

# **Holy Family Catholic High School & 6<sup>th</sup> Form Centre**



**Careers Education, Information,  
Advice & Guidance (CEIAG)**

**2023/2024**

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school which derives from the injunction of Jesus to love our neighbours as ourselves. All pupils, teaching and non-teaching staff have a part to play in living and working according to the values of Christ.



## Holy Family Catholic High School & Sixth Form Centre



# Mission Statement

Inspired by the spirit of God:

**H**oly Family aspires to be a caring Catholic community,

**F**ollowing the example of Jesus,

**C**elebrating our talents and achievements,

**H**aving the ambition to be the best we can be,

**S**upporting each other in a secure and safe environment.

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## HFCHS Careers Education, Information, Advice & Guidance (CEIAG)

### CEIAG Statement

#### Vision

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Our CEIAG programme will allow students to look beyond the horizon, to recognise opportunities, realise their aspirations and enter the world of work, education and training with confidence.

#### Outcomes focused, Child centred.

#### Purpose

Careers Education helps young people to develop the skills, confidence and knowledge that they need to make well informed, considered choices and plans that enable them to progress into further learning and work.

A planned programme of careers and inspiration activities is a vital component in preparing young people for the world beyond Holy Family. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers. High quality information, advice and guidance empowers our students to make the best of their individual talents and achieve their ambitions by choosing the pathway that is right for them. We want every student to be the 'best that they can be.'

At Holy Family, we are committed to providing our students with a planned programme of careers education for all in years 7-13 that includes information, advice and guidance that is impartial and confidential (within legal confines) and prepares students for the challenges of adult and working life.

Careers Education forms an integral part of the curriculum at Holy Family.

#### Aims

Holy Family has a statutory requirement when delivering careers education, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of all students. This policy sets out the nature and aims of careers education at Holy Family.

The aims of outstanding, impartial careers education as identified by the Gatsby Benchmark process may be summarised as follows:

- provide high quality independent and impartial careers advice to all students which raises aspirations and motivates them to consider a broad range of careers to fulfil their potential. By the age of 16 all students will have received at least one independent guidance interview.

- empower young people to plan and manage their own futures
- give careers and labour market information and advice that is up to date
- respond to the needs of each learner, supporting inclusion, challenging stereotyping and promoting equality of opportunity
- provide opportunities to work in partnership with employers to inspire students through real-life contact with the world of work. All students will participate in at least one meaningful employer encounter each year and have at least one experience of a workplace by the age of 16.
- provide opportunities to access a range of further and higher education institutions, training providers and others to ensure students are informed of all available pathways including technical education qualifications and apprenticeships
- develop enterprise and employability skills including skills for self-employment ● support students at key transition points

## Core Careers Offer

All students at Holy Family are entitled to receive a programme of careers education, work-related learning, information, advice and guidance (CEIAG and WRL). This will be delivered at appropriate times to support decision making.

Our core careers offer for all students includes:

- Access to independent careers guidance by a qualified professional – at least one interview by the age of 16 and a further one by the age of 18.
- Advice and support tailored to the needs of each student
- Activities which seek to challenge stereotypical thinking and raise aspirations
- Subject activities linked to careers
- Employer encounters – at least one each year including STEM employers
- Experience of the workplace – at least one experience by the age of 16
- Opportunities to speak with/visit a range of further education, higher education and training providers
- Access to careers information via careers advisers, careers newsletters and personal development programme.
- Promotion of local labour market information
- Parental support and guidance

## Intended Outcomes

Holy Family is committed to raising aspirations and maximising the benefits for every student in the development of a whole school approach to CEIAG by providing a planned programme of activities both in and outside of the curriculum. Holy Family is committed to providing:

- A comprehensive Careers Education programme with clear learning outcomes
- Access to independent and impartial guidance for all students
- A whole academy approach to CEIAG provision
- A partnership approach to CEIAG provision
- Assistance for all students to make a successful transition into further/higher education, employment, or training
- A high quality CEIAG programme validated by the Inspiring IAG Careers Quality in Careers Standard

## Strategic Objectives

### **Strategic Objective 1:**

To broaden the aspirations of all students regardless of need or ability.

### **Strategic Objective 2:**

To increase the amount and variety of opportunities for students to have meaningful experiences of post-school Further Education, Higher Education, training and employment providers.

### **Strategic Objective 3:**

To provide opportunities for all students to see the relationship between what they learn within the formal curriculum and wider world of work - Linking the curriculum learning to careers.

### **Strategic Objective 4:**

To actively encourage stakeholder engagement in an appropriate and effective careers programme.

### **Strategic Objective 5**

To work with the Careers Enterprise Company to identify staff and pupil development opportunities and to monitor the CEIAG programme, including working with the school's assigned enterprise adviser.

### **Strategic Objective 5**

To work with Career North, an independent careers guidance services to meet the standards set by the Quality in Careers Standard



## Gatsby Career Benchmarks

We fully endorse the DFE's 'Careers strategy: making the most of everyone's skills and talents' (December 2017) and the 8 Gatsby benchmarks:

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 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 student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 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 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.

## Delivery and content

### Place within the Curriculum

Careers provision at Holy Family takes a whole school approach with careers being embedded within the curriculum as there is clear value in linking subject learning to careers. This makes subjects relatable and relevant to everyday and working life.

There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 13 within our Personal Development Programme, which enables young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills

## Provision of external and independent careers guidance

A team of independent qualified Careers Advisors from Career North attend the school at least once a week to provide individual advice and guidance to students. All careers advice and guidance given is student centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice.

Students are also encouraged to access independent resources such as Unifrog, LCR BeMore and the National Careers website.

## Other formal and informal partnerships

Holy Family also has formal and informal partnerships arrangements with post-16 providers, colleges, employers, higher education and training providers.

At points across the academic year, a variety of employers and external providers are invited into the academy to talk about different careers. Please see our Provider Access Policy for further details.

## Resources

During arranged events including 'Parents' Evenings' and 'Open Evenings', careers information and advice is made available to students, parents and carers. Parents can book appointments with Career North on Parents' Evenings. Students can also access support and resources at the Careers Office.

The Careers Office is stocked with key publications and prospectuses suitable for a range of ages and abilities, with advice on hand from attending staff. Materials are audited annually to ensure information is up-to-date and accurate and relevant to meet students' requirements.

## Budget

Funding is allocated to a careers annual budget; maximum use will be made of quality assured resources that have zero cost and currency/longevity of careers materials is taken into consideration when purchasing materials.

## Partnerships

The policy recognises the range of partners that support the CEIAG offer within our school. These include:

- Formal arrangements with our external provider of careers guidance and others
- Liaison with post 16 providers and higher education institutions
- Employers
- Training providers
- Enterprise advisor
- Parents and carers



- Others specific to our academy

## Management of CEIAG Provision

The CEIAG Programme is planned and implemented by the Deputy Headteacher, Karen Parker and the Career Lead, Claire Hall. It involves working closely with the staff, students, parents and the wider community. This area is supported by a link governor and a Careers and Enterprise Company Enterprise Advisor.

## Staffing

All staff contribute to CEIAG through their roles as Form Tutors, Subject Teachers, Curriculum Leaders, and Pastoral Staff. Staff training is provided on a regular basis and updates are given in briefing or Professional Development sessions. There is a dedicated area on the shared network (W Drive) for staff to find resources.

## Monitoring, Review and Evaluation

Self-evaluation of careers provision is produced annually. Compass Plus evaluation is completed termly and independently checked by the Careers and Enterprise Company.

This includes:

- Monitoring and evaluation of destination data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment.
- Evaluating the school's CEIAG provision against the Gatsby Benchmarks
- Annual review with SLT
- Observation of CEIAG activities in Personal Development Sessions
- Student evaluation via student surveys, questionnaires and focus groups
- Staff evaluation and feedback
- The views of parents are sought via school surveys/questionnaires
- The view of Higher Education providers and employers is sought through informal discussion and evaluation
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans

The review and evaluation for Careers Education informs the planning and implementation of the programme, ensuring that what we deliver is best tailored to the needs of all students.

## Provision of external and Independent careers guidance

### Student Entitlement Statement

Teachers and qualified career professionals will support students' career development in a number of ways including:

- Access to broad and balanced curriculum provision
- Have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14)
- At least one experience of a workplace, additional to any part time jobs they may have (by the age of 16)
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through Guided Pathway events, career fayres, assemblies and group discussions and taster events
- Understand how to make applications for the full range of academic and technical courses available. At points across the school year, a variety of employers and external providers are invited into our academy to talk about different careers (Please see our Provider Access Policy)
- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, workshops, career fayres, enrichment activities and on results days
- Careers information and I.T based careers programmes
- Information and updates on notice boards, plasma screens and the academy website
- Identifying the needs of all students to target students who require early or additional support in their transition

### Parent/Carer entitlement

Parents can access careers support for their child in a variety of ways including:

- individual meetings drop-in sessions, parent evenings and on results days
- Careers information and computer-based careers programmes
- Careers fairs
- Information and updates on the website, fortnightly newsletter and Twitter

### Equality and Diversity

The careers education and guidance delivery satisfy the requirements of the school's Equal Opportunities Policy. All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

## Leadership and Management

Position	Name	email
Deputy Headteacher	Karen Parker	k.parker@holyfamilyhighschool.co.uk
Careers Leader	Claire Powell	c.powell@holyfamilyhighschool.co.uk
Inclusion Manager and Employer and Outside Agency Link	Jan McKean	jan@holyfamilyhighschool.co.uk
Vice Chair of Governing Body and Careers Link Governor	Margaret Evans	c/o s.harris@holyfamilyhighschool.co.uk
Career North	Jayne North Fabrina Lasbourg Megan Ferris	careers@holyfamilyhighschool.co.uk

The Careers Leader has responsibility for the effective delivery of the careers programme. The Careers Leader ensures that:

- The school has a careers programme that meets the expectations of the Gatsby Benchmarks
- Quality assurance mechanisms are in place to ensure provision aligns with best practice, keeping good records, seeking feedback, evaluating impact and seeking external review of provision
- The school has published on its website details of its careers programme and arrangements for providers of technical education or apprenticeships to talk to students
- The destinations of young people from the school are tracked and that this information is used to improve the effectiveness of the careers programme

## Provision of External and Independent Careers Guidance

Organisation	Names	Title
Career North	Jayne North Megan Ferris Fabrina Lasbourg	Careers Advisors
	Holly Jones	6 <sup>th</sup> form Careers Advisors

## Other formal and informal partnerships

Organisation	Name	Title
Amazing Apprenticeships		
ASK Apprenticeships		
Armed Forces	Cpl Ashley Bayliss	Outreach team
Bangor University		Recruitment team
Cabinet Office	Helen Charlesworth	Careers engagement team
Careers and Enterprise Company	Jo Huddart	Careers and Enterprise Advisor

Career Development Institute		
Career North	Jayne North	Director
EDF Energy	Louise Coser	Visitor centre co-ordinator
Education Development Trust	Lynne Cope	Relationships manager - inspiring careers team
Edgehill University College	Penny Dunne	Recruitment team
Leeds University	Sarah Hill	Recruitment team
Liverpool John Moores University	Sharon Roden	Recruitment Team
National Citizenship Service	Gemma Davison	NCS coordinator
NHS Recruitment	Paul Castling-Roddy	Careers guide in finance, procedure and informatics
Northumbria University	Rebecca Heaton	Recruitment team
Northern School of Art	Liam Bradley	Student recruitment
RAF		Outreach team
Royal Navy		Outreach team
Speakers for Schools	Jen Kitching	Head of North East region
Sutton Trust Programme		
Talent Foundry	Robyn Cummings	School engagement officer
Talking Futures	Jon Batterham	Chrysalis research
Tomorrows Engineers	Joanne Long	Schools team
Training Plus Merseyside	Tracy Galvin	Recruitment team
University of Cambridge		Outreach and recruitment team
University of Edinburgh	Catriona Henderson	Outreach and recruitment team
University of Durham	Ross Guy	Outreach and recruitment team
University of Oxford	Richard Petty Charlotte Sansome	Outreach and recruitment team University catalyst programme
University of Teesside	Emily Higgins	Future me team
University of West Scotland	Adam Stockley	Student Recruitment coordinator
University of York		Next step York - recruitment team
UCAS Gold		
Weightman's Solicitors	Denise Wright	
York St. John University	Charlie Taylor	Recruitment team

## Provider Access Policy Introduction

Holy Family is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Holy Family is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Holy Family endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

## Student entitlement

Holy Family fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies, careers fairs, trips, workshops and careers breakfasts.

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses. For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the ‘first key phase’ (year 8 to 9) and two encounters for pupils during the ‘second key phase’ (year 10 to 11). For pupils in the ‘third key phase’ (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

A number of events, integrated into the school’s careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Year Group	Autumn Term	Spring Term	Summer Term
7	Introduction to careers assembly. Parents’ Evening	Personal Development sessions focused on careers and enterprise. Careers Fair	Careers Breakfasts
8	Personal Development sessions focused on careers and enterprise.	Careers Fair	Parents’ Evening Careers Breakfasts

9	Step up to HE sessions.	Options Evening Careers Fair	Personal Development sessions focused on careers and enterprise. Parents' evening Careers Breakfasts
10	Step up to HE sessions.	Skills workshops Careers Fair	Personal Development sessions focused on careers and enterprise. Trip to FE provider Parents' Evening Work experience. Careers Breakfasts
11	Step up to HE sessions.	Parents' Evening. Apprenticeship and T Levels workshops. September guarantees. Skills workshops. Liverpool FE and HE fair. Careers Fair	Personal Development sessions focused on careers and enterprise. Post-16 options confirmed. Careers Breakfasts
12		Parents' Evening Careers Fair	Trip to HE providers. Work experience Careers Breakfasts
13	UCAS form completion	Parents' Evening Careers Fair	Careers Breakfasts

## Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office. The Careers Office is available to all students before and after school and at lunch and break times on days where Career North are in school.

## Internal Stakeholder Role and Responsibilities

Careers and employability at Holy Family is a collective responsibility. Students, staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community have a collective responsibility to promote effective careers and work-related education.

Job Title:	Responsibilities:
<b>Enterprise Adviser</b>	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
<b>Careers Lead</b>	Responsible for co-ordinating delivery of the careers programme. Responsible for monitoring the delivery of our careers programme. Responsible for planning and setting the strategic direction of careers provision

<b>Enterprise Coordinator</b>	Responsible for sharing local and national developments in careers provision and careers strategy.
<b>Careers Adviser</b>	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
<b>Deputy Headteacher/Headteacher</b>	Responsible for strategic support and challenge of career leader decisions. Responsible for directing to/supporting in funding/grant applications. Responsible for line management of Careers Leader in regard to community engagement role.

<b>Curriculum Leaders</b>	Responsible for oversight of Staff Advocate role.
<b>Subject Advocate</b>	Responsible for career displays within subject areas, promotion of START Profile within subject areas, advocate for curriculum related volunteers to be involved in classroom activities and advocate for schemes of work to be modified to include career-related activities.
<b>Tutors</b>	Responsible for the delivery of the CEIAG Personal Development programme.

<b>Learning Managers</b>	Responsible for the oversight of the delivery of the careers pastoral programme, Skills Builder resources and delivery of START Profile pastoral programme. Responsible for student selection for bespoke careers programmes and enrichment activities.
<b>Students</b>	Responsible for engaging with and participating in the careers programme.
<b>Parents/carers</b>	Responsible for engaging with and participating in the careers programme where appropriate. Responsible for actively encouraging their children to engage with and participate in the careers programme.
<b>SEND Staff</b>	Responsible for liaising with Careers Leader to ensure students with special education needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance. Responsible for liaising with Careers Leader to ensure students with English as an Additional Language (EAL) needs are able to access the careers programme and all careers and employability information, advice and guidance.



## Monitoring and Evaluation Plan

Most of the activities implemented within the school are delivered through the Personal development programme, extended registration, and events / activities designed in collaboration with external agencies, organisations and employers. With such a structured programme, monitoring and evaluation as a process becomes straightforward and our focus is therefore on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities. Following this simple plan means that the needs of all learners can be considered and provided for when new opportunities arise, and external agencies offer their support, time and expertise.

To evaluate our careers programme we need to set out what we want our end results to be, what we want our students to achieve by the end of their full-time education. The aims of our programme are simple:

- 1) For our students to know what opportunities are available in the local area
- 2) For our students to aim for the highest level in all employment, apprenticeships and higher education
- 3) For students to know the different career pathways / routes they could follow
- 4) For our students to know what they need to do to follow their chosen career route

## Monitoring Strategy

To monitor whether the students have been able to access up-to-date, relevant CEIAG material we intend to continue using the pastoral system (Heads of Year, form tutors). Learning walks and student voice are the main routes by which monitoring this aspect of the programme will be carried out. This allows us to help students track their thoughts, participation and planning about their future.

Monitoring of external agencies and their role in providing effective CEIAG is carried out by the Careers Leader, who can discuss with the Career North Advisor the career action plans produced for individual students and the processes that are on our regular programme on a daily / weekly basis. Copies of these action plans are provided for students and parents / carers, so they can build on them in the future. They are also logged as interactions on Unifrog and Compass Plus

As a team we select the external agencies and organisations we feel fit with our aims most appropriately. Activities from these providers are encouraged and our external provider agreement is published on our website. To monitor the content of this provision and to ensure we meet our safeguarding responsibilities discussions between all parties involved take place prior to any booking regardless of cost or staffing. As a staff we operate in collaboration with each other to monitor all agencies whilst they are ongoing; external agency staff are accompanied by school staff and this allows us to effectively monitor the quality of provision and delivery.

## Monitoring programme

Activity to be monitored	Responsibility for monitoring	Timing	Implementation
CEIAG as part of the Personal development programme	Claire Powell as Careers Lead  Cathy Murphy as SLT in charge of Personal Development  Deb Coyne and Preeya Jankee as PD coordinators	In line with Personal Development Programme	Learning walks  Student voice  Student and staff questionnaire
Provision of careers activities within the school day (external agencies)	Claire Powell as Careers Lead  Gill Beddow or Louise Critchley as part of Sixth Form team  Heads of Year  Subject teams	Ongoing throughout the time the agency is involved in careers activity provision	Staff presence with student groups  SLT monitoring walks
Participation in careers related activities external to the school	Claire Hall as Careers Lead  Gill Beddow or Louise Critchley as part of Sixth Form team  Heads of Year  Subject teachers	Ongoing throughout the event	Staff presence with student groups  Student voice questionnaires

## Evaluation Strategy

The most important and valuable approach to evaluation is listening to the views of participants in activities organised both internally and externally to the school. As a school, staff invest a great deal of time planning, resourcing and delivering activities to allow students the opportunity to learn from visitors and their planned experiences, and therefore finding out their views on both the quality of content and the organisation of the activity is essential in future planning and moving forward and ensuring the quality of careers provision across the school. We use a variety of methods including online forms and paper-based feedback questionnaires. Questions include those about the careers content and quality of CEIAG and the suitability and accessibility of the activities for all.

The evaluations we provide for our students are designed to be as simple as possible to complete, using multiple choice responses where possible to reduce the time taken to complete them. Where an open-

ended question is provided, students are required to be honest about their experience and clear about how they think the activity could be improved and whether they would recommend the activity for a future year group or specific student cohort. Asking students to explain their views is essential, particularly because students of different ages have specific needs related to careers and ways of expressing their views that we need to respond to ensure high-quality CEIAG – employer and further/higher education engagement and experiences of the world of work.

Most of the organisations we work with provide their own evaluation process whether online or in paper format and we receive feedback from them as appropriate as part of their own monitoring and evaluation processes. This evaluation informs our own plans and decisions regarding future participation.

## Evaluation Programme

Activity to be evaluated		Timing	Implementation
Careers education as part of the PD curriculum	Claire Powell as Careers Lead  Cathy Murphy as SLT in charge of Personal Development  Deb Coyne and Preeya Jankee as PD coordinators	At the end of the focus term	Staff and student voice / questionnaires
Provision of careers activities within the school day (external agencies)	Claire Hall as Careers Lead  Gill Beddow or Louise Critchley as part of Sixth Form team  Heads of Year	After the activity (within two weeks) – data collated into summary report	Student participation and evaluation of the event  Evaluation form
Participation in careers related activities external to the school	Claire Hall as Careers Lead  Gill Beddow or Louise Critchley as part of Sixth Form team  Heads of Year	After the activity (within two weeks) – data collated into summary report	Student and staff evaluation  Online evaluations – provided by external agency  Data collated into summary report for future planning.

Once evaluations have been completed, responses are analysed, and the results written into a report format and shared with the SLT link. These headline statements from the reports may then be shared with parents and carers via the school social media channels, newsletter and website. This encourages all stakeholders to contribute their ideas and suggestions for future activities and planning. It also

provides the opportunity for all to comment on any aspects of an activity that did not meet our expectations nor meet the needs of the students involved.

Maintaining a cycle of planning, activity, monitoring and evaluation throughout the year is an essential part of the quality of careers provision. Embedding the activities and building on the partnerships already established is central to our programme and working with other interested parties will allow us to develop improved links and provide an enriched and enhanced CEIAG timetable to all students from Year 7 to 13.

## Current Position Statement

The school offers students a good range of academic and vocational qualifications and ensures students receive appropriate information, advice and guidance about opportunities once they leave school. There are increasing numbers of students applying to the school's own sixth form college, as well as to a range of other post-16 colleges and training providers across the area.

## Destination Data Trend Analysis

<b>% of HFCHS Year 11 leavers</b>					
<b>Destination</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Education</b>	94%	94.7%	92.8%	93.7%	TBC
<b>Apprenticeship</b>	3%	3.8%	2.4%	4.2%	TBC
<b>Training</b>	0%	0%	1.2%	0%	TBC
<b>Employment with Training</b>	0%	0%	0.6%	2.1%	TBC
<b>NEET</b>	0.8%	0.8%	2.4%	0%	TBC
<b>Not Known</b>	0%	0%	0%	0%	TBC

<b>% comparison with LA of Year 11 leavers</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>HFCHS</b>	97%	98.5%	97%	100%	TBC
<b>Sefton LA Average</b>	97.1%	97.1%	97.4%	97.6%	TBC

HFCHS Year 11 leavers 2022				
Destination	SEND ( students)	SEND %	Pupil Premium ( students)	Pupil Premium %
Education	9	90%	23	92%
Apprenticeship	1	10%	2	8%
Training				
Employment with Training				
NEET				
Not Known				
Moved out of area				
<b>TOTAL</b>	10		25	

## Gatsby Benchmarks

The school careers plan supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education’s Statutory Guidance (January 2018).

The CEIAG team review progress against the Gatsby Benchmarks on a termly basis. Below is the Gatsby Benchmark exercise undertaken in September 2022.

Gatsby Benchmark/Compass Assessment	Current Provision	Areas for Development
<p><b>1. A stable career programme</b></p> <p><b>Current evaluation - 100%</b> National Average – 43%</p>	<ul style="list-style-type: none"> <li>• Careers provision that is built into all aspects of school life, both within the curriculum and wider curriculum from KS3 right through to KS5</li> <li>• Newsletter, social media and website used to share information</li> </ul>	<ul style="list-style-type: none"> <li>• continue the systematic monitoring</li> </ul>

<p><b>2. Learning from careers and labour market information</b></p> <p><b>Current evaluation – 100%</b> National Average – 66%</p>	<ul style="list-style-type: none"> <li>● Career of the fortnight linked to LMI</li> <li>● Curriculum links to local industry</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to build links with local companies</li> <li>● references to LMI</li> </ul>
<p><b>3. Addressing the needs of each pupil</b></p> <p><b>Current evaluation = 90%</b> National Average = 38%</p>	<ul style="list-style-type: none"> <li>● Tracker for Y11, Y12, Y13</li> <li>● NEETs planning from Y7 - Y11 - enhanced transition and support</li> <li>● Y9 PP/SEND/Vulnerable - 1-1 Independent Careers Meeting before pathways selection</li> <li>● Subject days tailored to those with a specific interest</li> </ul>	<p>Develop further connections with the LMI, colleges and support networks to maximise the support for those at risk of NEET</p>
<p><b>4. Linking curriculum learning to careers</b></p> <p><b>Current evaluation = 62%</b> National Average 60%</p>	<ul style="list-style-type: none"> <li>● Embedded within the Life curriculum</li> <li>● Staff to make links in subject areas where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● QA of how and where teaching staff are addressing links to CEIAG in subject areas</li> </ul>
<p><b>5. Encounters with employers and employees</b></p> <p><b>Current evaluation = 100%</b> National Average = 56%</p>	<ul style="list-style-type: none"> <li>● Employers invited into school as part of pop up events such as career breakfasts</li> <li>● Careers Fayre</li> <li>● Employers as CEIAG mentors</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance links with employers from a range of sectors</li> </ul>
<p><b>6. Experiences of workplaces</b></p> <p><b>Current evaluation = 62%</b> National Average – 36%</p>	<ul style="list-style-type: none"> <li>● All Sixth Form students participate in a work experience placement</li> </ul>	<ul style="list-style-type: none"> <li>● Examine ways of linking students with workplaces in Year 10</li> </ul>
<p><b>7. Encounters with Further &amp; Higher Education</b></p> <p><b>Current evaluation = 91%</b> National Average = 33%</p>	<ul style="list-style-type: none"> <li>● Pop up sessions whereby a range of FE/HE institutions are invited to attend.</li> <li>● FE Visits</li> <li>● HE Visits</li> <li>● Assemblies with local FE provisions</li> <li>● Assemblies to outline options after Y11.</li> </ul>	<ul style="list-style-type: none"> <li>● Nurture relationships with current links and continue to reach out to new institutions in order to build a network of support and guidance</li> </ul>

<p><b>8. Personal Guidance</b></p> <p><b>Current evaluation = 100%</b> National Average = 65%</p>	<ul style="list-style-type: none"> <li>● Every student in Y11, Y12, Y13 to receive at least one 1-1 session with independent careers advisor</li> <li>● Pop up events for all students with trained independent careers advisors.</li> <li>● Students at risk of NEET t receive enhanced support PP/SEND/Vulnerable from Year 7 – 10 to receive at least one appointment per year.</li> </ul>	<ul style="list-style-type: none"> <li>● Look at ways to follow up personal guidance</li> </ul>
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## External Stakeholder Engagement plan

Through increasing and improving external stakeholder relationships Dyke House Academy aims to the improve quality, range and number of interactions our students have with members of the business community.

Action	Status	Responsible	Deadline
Join the Enterprise Advisor Network and work with the Enterprise Coordinator to identify new business contacts.	Completed	Careers Lead	
Connect with Local Business Networks including the Chamber of Commerce, LEP, Association of Education Business Professionals, Association of Education and Learning Providers, Industry Networks, local forums.	In Progress	Careers Lead	July 2024
Run a business breakfast with local employers	Completed	Careers Lead	
Sign up to Inspiring the Futures, National Apprenticeship Service (ASK) and Founders for Schools	Completed	Careers Lead	
Make direct approaches to FE colleges and Universities to speak to Y7 and Y8 students	In Progress	Careers Lead	July 2024
Create an alumni database and system of consent for future contact and communications	In Progress	Careers Lead	July 2024
In collaboration with the Enterprise Advisor Coordinator and Enterprise Adviser, work with employers to establish a bank of virtual resources and videos	Completed	Careers Lead	

<b>Contact or Partner</b>	<b>Current State</b> <i>How have they contributed to the school? Engagement level?</i>	<b>Desired State</b>	<b>Needs and Interests</b> <i>Why do you need to increase or improve their support? What is the benefit to the business?</i>	<b>Next steps to develop relationship</b>	<b>Named contact Deadline</b>
Career North advisers	Workshops to support CV writing and apprenticeship applications. Programme to support potential NEETs develop employment skills.	To support an employer mentoring programme with SEND	Our need: To raise the aspirations and motivation of our SEND.  Their interest: Supports their targets of working with young people and reducing the number of SEND unemployed.	CEIAG Coordinator to meet with area contact to discuss implementation and dates.	Careers Lead
Enterprise Adviser and Enterprise Coordinator	Provided link to local employers through Chamber of Commerce	To provide students with access to employers in a wide variety of industries	Our need: To establish a bank of employers who are supportive of activity delivered in the academy, workplace visits and developing resources.  Their interest: Meets employer's social responsibility agenda and raises the profile of their industry and careers within it.	CEIAG Coordinator regular contact with Enterprise Adviser and Enterprise Coordinator	Careers Lead

## Careers Programme Overview

Career related activity	Year 7	Year 8	Year 9	Year 10	Year 11	Gatsby Benchmarks
Alumni/Student Ambassadors: Past students share their experiences of education and employment	✓	✓	✓	✓	✓	4, 5, 7
Apprenticeship support: Understanding how to apply, writing a CV, completing applications				✓	✓	8
Activities aimed at raising aspirations	✓	✓	✓	✓	✓	2, 3, 5, 7
Assemblies: Post 16 Providers, employers, inspirational speakers, alumni, LMI	✓	✓	✓	✓	✓	2, 4, 5, 7
Careers Fair - Internal: Held in school and attended by a range of education providers, universities, employers, ambassadors	✓	✓	✓	✓	✓	2, 3, 4, 5, 7
Careers Fairs/Events - External: Visiting local and regional careers fairs and events				✓	✓	2, 3, 4, 5, 7
Careers in the curriculum: Demonstrating career paths from school subjects	✓	✓	✓	✓	✓	2, 3, 4, 5, 7

Challenging Stereotypes: Activities aimed at students exploring	✓	✓	✓	✓	✓	3
non-traditional gender roles						
Employers: Careers panel, talks, workshops, drop ins	✓	✓	✓	✓	✓	2, 3, 4, 5, 6
Employers World of Work visits: Workplace visits				✓		2, 3, 5, 6
Enterprise Activities: Business games	✓	✓	✓			5
Further Education Advice: Drop in guidance	✓	✓	✓	✓	✓	3, 7
Further Education Tasters: Visits to providers to sample courses				✓	✓	3, 7
Higher Education Information: University, Higher/Degree Apprenticeships general information	✓	✓	✓	✓	✓	7
Higher Education Tasters: Visit to universities, campus tours, subject tasters			✓	✓	✓	7
Personal Development lessons: Exploring career pathways, options, LMI, developing employability skills	✓	✓	✓	✓	✓	2, 3, 4
Mock Interviews:				✓	✓	5

National Careers Week / National Apprenticeship Week: Week long promotion of career opportunities, pathways	✓	✓	✓	✓	✓	2, 4
National Citizenship Service: Summer activity programme						3, 7
One to one guidance interviews: Independent and impartial guidance – Youth Direction, with a qualified adviser	Upon request		Upon request	✓	✓	3, 8
Parents Events: Parents evenings, information events	✓	✓	✓	✓	✓	7, 8
Post 16 Pathways Sessions: Exploring the different routes available				✓	✓	7
ESH Mentoring: Business mentors deliver workshops in small groups						5, 6
Web based activities/careers websites:	✓	✓	✓	✓	✓	2, 3, 4

**Careers Programme – Y11**

<p><b>Year 11 Aims</b>                  Students will be able to make informed decisions about Post-16 Options.                  They will develop their decision-making skills and set targets to help them achieve their post-16 goals.                  They will understand the application processes for college, work and apprenticeships.</p>		<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Post 16 Options</li> <li>• Post 18 Options</li> <li>• Student Finance</li> <li>• Apprenticeships</li> <li>• Career Journey</li> </ul> <p>Targeted support for post 16 applications</p>	
Lesson Theme	Delivery/provision	Performance Indicator	Assessment/Evaluation
<ul style="list-style-type: none"> <li>• Using feedback constructively when planning for the future</li> <li>• Application processes, including writing CVs, personal statements and interview technique</li> <li>• Maximising employability, including managing online presence and taking opportunities to broaden experience</li> <li>• Rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• Managing work/life balance</li> </ul>	<p>Via Personal Development sessions, extended registration, assemblies and tutor time.</p>		<p>Provision evaluated through: lesson observation, book scrutiny, learning walks and student voice.                  Discussions with Tutors and careers advisers.</p>

Careers Programme – Y10

Year 10 Aims

Notes:

Lesson Theme

Delivery/provision

Performance Indicator

Assessment/Evaluation

- Thinking Errors, e.g. gambler's fallacy increases susceptibility to gambling, strategies for managing influences related to gambling
  - Effectively budgeting and evaluating savings option
  - Preventing and managing debt, including understanding credit rating and pay day lending
  - Budgeting - credit and debt game
  - The law and illegal financial activities, including fraud and cybercrime. Targeted advertising. Money mules from last year?
  - Managing risk in relation to financial activities.
  - Evaluating strengths and interests in relation to career development
  - Opportunities in learning and work
  - Strategies for overcoming challenges or adversity
- Managing practical problems and health and safety

Via Personal Development sessions, extended registration, assemblies and tutor time.

Provision evaluated through: lesson observation, book scrutiny, learning walks and student voice.  
Discussions with Tutors and careers advisers.



**Careers Programme – Y9**

**Year 9 Aims**

Notes:

**Lesson Theme**

**Delivery/provision**

**Performance Indicator**

**Assessment/Evaluation**

- Transferable skills, abilities and interests
- Different types of employment and career pathways
- Working towards aspirations and set meaningful, realistic goals for the future
- GCSE and post-16 options
- Skills for decision making
- Young people’s employment rights and responsibilities
- Skills for enterprise and employability
- Giving and acting upon constructive feedback
- Managing your ‘personal brand’ online
- habits and strategies to support progress
- identifying and accessing support for concerns relating to life online

Via Personal Development sessions, extended registration, assemblies and tutor time.

Provision evaluated through: lesson observation, book scrutiny, learning walks and student voice.  
Discussions with Tutors and careers advisers.

**Careers Programme – Y8**

**Year 8 Aims**

At the end of these lessons students have reflected on their own skills, personal qualities and ambitions.

**Notes:**

Lesson Theme	Delivery/provision	Performance Indicator	Assessment/Evaluation
<ul style="list-style-type: none"> <li>• Equality of opportunity in life and work.</li> <li>• Challenging stereotypes and discrimination in relation to work and pay</li> <li>• Employment, self-employment and voluntary work</li> <li>• Making safe financial choices - about saving, spending and budgeting</li> <li>• Ethical and unethical business practices and consumerism</li> <li>• Managing risk-taking behaviour</li> <li>• Setting aspirational goals for future careers, challenge expectations that limit choices</li> <li>• Using social networking sites safely</li> <li>• Recognising online grooming in different forms, e.g. in relation to</li> </ul>	<p>Via Personal Development sessions, extended registration, assemblies and tutor time.</p>		<p>Provision evaluated through: lesson observation, book scrutiny, learning walks and student voice. Discussions with Tutors and careers advisers.</p>

<p>sexual or financial exploitation, extremism and radicalisation</p> <ul style="list-style-type: none"><li>• Recognising biased or misleading information online</li><li>• Critically assessing different media sources, distinguishing between content which is publicly and privately shared</li></ul>			
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Careers Programme – Y7

Year 7 Aims		<u>PD - Careers Focused Lessons</u>	
Lesson Theme	Delivery/provision	Performance Indicator	Assessment/Evaluation
<ul style="list-style-type: none"> <li>• How to be enterprising</li> <li>• FAME – Focused and Achieving More in Education programme</li> <li>• The broad range of careers and the abilities and qualities required for different careers</li> <li>• Equality of opportunity, how to challenge stereotypes</li> <li>• Identifying future career aspirations</li> <li>• The link between values and career choices</li> <li>• Making safe financial choices - about saving, spending and budgeting</li> <li>• Ethical and unethical business practices and consumerism</li> <li>• How to manage risk-taking behaviour</li> </ul>	<p>Via Personal Development sessions, extended registration, assemblies and tutor time.</p>		<p>Provision evaluated through: lesson observation, book scrutiny, learning walks and student voice. Discussions with Tutors and careers advisers.</p>

Action Plan 2021-2023 – Strategic Objective 1

**Strategic Objective 1: To broaden the aspirations of all students regardless of need or ability**

Research shows that student aspirations are often limited to a range of approximately 10 different jobs. We want all students to know a diverse range of careers available in different and exciting sectors.

Working towards Gatsby Benchmark 2, 3, and 5

End of Year Targets (2022-2023)

- At-Risk NEET group have a clear plan for post-16
- Student survey shows that students are excited about different jobs and can name a range of careers
- All students to have 1 appropriate and meaningful interaction with an employer (Gatsby Benchmark 5 100% achieved)

Success Indicator Term 1	Success Indicator Term 2	Success Indicator Term 3
Student Survey baseline complete At Risk NEET group identified Key Stage 3 students have had one employer interaction and report that 80% found it interesting or useful	Year 10 and 11 have had one employer encounter report that 80% found it interesting or useful At Risk NEET group have received mentor to develop their plan for post-16	All students have had one encounter and report that at least 80% found it interesting or useful Student survey completed and shows increase from baseline in range of jobs students can name. 60%+ are excited about future jobs and careers. All at risk NEET progression plans complete following 1:1 interviews with careers advisor.

Actions required to achieve 2022-2023 targets	Milestones and timescales	Responsible	Resources required	Reporting
Set up student survey to monitor student aspirations	<ul style="list-style-type: none"> <li>• Student survey written Jan 2023</li> <li>• Delivered in Tutor Time Feb 2023</li> <li>• Staff presentation and whole school display of results Feb 2023</li> <li>• Student survey in July 2023</li> </ul>	Careers Lead		
At risk NEET group in all year groups to receive a careers guidance appointment	NEET group identified – Oct 2022 Careers guidance appointments as follows: Y11 – Dec 2022 Y10 – Dec 2022 Y9 – Feb 2023 Y8 – April 2023 Y7 – July 2023	Careers Lead		
Mentoring in place for at risk NEET group	Meetings held in Spring and Summer terms	Careers Lead		

<p>Year 10 and 11 careers talk series delivered with diverse range of speakers</p>	<ul style="list-style-type: none"> <li>• Working partnership with Enterprise Network to generate employer support for virtual resources - Dec 2022</li> <li>• Invite 10 different speakers for careers breakfasts – March 2023</li> <li>• Identify jobs/careers from student survey and utilise findings to organise employers from these industries to deliver to target group – March 2023</li> <li>• All talks delivered and student survey complete - July 2023</li> <li>• Speaker Review complete with 60% confirmed for 2024 – July 2023</li> </ul>	<p>Careers Lead</p>		<p>Compass Tool in July 2023 shows Benchmark 5 met Student survey results in 2023 demonstrates impact.</p>
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**Action Plan 2022-2022 – Strategic Objective 2**

***Strategic Objective 2: Increase the amount and variety of opportunities for students to have meaningful experiences of post-school education, training and employment providers'***

*It is important for students to experience the workplace environment to understand the context in which they could one day be working.*

*Working towards Gatsby Benchmark 5, 6 and 7.*

**End of Year Targets (2022-2023)**

- All students in to have at least 1 appropriate and meaningful experience of a workplace
  - Student survey shows that students are excited about different jobs and can name a range of careers. They are able to describe the skills needed to fully engage with the workplace.
- To provide opportunities for all students to have a meaningful experience of the workplace by the end of Year 10

Success Indicator Term 1	Success Indicator Term 2	Success Indicator Term 3
Key Stage 3 students have had one post school interaction and report that at least 80% found it interesting or useful	Year 10 to have planned work experience	All students have had one encounter with an employer and report that 80% found it interesting or useful All at risk NEET progression plans complete following 1:1 interviews with careers advisor. Year 10 to have planned work experience and at least 80% found it interesting or useful



Actions required to achieve 2022-2022 targets	Milestones and timescales	Responsible	Resources required	Reporting
Develop Y8 Work Inspiration Week programme to allow for virtual interactions and with access to more than one employer	Work Inspiration Week delivered – July 2023	Careers Lead		
Initiate new Y10 Work experience week	Work experience week	Carers Lead		

**Action Plan 2022-2022 – Strategic Objective 3**

***Strategic Objective 3: To provide opportunities for all students to have a meaningful experience of higher and further education by the end of Year 11***

*Students should be able to reflect upon the possible pathway choices into further and higher education post-16*

*Working towards Gatsby Benchmark 2, 3, and 5*

**End of Year Targets (2022-2023)**

- All students to have at least 1 appropriate and meaningful experience of further and/or higher education (Gatsby Benchmark 5 100% achieved)
- Student survey shows that students are excited about potential pathways into the world of work and can name an expanded range of careers. They are able to describe the skills and qualifications needed to fully engage with the post-16 education and training.

Success Indicator Term 1		Success Indicator Term 2		Success Indicator Term 3		
Student Survey baseline complete		Year 10 and 11 have had one further or higher education encounter report that 80% found it interesting or useful		All students have had one encounter and report that 80% found it interesting or useful Student survey completed and shows increase from baseline in range of pathway opportunities students can name.		
Actions required to achieve 2022-2022 targets		Milestones and timescales		Responsible	Resources required	Reporting
<p>Set up student survey to monitor student aspirations</p> <p>Further enhance relationship with local, regional and national further and higher education institutions.</p>		<ul style="list-style-type: none"> <li>• Student survey written Jan 2023</li> <li>• Delivered in Tutor Time Feb 2023</li> <li>• Staff presentation and whole school display of results Feb 2023</li> <li>• Student survey in July 2023</li> <li>• Virtual/visits to institutions mapped out for the academic year against specific student need and institution.</li> </ul>		Careers Lead		

**Action Plan 2022-2022 – Strategic Objective 4**

**Strategic Objective 4: To provide opportunities for all students to see the relationship between what they learn within the formal curriculum and wider world of work - Linking the curriculum learning to careers**

*Students should be able to reflect upon the possible pathway choices into further and higher education post-16*

*Working towards Gatsby Benchmark 4*

End of Year Targets (2022-2023)

- Curriculum 2023 plans include increased references to the world of work and opportunities of bringing the world of work into the classroom.
- All curriculum areas to have designated careers areas and literature on display

Success Indicator Term 1

Success Indicator Term 2

Success Indicator Term 3

All subject areas and classrooms to have prominent career/subject related displays.

A career theme week for core departments has been planned. All subject areas have engaged and have linked all lessons during National Careers Week to the world of work.

Original series of curriculum opportunities reviewed and expanded upon and built into the curriculum models for all subject areas.

**Actions required to achieve 2021-2022 targets**

**Milestones and timescales**

**Responsible**

**Resources required**

**Reporting**

National Careers Week

Planning in place for National Careers week by Jan 2023.  
Plans used for 2023 further developed following feedback and review April 2023.

Career Lead

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Department Careers Focus	Departments to have a focus on careers in their area in their designated week	Heads of Department		
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