



ST JOSEPH'S COLLEGE
CAREERS EDUCATION,
INFORMATION, ADVICE AND GUIDANCE POLICY

This policy links with:

- Provider Access Legislation Policy
- Safeguarding: Child Protection Policy

Date of Latest Review	September 2025
Next Review Date	September 2026
Policy available for Staff	School website / Teams
Policy available for Parents	School website
Careers Leader	Mrs S Gilding
Personal Development Lead	Mrs S Cumbo
Careers Link Governor	Ms G Kay
Headteacher	Mrs C Slattery

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

1. Aims

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.

Our provision is framed in line with the updated Gatsby benchmarks (see table below) and aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world including current labour market information
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them through organising specific curriculum content and suitable and meaningful encounters
- Help pupils 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 pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity, challenging stereotypes as appropriate
- Provide impartial and informed careers guidance for our students
- Ensure that students, parents and carers, teachers and employers can access information about our careers programme

2. Statutory Requirements and Expectations

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- › [The Education Act 1997](#)
- › [The Education and Skills Act 2008](#)
- › [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation' as detailed in our Provider Access Legislation policy, which you can find on the school website ([Policies – St Joseph's College](#))).

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997.

We also act in line with our 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. This policy should be read in conjunction with our Provider Access Policy, which sets out how our school meets this duty.

Gatsby Benchmark		Summary
1	A STABLE CAREERS PROGRAMME	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
3	ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
4	LINKING CURRICULUM LEARNING TO CAREERS	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.
6	EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces 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, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace
8	PERSONAL GUIDANCE	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

4. 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. In Y7 through to Y11, careers education is embedded as part of the PSHE curriculum (see below)

Careers Ambassadors across all departments have a focus on raising awareness of careers linked to their subject area and as such, all subjects link curriculum learning with careers.

Every student will receive at least one personal guidance meeting with a careers adviser by age 16 and every sixth form student will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Alongside year group specific activities, all year groups are invited to attend Business Breakfasts which are held fortnightly and provide an opportunity to learn about a broad range of career sectors.

As a summary overview, by the end of each 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. All students will prepare for and engage in a mock job interview, receiving feedback to support their personal development and oracy.
- **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. The programme also includes a visit to a HE institution.
- **Year 9** will gain a deeper insight into different workplaces and industries on Industry Day, gain further knowledge about GCSE options, explore the different routes for post-16 options, and continue developing employability and enterprise skills. We are working towards embedding five days of work experience activities for all students by the end of KS3.
- **Year 10** will go more in depth with understanding apprenticeships, experience being in workplaces including through the dedicated work experience week, and take part in the 'Best Next Steps' KS4 Careers fair to discover more information about the range of options available to them including Apprenticeships, Technical training, T levels and A levels.
- **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. Alongside a further opportunity to attend the 'Best Next Steps' KS4 Careers fair, they will also have had at least one interview with the independent careers advisor for support with their future plans.
- **Years 12 and 13** will continue learning more about post-18 options, including but not limited to higher level apprenticeships and degree level apprenticeships. Towards the end of year 12, there is a dedicated work experience week alongside the 'Best Next Steps' KS5 Careers fair and a week focused on identifying and preparing for their next steps beyond Sixth Form. Students are also fully supported with their UCAS applications where relevant, and will have another interview with the independent careers advisor to help them make a well researched decision on their post-18 destinations upon leaving school.

To support the programme, the following themes are addressed in PSHE lessons:

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

5. Implementation

SLT Strategic Careers Lead (S Gilding)

- Has overall responsibility for Careers Education at St. Joseph's College and as such, has responsibility for the strategic development of the provision.
- Works closely with the Personal Development Lead and the Career Co-ordinator.

Personal Development Lead (S Cumbo)

- Oversees the planning and delivery of all aspects of the Careers Programme including key events such as the Business Breakfasts initiatives and year group events such as the Year 9 Industry Day and the KS4 'Best Next Steps' Careers fair, working closely with the Careers Co-ordinator.
- 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 are detailed below.
- Acts as one of the first points of contact within school for matters concerning Careers Education.

Careers Co-ordinator (R Thomas)

- Supports the day-to-day management and logistics of the Careers provision. This includes:
 - supporting with the logistical arrangements for all internal and external events,
 - liaison with Careers Ambassadors in each department,
 - management of the Careers resources within the library,
 - coordination of the termly Careers newsletter
- Works closely with the Careers Advisor (C Shaw) to schedule the independent careers appointments.
- Liaises on a regular basis with all Heads of Year to ensure that students have the opportunity for independent careers advice at point of need.
- Acts as one of the first points of contact within school for matters concerning Careers Education.

Careers Advisor (C Shaw)

- Provides independent, informative, and impartial advice and guidance to students.
- Records encounters and action points on the online Careers tool (Unifrog).

Information, Advice and Guidance

- As noted above, all students have access to independent and impartial guidance from a Level 7 qualified Careers Advisor.
- Students also have access to information on the many pathways to their desired career, including HE, FE, Apprenticeships, T levels and Internships, so that they are able to make a well-informed decision upon leaving the school.

6. Staff Development

- All staff are expected to contribute to the career learning and development of students. This is achieved through the implementation of Gatsby Benchmark 4 (Linking Careers into the Curriculum) with careers information including LMI embedded into lessons in every department and links with careers encouraged in department events and trips.
- The development and training needs of staff are identified through discussions, and staff surveys working alongside the Careers and Enterprise Company (CEC). Training needs are met mainly as part of the partnership agreement with the CEC.
- Both the Careers Lead and Personal Development Lead have completed their Level 6 Careers Leader qualification.

7. Stakeholders and Partners

Parents / Carers

We recognise the important role that parents and carers 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 CareerPilot, where they can access up to date Labour Market Information (LMI).
- Providing specific information and relevant links on the school's website.
- Providing Parental Access to the Unifrog web-based platform enabling students to find the best next step for them.
- Sending out communications to parents including notifications of careers appointments for their child, letters and a termly newsletter.
- Using the business expertise of parents / carers 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, followed by Q&A session.

Careers Support Agencies

- St. Joseph's College works closely with the Careers and Enterprise Company (CEC), which provides the school with a Careers Consultant to support the school in carrying out its careers provision.

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 but are not limited to:

- Careers & Enterprise Company
- Keele University
- NHS
- NSCG Newcastle and Stafford College Group
- RAF/Armed Forces/Navy
- Reaseheath College
- Staffordshire University
- Stoke-on-Trent Sixth Form College
- Stoke-on-Trent College

8. Monitoring and Development

- This policy will be reviewed annually.
- A three-year strategic careers plan is in place to support development of the careers offering.
- All careers interactions are followed up with a survey to both the participants and providers with the feedback used to determine required changes to the plan.
- This approach is monitored by all Careers staff (SG, SC and RT) and the link governor.

9. Annexes

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

- Strategic Careers Plan
- Recent Compass+ evaluations
- St Joseph's College Careers Programme