

RNN Group Careers Strategy

2024/25

Our Careers Strategy

The RNN Group (the Group) believes that every student (14-16, 16-18, 19+ Higher Level and apprentice) should be supported to achieve their career aspirations and goals.

This careers strategy provides information on how the Group supports all students and outlines the entitlement they receive as part of their journey.

The Group are committed to support all students by developing an extensive range of skills and behaviours, which are valued by stakeholders, employers and in turn prepare them for their destination.

Careers, Education, Information, Advice and Guidance (CEIAG) should allow every student to achieve their potential, transform their lives and support them to move into sustainable education, training or employment.

The Group employs a team of Careers Advisors and a Leader who work independently of the curriculum to offer impartial CEIAG to all. The Group is committed to ensuring that all Careers Advisors are qualified to a minimum Level 6 or working towards this level of qualification.



Strategic Intent

The Group intent is to provide high-quality CEIAG, which is accessible and inclusive regardless of a student's point of entry.

Our aim is for all students to be career ready, developed and enabled to embrace the skills necessary to be employable or progress within their chosen sector/career regardless of their start point or socio-economic background.

Fundamental to the positive progression of all students into their chosen employment route, is high quality, impartial, and frequent CEIAG. The Group is a Matrix Accredited service, which validates our high-quality offer.

Our careers strategy is clearly aligned to industry standards, expectations and Local Skills Improvement Plans (LSIP). We have a really strong and positive record of employer and other appropriate stakeholder engagement and our strategy is influenced by the close working relationships we have fostered with a wide range of local, regional and national employers and stakeholders. We continue to regularly update our strategies in response to the evolving labour market therefore, supporting the needs of all our students and communities.

Our sector-specific Employer Boards and Academies, linked to curriculum areas, enable us to examine how well our curriculum knowledge reflects industry practice and to identify and consider the needs of employers and other stakeholders in the local, regional and national economy.



These yearly-round meetings enable us to discuss what skills employers need, identify any curriculum gaps, ask for employer input, directly appeal for placements or support with a project, discuss the possibility of Industry insight for staff and provide staff, including T Level leads the opportunity to engage with partners and/or potential partners.

Through Employer Board meetings, employers and industry professionals are able to influence our curriculum design, structure, sequencing and assessment, so that all students are better prepared and skilled for the current and future labour market. The Boards provide an opportunity for the Group to better understand business expectations, requirements, skills and professional behaviours and work together on safeguarding and health and safety requirements.

This Careers Strategy has been developed in line with the eight Gatsby Benchmarks. It ensures the continued collaborative working of the Group with the South Yorkshire Careers and Enterprise, Rotherham and Bassetlaw councils and Compass (careers benchmarking tool) to evaluate progress and continue to improve careers outcomes for all students.



Gatsby Benchmarks

1. Stable Careers Programme

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from career and labour market information

Every student, 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.

3. Addressing the needs of each pupil

Students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A careers programme should embed equality and diversity considerations throughout.

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 student 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

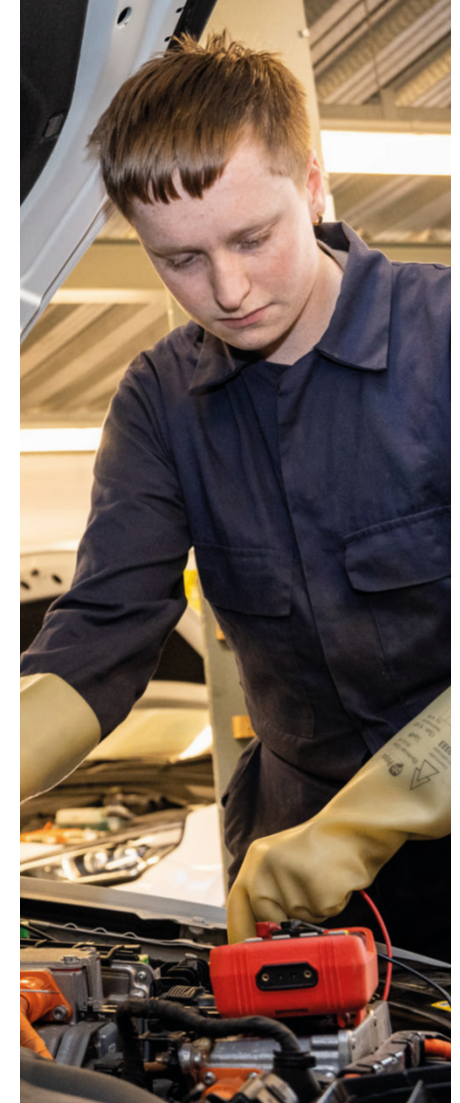
Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education

All students 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 student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) 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 students but should be timed to meet their individual needs.



Careers Programme Implementation

Every student during their time spent undertaking study and training at the Group, will be offered opportunities to engage in highly effective, tailored and coordinated CEIAG.

All students will be encouraged to make informed decisions about their next steps, transitions and future based upon up-to-date local market intelligence, which is acquired regularly to help support all students and apprentices.

Upon enrolment all students will commence with their next steps and will be supported to identify aspirational targets/milestones to achieve in their journey towards this.

All students will be supported within the curriculum areas with 1-2-1 tutorials, employer academies and external agencies.



All students will benefit from an experiential curriculum that aligns to LSIPs, South Yorkshire Apprenticeship Hub, South Yorkshire Mayoral Combined Authority (SYMCA), Derbyshire and Nottinghamshire Economic Area (D2N2), Doncaster stakeholders and employers:

- Inclusive and accessible work-related learning that is closely linked to the area of study that promotes and develops employability knowledge and skills;
- Development of skills for employment, including technical skills that are embraced and advanced throughout the aspirational programme of study and monitored and tracked;
- Trips and visits that are industry/career linked;
- Inspirational sector relevant industry guest speakers and role models;
- Inclusive and accessible competitions and skills events that showcase the best our students have to offer to the world of work;
- Industry/career weeks and employer master classes;
- Projects and briefs from employers that are delivered to industry expectations and standards;
- Tutorial sessions (and appropriate optional careers guidance/workshop sessions for part time 19+ students) that allow them to reflect and understand what they have gained from their experiences with employers and how this can be used to develop CVs, personal statements and future applications;
- All part time 19+students will be provided with access to rigorous CEIAG. It is recognised that the needs of these students, in particular those attending on a part time basis, may differ from other student categories. Therefore, reasonable adjustment in flexibility and commitment to accessibility for these students to recognise their diverse requirements will be followed. Provision will be discretionary but the Group will strongly encourage the participation of all students in receiving appropriate CEIAG.

Career Timeline

Career Timeline - Strategy

- Create a commitment to valuable, tailored and up-to-date careers education
- Enable students to benefit from qualified careers and industry specialists to provide structured and purposeful careers guidance, bespoke to each student and apprentice
- Careers and skills are the thread through all curriculum intent and implementation
- National events and themed weeks will be mandatory across the Group

FE progress	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Interviews												
Right student Right Course Choice												
Swap don't drop												
Progression Interviews												
Progress Weeks												
Destinations			Intended				Intended			Next Step Destination		

HE Higher Skills progress	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS Application Sessions						Apps Sent						
Personal Statement sessions												
UCAS drop in clinic												
UCR / Internal HE Event												
UCAS Tutorials inc finance, HeppSY												
Mock Interviews												
UCAS conventions and HEI visits												
UCAS Clearing support												

Events /Opportunities	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
CEIAG at Enrolment and Induction												
CEIAG at open Events /tasters inc. parents												
UCR Open Event												
Careers Drop-in												
Destination tutorials												
Industry Weeks (employers and guest speakers)												

Impact and Measuring Success

Impact of the RNN Group Careers Programme

Progression onto further or higher study, into sustained employment or training is the Group's ambition for all students.

The success of the careers programme is the continued recorded positive destinations for all students and apprentices.

RNN Group Measuring CEIAG Success

- Review and evaluation of all student outcomes using both positive achievement and destination data, identifying any gaps within demographics.
- Monitoring and reporting of curriculum CEIAG audits to inform activity towards Gatsby Benchmarks.
- Termly self-evaluation using the Careers and Enterprise Company to monitor achievement of Gatsby Benchmarks.





Rotherham College
North Notts College
Dearne Valley College
and
University Centre Rotherham

Part of
RNN GROUP