors and parent/carers alike. The policy will be displayed on the UTC Sheffield's website in accordance with Gatsby benchmark 1.