



LETTA Apprenticeships

**Careers and Personal
Development Strategy**

Contents

1. Purpose	2
2. Introduction.....	2
3. Responsibilities	2
4. Pre-entry careers information, advice and guidance.....	3
5. On-programme CIAG and personal development.....	3
6. Career development	5
7. Personal and professional attributes	7
8. Employer engagement	7
9. Next steps	7

1. Purpose

The Career's and Personal Development Strategy is intended to ensure that all learners who choose to study with LETTA have access to quality careers support and guidance and are supported to develop the personal and professional attributes that will help them to continue to thrive in the future.

The strategy is underpinned by research and guidance, specifically but not limited to:

- Careers guidance and access for education and training providers (Department for Education, 2023)
- Careers strategy: making the most of everyone's skills and talents (Department for Education, 2017)
- Good Career Guidance (Gatsby, 2014)
- The Future of Jobs Report (World Economic Forum, 2023)
- The Seven Principles of Public Life (Nolan, 1995)

2. Introduction

Our purpose is to improve life chances in the communities we serve. Our most powerful lever for creating the opportunities and conditions to achieve this ambitious aim is our professional learning offer. It provides a roadmap for career development, an opportunity for widening participation and is our best chance to address the very real pressures of recruitment and retention in our partner schools (the employers).

We provide excellent professional development and training to our communities, but this is not enough to ensure long term impact on life chances. It is essential that, in addition to providing excellent training, we create the conditions for future success by embedding meaningful personal development and careers guidance into our training offer. This strategy is our roadmap for improving and sustaining our approach to personal development and careers guidance. This strategy applies to all courses that LETTA offers to new starters from June 2023.

3. Responsibilities

- 3.1** The Director of School Improvement and Programme Leaders are responsible for ensuring that this strategy is implemented.
- 3.2** All teaching and tutor staff are responsible for ensuring that careers information, advice and guidance is embedded into progress review meetings and professional learning discussions.
- 3.3** The Director of School Improvement and Programme Leaders are responsible for reviewing this policy and ensuring that it forms a key part of the next school improvement strategic plan (2024-2027) to ensure its long term success.

4. Pre-entry careers information, advice and guidance

4.1 Open events

LETTA will work with local schools and organisations to provide open events for prospective learners. These open events will provide information, advice and support about the opportunities available to learners post-16. Options to study with LETTA will be explored in detail, and prospective learners will have the opportunity to talk to qualified professionals as well as current and former learners.

The aim of our open events is to raise the aspirations of learners, and to ensure that people in our community who want to study and progress in their careers have the opportunity to do so. Support will be provided to learners post-open events to support with next steps.

4.2 Employer workshops

LETTA will host and/or attend employer workshops with the aim of supporting employers to understand the different work-based learning routes that LETTA offers, and how they can take advantage of them to either support new learners or to upskill existing members of staff. For employers interested in apprenticeships, these workshops will also help employers to understand the apprenticeship levy and funding rules compliance. This is an important part of the strategy because raising employers' awareness of the opportunities available is likely to result in more available places on work-based training courses locally.

4.3 Marketing

LETTA will market our courses through a variety of channels to ensure we reach as many prospective learners as possible. This will include:

- Social media: X (Twitter), Instagram and TikTok
- Headteachers' Bulletins
- Local authority recruitment bulletins
- Recruit an Apprentice portal
- Through partner schools and community organisations, e.g. providing marketing materials that can be distributed, or hosting open events in these spaces.

5. On-programme careers advice and guidance, and personal development

5.1 CIAG and progress review meetings and professional learning discussions

Careers information, advice and guidance (CIAG) is embedded into progress review meetings (apprenticeships) or professional learning discussions (SCITT and FdA). A baseline discussion takes place at the beginning of a learner's qualification, and careers targets are established. Targets are broken down into small, achievable actions which are reviewed every 12 weeks. Targets are also reviewed regularly as we recognise that ambitions and circumstances may change. A final CIAG meeting takes place prior to qualification completion, which supports the learner to identify clear next steps to support them in their career progression.

5.2 Tutor groups and tutor support

Learners are assigned to tutor groups tailored to their career aim. For example, learners studying a Teacher Level 6/SCITT SEND 7-14 route will join a tutor group led by a SEND specialist tutor and other learners studying in a specialist setting. Providing small tutor group support to learners with similar career aims enables tutors to bespoke learning and make it relevant to the role and ambitions of groups of learners.

5.3 Personal development taught content

A selection of models and tools that support personal development and the development of professional behaviours are taught across all courses. They are embedded into a relevant area of each course, ensuring that they are included in a meaningful way and not a bolt-on. Some of these models and tools are:

- The trust equation (Maister, 2017)
- Belbin's team roles (Belbin, 1981)
- Models of reflection – Schön (1983), Kolb (1984), Brookfield (1995), Driscoll (1994)
- Implementation cycle (EEF, 2018; 2024)

The typical sequence for the teaching of behaviours and attributes curriculum across all courses is represented below. The context and depth of learning will be linked to the specific course being studied and the level of study.

	1	2	3	4
Personal and professional development	Code of conduct; cohort contracting (rules of engagement); expectations; collaboration; values	Building trust; psychological safety; wellbeing and mental health	Communication; high performance	Belonging; responsibility and accountability; planning and implementation
British Values	Democracy and individual liberty: How will we choose to work/study together?	Mutual Respect and Tolerance: building a psychologically safe environment	Democracy and individual liberty: Maslow's hierarchy of needs, stakeholder voices, autonomy and motivation	Rule of law: statutory legislation, professional accountability

In addition to this, learners have the opportunity to participate in a range of activities in schools that enable them to have a wider impact on their school communities and develop their interests, talents, confidence and independence. This includes activities such as fundraising or volunteering.

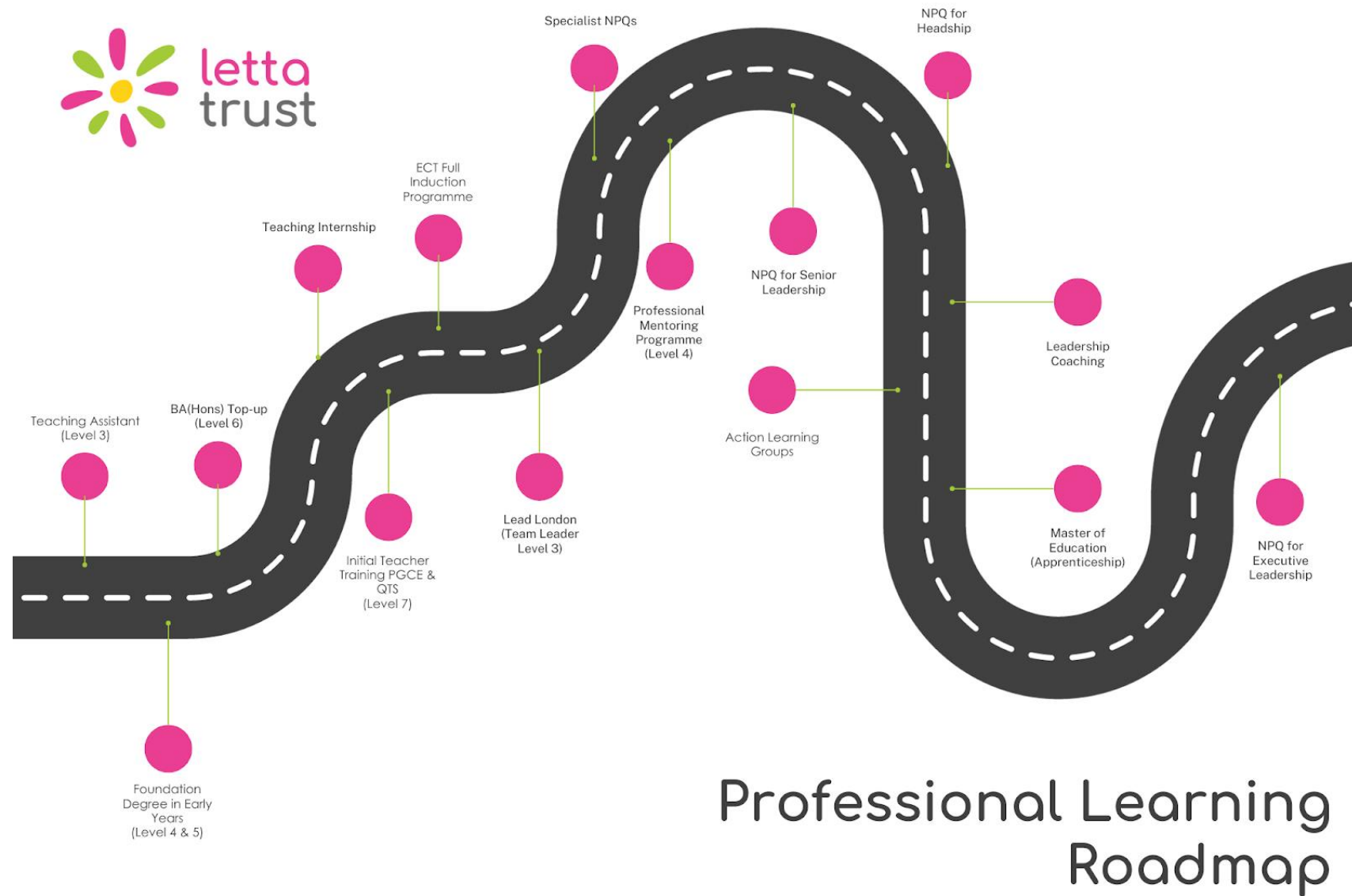
5.4 Code of conduct

LETTA's learner Code of Conduct Policy makes explicit the professional expectations of learners. It is underpinned by the Principles of Public Life (Nolan, 1995). It provides clarity from the moment a learner commences training with LETTA and can be used to support learners to reflect on their professional behaviours throughout the qualification.

6. Career development

LETTA aims to support the career development of our learners whatever they choose to pursue. LETTA also provides a number of opportunities for further training and career development by providing access to a career roadmap. This roadmap provides a selection of options from within the education sector that will support learners when considering their next steps. The opportunities outlined on the roadmap are either internally taught or internally validated, to ensure that the quality of these options reflects our high standards. A top-level overview of the careers map can be found on the next page (section 6.1).

6.1 Career Roadmap



7. Personal and professional attributes

Alongside the support provided to learners to help them consider the future careers opportunities available to them, LETTA aims to provide learners with opportunities for the development of personal and professional attributes.

The Future of Jobs report (World Economic Forum, 2023) states that analytical thinking and creative thinking are the most important skills for modern workers today, and leadership, curiosity and lifelong learning are among the skills expected to see growing demand in the future. Our programme curricula embeds opportunities for learners to practice and hone these skills, and progress review meetings and professional learning discussions provide an opportunity to set actionable targets for skill development.

LETTA's high standards of professional behaviour are outlined in the Code of Conduct and reinforced throughout other key policies: Support for Impact, EDI, Attendance and Engagement. Our expectations for professionalism are reinforced during taught sessions, and feature as a key discussion point in progress review meetings and professional learning discussions. We maintain these high standards because they prepare our learners for life beyond study. Where learners fall short of expected professional behaviours, they are supported in addressing these through a co-ordinated approach (refer to our Support for Impact policy) which includes developing an understanding of how to stay mentally healthy. All learners have access to the Employee Assistance Programme and can use this service if they have any concerns about their mental wellbeing.

8. Employer engagement

Employers play an essential role in the development of personal and professional attributes, and careers information, advice and guidance. Employers are engaged regularly, thorough tripartite progress review meetings, tutor visits and training. More formally, employers are represented by a group of 12 strategic partner Headteachers who form our steering board. This group supports LETTA to shape and develop our offer.

Reflecting the high standard of professionalism and personal commitment shown by our learners, very often employers offer permanent employment to LETTA learners after their qualification has ended.

9. Next steps

The Careers and Personal Development Strategy will be developed further as part of our updated School Improvement Strategy for 2024-2027.