
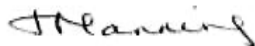





Careers Education and Information, Advice and Guidance Policy

Policy Ref: TMP39v6

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Joanne Taylor	Director of Personal Development		July 2025
	Jackie Manning	Principal		July 2025
Approved by	Martin Heaton	CEO		July 2025

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**


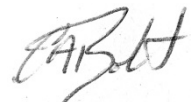
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Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2021	Initial issue	JM/CF
v2	July 2022	Review of roles, responsibilities. General updates to widen details and scope of policy	JM/CF
v3	July 2023	Annual review, references checked and updated, incorporates amendments following Joanne Taylor's review	JM/CF
v4	April 2024	Updated staff details and some text, following Joanne Taylor's review	JT/CF
v5	July 2024	Annual review, references checked and updated	JM/CF
v6	July 2025	Annual review, references checked and updated, incorporates amendments following Joanne Taylor's review	JT/JM

Board of Governors Approval History

Version	Approved by	Signature	Date
v2	Dominic Kohl, Chairman of the Board of Governors		July 2022
v3	Claire Bolt, Board of Governors		Oct 2023

Date of Next Policy Review: July 2026

Définitions

Throughout this policy document TMP Studios CIC is referred to as 'TMP College'.

CEIAG is an abbreviation for Careers Education, Information, Advice and Guidance.

Aims

TMP College has an embedded careers programme that aims to provide statutory independent careers guidance to all learners, informs and encourages learners to consider their career options, and take steps to understand their choices and pathways.

The programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for learners. We consider the best interests of the learner to whom the career guidance is given.

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

High-quality careers guidance is important for our learners' futures, and our provision aims to:

- Help learners prepare for the workplace, by building self-development and 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're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all learners to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

Careers Leader

TMP College's careers leader is Joanne Taylor, Director of Personal Development, who can be contacted by phoning 01942 235999 or by emailing joannetaylor@tmpcollege.org

Other related TMP College policies include:

- TMP40 Data Protection Policy
- TMP70 Quality Assurance Policy
- TMP16 SEND Policy
- TMP3 Equality and Diversity Policy

Statutory Requirements

TMP College complies with the statutory requirements set out in the following DfE document:

*Careers guidance and access for education and training providers*¹

The above document requires governing bodies, college leaders and college staff to work towards embedding the eight Gatsby Benchmarks.

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The above guidance document refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the ‘provider access legislation’).

The above guidance requires that TMP College publishes information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how learners, parents and carers, tutors, and employers can access information about the careers programme
- How the College measures and assesses the programme’s impact on learners
- The date by which the College will review information

TMP College also acts in line with its statutory duty under the provider access legislation (also known as the ‘Baker Clause’), to be impartial and not show bias towards any route, be that academic or technical.

¹<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Roles and Responsibilities

The Governing Board will:

- Actively engage in setting the direction for a whole-college approach to careers guidance with the Principal, to make sure it is aligned with the college's vision, priorities and development plans
- Provide clear advice and guidance on which the college can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the college's legal and contractual requirements for careers guidance
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all learners throughout their post-16 education, and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners.
- Make sure that details of our college's careers programme and the name of the careers leader are published on the college's website

The Principal will:

- Work with the governing board to set the direction for a whole-college approach to careers guidance, making sure it is aligned with the college's vision, priorities and development plans
- Support the careers team to deliver the college's careers programme
- Build careers into staff development for all staff and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to learners by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

The Senior Leadership Team will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to learners, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisation

The **Careers Leader** (Joanne Taylor) will:

- Coordinate and manage careers activities and the budget for these
- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Work within SLT to make sure the careers programme is informed by a strategic careers plan aligned to the college's priorities
- Encourage parents and carers to attend coffee mornings, careers fairs/performances/ events
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with Head of Welfare (Julie Bebe - CEIAG certification to level 4). This will ensure with regards looked-after children (LAC) and previously LAC that we:
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - ensure a joined-up approach to identifying and supporting learners' career ambitions
 - Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of our learners

The **Teaching and Support Team** contribute to CEIAG and are responsible for:

- Providing sufficient course information and advice in various formats to enable prospective learners to make suitable choices.
- Ensuring that they are aware of specialist services, maintaining effective working links and making relevant referrals when required.
- Ensuring that learners are aware of specialist services, tutorial and course-based support.
- Providing information related to progression to Employment, Further Education and Independent Living.
- Ensuring that there is an appropriate combination of careers education, information, advice and guidance opportunities which are appropriate to their learners' needs.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.
- Have a good working knowledge of the Gatsby benchmarks and use these as the central focus when designing and delivering CEIAG activities

- Involving parents and carers where possible and appropriate in careers interviews with all learners.

The Learners are expected:

- To be actively involved in and take ownership of their progression planning and career development.
- To attend all planned tutorial, careers education and guidance activities including 1:1 guidance interview
- To actively work towards identified targets.
- To work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.

Parents, Carers and Guardians

TMP values parental/carers/guardians and any other influencers in terms of engagement within the careers aspect. There are opportunities for sharing learner progress and learner aspirations, such as during parents evenings or annual reviews, and all other forms of communication.

Named People within the TMP Staff Team

TMP College's careers leader is Joanne Taylor, who can be contacted by phoning 01942 235999 or by emailing joannetaylor@tmpcollege.org

Two TMP employees are currently enrolled on Level 6 Diplomas with the Careers Development Institute CDI. These staff members are Joanne Taylor and Jessica Murphy. They will achieve and complete the Qualification by December 2026.

Julie Bebe, Head of Student Welfare, also holds a level 4 CEIAG certification.

All staff at TMP share and understand the importance of learners identifying and recognising their own strengths and weaknesses, in order to take ownership of their own future and grow throughout life. Staff understand the importance of ensuring that their own continued professional development is crucial in modelling our expectation of our young people.

Quality Standards

TMP College is MATRIX² accredited and complies with all the external assessment requirements of this scheme.

² <https://matrixstandard.com/>

Entitlement

All learners and prospective learners are entitled to impartial information, advice and guidance to assist with course choice, career planning and transition into College.

Learners are entitled to career education, information, advice and guidance (CEIAG) which:

- is impartial, client-centered and free from institutional bias
- is accessible, available and visible
- is provided by appropriately qualified, knowledgeable and experienced staff
- respects confidentiality
- supports achievement and enables progression
- operates in accordance with TMP College's Equality and Diversity Policies
- is planned, resourced and quality assured.

Elements of Career Education, Information, Advice and Guidance

We provide aims, objectives and activities for all academic levels of attainment, and prepare our learners by offering full access to the following:

- Vocational Teaching and Learning provision with industry experts
- Visits to Universities
- Careers Fair events - Internal and external
- Discover creative careers workshop opportunities
- Employer engagement
- Guest speakers within the industry
- Meaningful work-related learning and work experience
- Voluntary and charity local community events
- Maths/English taught and applied through a rigorous and enriched curriculum
- Educating our learners regards 'soft skills' which prepare them for life-long learning
- Mental health and Wellbeing access - Work-life balance opportunity such as the Mindfulness in Schools Project
- deliver a cross-provision Career Education framework via tutorials, the curriculum or the enrichment programme, as appropriate
- ensure tutors are central to the delivery of Career Education

Learners with special educational needs or disabilities (SEND)

All learners with SEND will be supported with a careers programme that follows the Gatsby Benchmarks, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each learner with SEND and their families.

Along with the careers Lead, TMP College SENCO, Caroline Lamb, will work with tutors and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with

learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to learners without SEND that is not also offered to our learners with SEND.

Assessing the impact on learners

Our careers programme is designed so learners, parents/carers and guardians can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by evaluating our careers offer continually.

We reflect on the use of compass, Inspections which address our careers provision such as the IQM/Centre of Excellence inspection, Matrix review and surveys.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all learners.