

Holy Family Catholic High School & 6th Form Centre



Careers Education and Guidance Policy 2018/2019

Careers Education and Guidance Policy:

Vision and purpose

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.

National expectations

We are committed to meeting national expectations in relation to careers by:

- working towards meeting the 8 Gatsby Benchmarks (Good Career Guidance, Gatsby Charitable Foundation, 2014, www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf)
- providing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE January 2018 update of the Statutory Guidance (Meeting the Gatsby Benchmarks: Gatsby Benchmark 8) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

Current priorities

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- improving young people's employability by improving behaviour, attendance and punctuality

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through a link governor
- 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
- work towards the Quality In Careers Award
- identify a Careers Leader; a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth, Student Inclusion Manager, PSCHE coordinator) and specialist careers staff
- identify key staff to manage the day-to-day running of different aspects the careers programme, including recording and evaluation of activities
- secure independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Outline of plans to meet the Gatsby Benchmarks

To meet **Benchmark 1: A stable careers programme**, we will

- deliver the PiXL Quick Start resources for weekly PSCHE lessons from years 7 to 11, plus in house developed resources for years 12, 13 and to supplement the PiXL resources and year 7 to 11, plus input from our Careers Adviser, to ensure the programme meets the CDI Framework for Careers, Employability and Enterprise Education, March 2018
- provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, workplace and exhibition visits and mentors
- publish a PSCHE pathway on the schools website, detailing all relevant activities taking place

To meet **Benchmark 2: Learning from career and labour market information**, we will

- publicise national sources of career and labour market information that can be accessed by pupils and their parents/carers, as well as introducing LMI and how to use it in PSCHE lessons
- provide input on the local labour market
- challenge gender stereotypes in relation to career choice
- inspire young people via employer related activities, such as talks, fairs and visits

To meet **Benchmark 3: Addressing the needs of each pupil**, we will

- provide all pupils with a Character and Culture file to record their learning from the PSCHE programme as well as regularly reviewed and updated Personal Development Plans

- use pupil premium funding to provide targeted, additional activities for eligible pupils, to narrow and close the gap between the achievement of these pupils and their peers
- when organising individual guidance, prioritise students in greatest need, as well as providing additional sessions for such students, as needed
- gather and analyse destination data, to inform CEIAG review processes
- work with the local authority to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them
- provide information to students about the financial support that may be available to help them stay in education post-16

To meet **Benchmark 4: Linking Curriculum Learning to Careers**, we will

- embed career related learning into core lessons where appropriate
- emphasise the importance of achievement in Maths and English for working life, as well as promoting STEM careers via employer links

To meet **Benchmark 5: Encounters with Employers and Employees**, we will

- build relationships with a wide range of local employers, alongside support from the Enterprise Adviser, particularly in identified local growth sectors, to involve them in CEIAG activities at the school, aiming to exceed the recommended minimum of one employer contact per year
- develop a network of alumni, with whom current students can more readily identify
- use employer links in our delivery of
 - enterprise activities
 - talks from visiting speakers
 - college, university and workplace visits
 - mock interviews
 - an annual careers fair, accessed by all year groups
 - CV and application form writing workshops
 - apprenticeship application workshops and regular support for applicants

To meet **Benchmark 6: Experiences of Workplaces**, we will

- ensure that by the age of 16, every pupil has at least one visit to a workplace
- include 1 week of high quality work experience, that properly reflects individuals' studies and strengths, and supports the academic curriculum in year 12

To meet **Benchmark 7: Encounters with further and higher education**, we will

- include decision making and key stage 4, key stage 5 and post-18 options in the PSICHE programme
- invite local colleges, universities and training providers to the annual careers fair
- make details of open evening/day dates available to pupils as well as organising visits to local providers

To meet **Benchmark 8: Personal Guidance**, we will

- organise guidance interviews for all year 11s and 13s, and provide guidance to years 7 to 10 and 12 who self-refer or are referred by staff parents/carers
- share action plans resulting from guidance sessions with mentors and form tutors
- include the Careers Adviser in Education Health and Care plan reviews

Review

This policy will be reviewed by the governing body every two years.

Signed**Headteacher/Principal****Chair of Governors****Date****Date of next review****Related Documents**

- Careers page on the school website
- PSHCE Pathway on the school website, in which all careers activities are included
- Provider Access Policy