

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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Policy Available for Staff at:	Staff T drive
Policy Available for Parents at:	Website
Headteacher:	Ms M Roberts

Careers Education, Information, Advice and Guidance at St Joseph's College

1. Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned, progressive programme of activities supports them in choosing pathways that suit their interests and abilities, enabling them to make well informed and aspirational choices about their future.

2. Intention

To establish a comprehensive careers programme that puts the individual needs of each student at the forefront of its provision, ensuring that all pupils leave St. Joseph's College with the knowledge, skills and confidence to succeed in the world of work and prepared for the next stage in their education, employment, self-employment or training.

3. Statutory requirements and expectations

St Joseph's College follows the guidance as set out by the Careers Guidance and Inspiration in Schools in England (revised Dec 2017), the National Curriculum programmes of study for PSHE and QCA guidance for work related learning at KS4.

Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in school years 9 to 11. From September 2013 this is extended to years 8-13 and revised statutory guidance has been published to reflect this change. The school uses the GATSBY Benchmarks as the framework for careers education.

Gatsby Benchmark		Definition
1	A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.
2	Learning From Career and Labour Market Information	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.
3	Addressing The Needs Of Each Pupil	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's 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 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 experience 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 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 (a member of school 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 pupils but should be timed to meet their individual needs.

The underlying aims of the programme are to meet the Gatsby Benchmarks:

- To support the national framework for implementing a 11-19 entitlement to Information, Advice and Guidance in England and to meet the Gatsby Benchmarks
- To provide pupils with a comprehensive and personalised programme which offers opportunities for personal development and progression
- To provide impartial advice and guidance
- To challenge stereotypes and to consider individual rights and responsibilities
- To provide current information on the labour market, on access to work, training and further and higher education
- To inform pupils of the range of qualifications available and advise on the best suited package for them
- To use agencies and other service providers to provide information and support especially to those with specific needs
- To provide access to work based learning
- To arrange suitable and meaningful encounters with employers and other Agencies

5. Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education, which supports and fulfils the career related learning outcomes for each year group.

By the end of the academic year:

- Students in year 7 will be able to describe themselves, their strengths and preferences. They will start to gain an understanding of the many different careers available, and recognise the skills and qualities they use in and out of school that make someone employable.
- Students in year 8 will learn more about labour market information (LMI) and how it impacts their future career path. They will also widen their knowledge of existing careers, as well as begin to understand the importance of enterprise and teamwork skills in employability.
- Students in year 9 will gain a deeper insight into different workplaces and industries on Industry Day, explore the different routes for post-16 options, and continue developing employability and enterprise skills.
- Students in year 10 will go more in depth with understanding apprenticeships, experience being in workplaces which meet their own career aspirations, and will be able to fully demonstrate their enterprise and teamwork skills through Enterprise Week.
- Students in year 11 will have delved deeper into elements of employability, such as CV writing and interview skills, decided on their post-16 destination, and experience encounters with HE/FE representatives to discover more about post-18 options. They will also have had at least one interview with the independent careers advisor for support with their future plans.

- Students in years 12 and 13 will continue learning more about post-18 options, including higher level apprenticeships and degree level apprenticeships as well. They will also be fully supported with their UCAS applications, and will have another 1-2-1 interview with the careers advisor to help them make a well researched decision on their post-18 destination upon leaving school.

6. Implementation

C Appleyard is the member of SLT with overall responsibility for Careers Education at St. Joseph's College. C Appleyard (Careers Leader) has responsibility for the strategic development of Careers provision at St Joseph's College and works closely with the Careers co-ordinator (M West) and the lead for Personal Development (S Cumbo).

The Careers co-ordinator is responsible for the day-to-day management of the careers provision. They oversee the curriculum, and organise arrangements for all internal and external events. They are the first point of contact within school for matters concerning careers education. M West works closely with the Careers Advisor (C Pawliszyn) who provides independent, informative, and impartial advice and guidance to students in key stages 4 and 5. The Careers Advisor is available for student referral from both parents, teachers and HOYs.

The lead for Personal Development implements aspects of the careers programme within PSHE lessons. Living in the Wider World is one of three themes of the PSHE curriculum and encompasses the knowledge, skills and attributes needed to be prepared for life and work in a modern society. Careers Education themes covered in PSHE lessons include:

Year 7

- **Developing skills and aspirations** -Careers, teamwork and enterprise skills, and raising aspirations
- **Financial decision making** -saving, borrowing, budgeting and making financial choices

Year 8

- **Community and careers** -Equality of opportunity in careers and life choices, and different types and patterns of work
- **Digital literacy** -Online safety, digital literacy, media reliability

Year 9

- **Setting goals** -Learning strengths, career options and goal setting as part of the GCSE options process
- **Employability skills** -Employability and online presence

Year 10

- **Work experience** -Preparation for and evaluation of work experience and readiness for work

Year 11

- **Next steps** -Application processes, and skills for further education, employment and career progression

Information, Advice and Guidance

All students have access to independent and impartial guidance from a Level 6 qualified Careers Advisor. Students also have access to information on the many pathways to their desired career, including HE, FE, Apprenticeships, and Internships, so that they are able to make a well-informed decision upon leaving the school.

7. Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. This will be achieved through the implementation of Gatsby Benchmark 4 (Linking Careers into the Curriculum) as well as the running of WOW (World of Work Week), to educate students on the range of careers that they can aspire to through studying their subject.

The development and training needs of staff are identified and met mainly as part of the partnership agreement with the Careers and Enterprise Company (CEC).

8. Stakeholders and Partners

Parents and Carers

We recognise the important role that parents have in their child's career development, and make all necessary arrangements to ensure that this is met, including:

- Having a careers stall at parents evening from year 9 and upwards.
- A parent user area on U-Explore Start website, where they can access up to date Labour Market Information (LMI).
- A St. Joseph's Careers Twitter page, where parents can view the career events that occur within school.
- Using the business expertise of parents by inviting them to contribute to Business Breakfasts. These events have a career focus, for example, STEAM careers. The format of the events is a short presentation by the parent, followed by Q&A session.

Careers Support Agencies

St. Joseph's College has an annual agreement with the Careers and Enterprise Company (CEC), which provides the school with an Enterprise Advisor to support the school in carrying out its careers provision.

As an independent careers guidance service, the CEC holds the Matrix standard, and is recognised by the Quality in Careers Standard for its level of excellence.

Employers, community partners and learning providers

St. Joseph's is committed to working collaboratively with local employers, HE institutions, apprenticeship providers and other learning providers to create a curriculum that focuses on career pathways at multiple levels to support the needs of all pupils. Using these networks, we aim to support students on their employability journey and the school's expectations around respect for equality, diversity and inclusion and access to decent work. Collaborative networks include: NSCG, Keele University and Higher Horizons+

9. Monitoring and Development

This policy will be reviewed annually. A framework for monitoring Careers education is in place through a Development Plan which is monitored by all Careers staff (CA,SC,MW) and the link governor, Steve Flather.

10. Annexes

This policy should be read in conjunction with the following documents and links:

- Gatsby Benchmarks Development Plans
- Recent Compass+ evaluations
- St Joseph's College Career events calendar