Careers Policy

Engineering UTC Northern Lincolnshire 2025-2026

This policy is written with our Enterprise Adviser and Governor (Nina Stobart, Phillips 66) and is underpinned by our long-term vision and core values. We are committed to implementing a careers programme:

- To prepare students for successful and sustainable careers after they leave Engineering UTC Northern Lincolnshire
- To give knowledge and confidence to support students with Post-16 choices
- To give knowledge and confidence to support students with Post-sixth form choices
- To support parents to help students to make informed decisions about their futures
- To support students to develop the appropriate employability skills to support their future skills development
- To inform students of the current local labour market and future trends
- For Engineering UTC Northern Lincolnshire to meet all Gatsby Benchmarks
- To meet the requirements of the Careers Strategy
- To teach the CDI Career Development Framework through teaching and learning across the UTC curriculum

Aims of the Careers Policy

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme:

- To develop strong relationships with employers and external stakeholders to ensure that we meet the needs of the local labour market in strong partnership with sponsor organisations and all local businesses.
- To support students in their applications for University, Further Education and Apprenticeship opportunities in both year 11 and year 13.
- To give students impartial information, advice and guidance on a range of career paths and future employment options through all year 9-13 student groups.
- To prepare all students for a wide range of future careers through meaningful work experience placements.
- To inform and prepare students for the world of work and their place within that, including employability and 'soft-skills'.
- To give all students a wide range of external meaningful experiences to help them make informed choices, including attending careers fairs and site visits to partner organisations.
- To involve students in reviewing and discussing what CEIAG they would like to see in the school (through a variety of channels including the student leadership team).
- To ensure that all students have a face-to-face impartial Careers Education Advice and Guidance meeting with a trained Careers Adviser in year 11 and year 13.
- To motivate students and raise aspirations through widening pupil's horizons with meaningful encounters and careers in the curriculum.
- To offer all Year 10 and 12 students meaningful Work Experience to gain a better understanding of experiences in the work place, both locally and nationally (Work Experience currently scheduled to take place in June for one week for year 10 and 12 students).

- Encourage and support year 11, 12 and 13 students to participate in Work Experience and part-time employment outside of curriculum time.
- To ensure that students are aware of the local labour market and the opportunities that are available both locally, within the region and nationally.
- To continue to work to a zero NEET figure for all students.
- To continue our strong reputation of producing students ready for apprenticeship opportunities, with good employability skills and industry knowledge.
- To embed careers learning and employability into our curriculum alongside subject content and project work ensuring relevance of industry links.
- To work closely with the Careers & Enterprise Company through the Humber Careers Hub and ensure that we are working towards successfully gaining all 8 Gatsby Benchmarks for the UTC and all students within.
- To engage with schools through the Humber and wider area, collaborating and sharing best practice of careers activity and interactions.
- To continue to build strong relationships with external organisations such as the Humber Outreach Programme, LMI Humber and other organisations promoting the area and opportunities within.
- To engage with a number of employers and other organisations including colleges, universities and apprenticeship providers in a range of ways to give students real life experiences of the world of work.

T Levels and Sixth Form

We have transformed our sixth form offer to incorporate T Levels for both Engineering and Health Sciences. Students will also study Level 2 options in both Health Sciences and Social Care and Engineering at Level 2

- All students studying the T Level pathways will receive 315 placement hours on top of their studies and employer projects, supported by our placement officer.
- Level 2 students engage in projects and work experience activity.
- Students and employers will agree placement times and dates with plenty of notice. These placements days will work around the college day and will be individually specific.
- More information about the placements can be found in the placement policy on the website.
- Both Level 2 and level 3 options will receive the same level of support from the Careers Team and have access to meetings with Careers professionals throughout their course and for 3 years after they leave.

Quality Assurance

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme

- Work with employer partners to ensure that we are meeting their needs in terms of educating the future workforce around careers guidance and available roles.
- To regularly review and update provision through discussions within tutor time activities, PSHE lessons, and through the curriculum.
- Student surveys completed at the beginning and end of each school year to find gaps in understanding of world of work, LMI, interests and concerns.

- Student results and analysis from completed CEIAG meetings throughout year 9-13, and external impartial interviews with year 11-13 students.
- Gain parent feedback from a range of sources regarding student destinations.
- Student leadership team have individual student members who have a responsibility for employer engagement.
- Continued self-evaluation of Gatsby Benchmarks using the COMPASS toolkit termly.
- Continue the strong working relationship with Enterprise Adviser Nina Stobart (Phillips 66).
- Careers Advice and Guidance as a priority, emphasised through Senior Leadership responsibility and all staff responsibility, led by the Careers Leader.
- Governor support for employer engagement is shown through increase this academic year in industry representatives on the governing body (including Chair of Governors from industry, Graham Thornton and link governor Karen Arundel, University of Hull.)

Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. ENL UTC is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited into ENL UTC to discuss their child's progress on Parents Evening and various events across the school year. In readiness for these events, students' career aspirations are collected to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

The Careers Leader, as well as education and training providers attend events across all year groups where parents/carers are kept up to date with career-related events and activities affecting their child via letters and texts home, the school website/portal, termly newsletter and social media.

Staff Development

Everyone in the ENL UTC team is committed to ensuring the delivery of careers information, advice and guidance. Staff development days, weekly meetings and email communications regarding LMI, apprenticeships, courses, etc. are communicated and embedded with all teams.

The Careers Leader attends conferences and network meetings to keep up to date with best practice and legislation, bringing the information back to the teaching teams. It is everyone's role to ensure our young people understand the local labour market and teach employability skills. Feedback is gained from teachers following events, ensuring these events/trips/ encounters meet the needs for all pupils and staff.

All staff are committed to meeting Gatsby Benchmark 4 (Careers in the Curriculum) and the relevance of every subject to future careers importance of each subject is addressed. ENL UTC is committed to providing the resources to enable an effective careers programme, including adequate staffing and staff training.

Funding of the Careers Programme

Funding for careers is allocated in the school budget in accordance with the Pupil Premium Policy and Finance Policy. ENL UTC explores sources of external funding including but not limited to funded courses and opportunities from Universities and outreach programmes.

Where possible we ask our business partners to support trips and visits, and aid projects related to industry.

There may be occasions where we will ask for a voluntary financial contribution towards external visits from parents/carers where other funding cannot be sourced. This will not affect pupils' ability to take part in the visit.

Students with Special Education Needs and Disabilities (SEND)

ENL UTC has high aspirations for all pupils with special educational needs and disabilities (SEND) and supports them in preparing for their next phase of education, employment or training.

We are keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might receive careers support. The Careers Leader works with the SENCo to support Education, Health and Care planning of careers provision to ensure it meets the needs of the individual. Parents play an important role in the destinations of SEND students, and regular meetings are held with parents and the SENCo, where destinations are discussed.

It is important that transition programmes are started early for SEND students. Like all young people, those with SEND need time and space to explore their strengths and needs, engage with face-to-face guidance, explore and develop their own skills, access meaningful employer and employee encounters and have supported work experiences. This needs to be carefully planned, coordinated and managed by the Careers Leader and SENCo requiring the interplay of multiple teams, organisations and/or agencies.

As with all young people, multiple encounters with work facilitate effective transitions after school. Young people with SEND are significantly more likely to be employed after school when they have had some form of work experience. All students take part in work experience in year 10 and year 12. To be effective, work experience involves mentoring in the workplace, has a clear, individualised/personalised training plan for individuals with SEND and includes reinforcement of work-based learning outside of work.

The Careers & Enterprise Company

We are proud to be a founding school in the Humber Careers Hub, moving to the Greater Lincolnshire LEP Skills Hub in September 2021 with changes in LEP boundaries. This partnership of schools and colleges work together to meet the Gatsby Benchmarks for every student by sharing good practice and working closely with Enterprise Advisers (Businesses linked with schools). This partnership has been extremely effective over the last three years, and students have gained many more encounters and opportunities through the engagement in cross-provision working.

Monitoring and Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data, and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including:

- Intended Destinations collated at various times across all school years.
- Actual destinations and destination data collection for 3 years following leaving our education.
- Support the North Lincolnshire September Guarantee and Activity Survey.
- Destination data shared with the Baker Dearing Trust.
- Offering individualised support to those students who are at risk of becoming NEET, and ongoing support for all students who have left within 3 years and have or are at risk of NEET.

Careers Leader – Jennifer Vincent, Director of Business Engagement

Contact email: j.vincent@enlutc.co.uk

Tel: 01724 878100

This policy should be read in conjunction with the Operational Careers Calendar and the ENL UTC Provider Access Policy

The Careers policy is mapped to the Gatsby Benchmarks and the Careers Development Institute (CDI); incorporating ALL students across ENL UTC.

Approval and review

Approval Date: October 2025

Signed: Graham Thornton (Chair of Governors)

Signed: Anesta McCullagh (Principal)