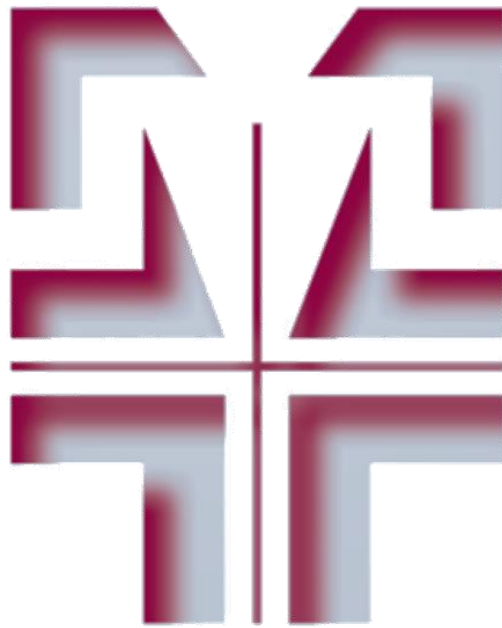


Saint Michael's CE High School

A Church of England Academy



Therefore, choose

CEIAG Policy

Responsibility to present to Headteacher	Deputy Head – Caroline Hooley
Approval	Learning Committee 2025
Next Review	Learning Committee 2026
Statutory	Yes
Required on-school website	Yes (details of Careers Programme and a provider access statement are required on website)

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is **'Therefore choose [life]'** from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of

'Life in all its fullness'.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

CEIAG

This policy covers our school's approach to Careers Education, Information, Advice and Guidance. It was produced by Miss Emma Curtis, Leader in Learning for Vocational Education, Careers, Business and Enterprise, with reference to guidance from the Government's website, provider access legislation (the 'Baker Clause') and the Gatsby Benchmarks.

The aims of our CEIAG programme

CEIAG is instrumental in helping to prepare our pupils for the next step of their journey and in understanding the world of work. Within our programme we want to inspire and engage our pupils in planning their own career path and motivate them to aim high. We want to help pupils to 'be the best they can be,' ensuring they are provided with the opportunity to 'grow in body, mind and spirit', to flourish as a child of God and experience the joy and hope of 'life in all its fullness'.

Responsibility

Mrs Hooley – Deputy Headteacher

Miss E Curtis– Leader in Learning for Vocation Education, Careers, Business & Enterprise

Statutory Information and Guidance

The Department for Education's 2023 statutory guidance for governing bodies, school leaders and school staff sets out the expectations of schools which includes:

- Every school must ensure that there is an opportunity for a range of independent education and training providers to access all pupils in year 8 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must provide a minimum of two encounters with Post-16 education providers for pupils during year 8 or 9 that are mandatory for all pupils to attend.
- Every school must provide a minimum of two encounters with Post-16 education providers for pupils during year 10 or 11 that are mandatory for all pupils to attend.
- Every school must write a policy statement that sets out their arrangements for provider access detailing the ways in which colleges and training providers will be granted access including any procedural requirements, grounds for granting and refusing requests and details of premises or facilities to be provided to a person who is given access.
- Every school must ensure provider access arrangements as outlined in the policy statement are followed and publication is made.

Our CEIAG principles

Our school has a critical role to play in preparing young people for the next stage of their education or training and beyond. Expectations should be set high, including for the most vulnerable and those with SEND so that every pupil is stretched and acquires the skills, attributes and Christian values that are important to employers. We want all our young people to 'be the best they can be' and to be aware of the 'uniqueness' of what they can offer.

Our CEIAG programme must:

- meet the eight Gatsby Benchmarks
- link effectively with PHSE Education and the National Curriculum in order to maximise student learning and avoid unhelpful repetition
- provide totally impartial and up to date information by working closely with careers advisers, employers, FE and HE institutions and other agencies
- challenge stereotyping and encourage pupils to widen their career ideas
- inform pupils how to deal with prejudice and discrimination and how to use skills of assertiveness and negotiation
- support more vulnerable young people including those with special educational needs and those who are disengaged or at risk of disengaging by working with local authorities and education providers
- reflect the true nature of today's and tomorrow's world of work and provide clear Labour Market Information.

We additionally aspire our CEIAG programme will:

- help pupils with their self-awareness and self-development
- allow pupils to practise career exploration skills and gain an understanding of the full range of options available to them
- help pupils to develop career management skills e.g. excellent job/course applications and to make effective decisions
- celebrate the uniqueness of each pupil

Governing body responsibilities

Governing bodies have a statutory duty to ensure that all registered pupils at St Michael's CE High School are provided with independent careers guidance from Year 7 to 11. The governing body must ensure that the school's strategic careers plan:

- is developed in line with the Gatsby Benchmarks
- outlines how the careers programme will be implemented and how its impact will be measured
- provides independent careers guidance to pupils throughout their secondary education (Year 7 to 11) that:
 - is presented in an impartial manner
 - includes information on the range of education or training options
 - considers and promotes the best interests of the pupil to whom it is given
- includes arrangements to allow a range of education and training providers to access all pupils in year 8 to 11 to inform them about approved technical education qualifications and apprenticeships

- is monitored by a member of the Governing Body who takes a strategic interest in careers education and guidance and encourages employer engagement

Year 9 Curriculum Enrichment

Our Year 9 Curriculum Enrichment programme is an innovative series of lessons aimed at encouraging our young people to make a difference in their community. Pupils take part in a range of different activities which are in line with our school vision, providing them with further curriculum opportunities to 'grow in body, mind and spirit' and to 'experience life in all its fullness.' The programme enables all pupils to achieve their Bronze Duke of Edinburgh's Award. Achieving the Duke of Edinburgh's Award is renowned reward and very highly recognised by universities and the job sector. When applying to colleges and universities they like to see accomplishments, beyond academic achievements, and the DoE provides pupils with 'soft skills' such as communication, commitment, leadership and teamwork. It is a fantastic way to demonstrate and evidence these skills in practice.

The various activities we have incorporated into the programme will enable our pupils to work towards this award and by the end of Year 9, all pupils will have covered their volunteering, skills and physical sections within their timetabled lessons. Within the Curriculum Enrichment programme there are 4 sessions of careers that all pupils in Year 9 will cover. Included in this is a lesson covering T-Levels provided by a local college.

Below is information about how CEIAG and the Gatsby Benchmarks are integrated at St Michael's.

Gatsby Benchmarks at St Michael's

GATSBY BENCHMARKS		CURRENTLY IN PLACE AT ST MICHAEL'S TO MEET THE GATSBY BENCHMARKS
1	A stable careers programme	<ul style="list-style-type: none"> ▪ Living Education – all years cover a term on Careers within the Living Education (PSHE) SOW. ▪ Y10 pupils have a period a month on Careers, where local colleges come in to teach them about employment skills, interview techniques and post-16 options. ▪ Y9 Curriculum Enrichment programme includes 4 lessons of Careers based activities. ▪ Annual career focused enrichment opportunities and events.
2	Learning from Labour Market Information	<ul style="list-style-type: none"> ▪ Y9 – Y11 pupils have a Living Education lesson about LMI. ▪ Y9 Curriculum Enrichment programme lessons include LMI and guidance about job availability and opportunities.
3	Addressing the needs of each pupil	<ul style="list-style-type: none"> ▪ Careers programme raises aspirations and encourages wider review of career opportunities. ▪ Living Education challenges stereotypical thinking of all pupils. ▪ National Careers Week assembly (themes: what they should be thinking about, stereotypical thinking and wider opportunities) ▪ National Apprenticeship Week assembly ▪ Pupil centred work experience programme. ▪ Intended destination data shared with LCC. ▪ Destination data collated for all school leavers. ▪ Options drop in advice sessions available for pupils Y9 and Y11. ▪ Careers Advisor appointment to address individual need and to provide specific career and further education guidance. ▪ Alternative Curriculum provision provided to pupils in Y10 and Y11 where attendance at college is arranged for pupils at risk of disengagement from education pre and post-16.
4	Linking curriculum learning to careers	<ul style="list-style-type: none"> ▪ <i>Please see the table below (CEIAG at St Michael's) to see how curriculum areas currently link to Careers in each year group.</i>

5	Encounters with employers/employees	<ul style="list-style-type: none"> ▪ Y9 Curriculum Enrichment programme pupils have encounters with the following employers/employees: <ul style="list-style-type: none"> ▪ Highgrove House ▪ Chorley in Bloom ▪ Astley Park School ▪ St Laurence’s Church charity and community group ▪ Y11 Work Experience programme provides a week’s encounter with employers and professionals.
6	Experiences of workplaces	<ul style="list-style-type: none"> ▪ Y9 Curriculum Enrichment programme pupils attend Highgrove House and experience the work done by care staff. ▪ Y11 Work Experience programme provides a week’s experience of the workplace. ▪ Personal work experience information collated.
7	Encounters with further and higher education	<ul style="list-style-type: none"> ▪ Y11 Post-16 pathway support - local colleges deliver assemblies, drop in sessions, college interviews, application & personal statement guidance sessions, drop-in sessions for A-Level and vocational subject choices. ▪ Y11 pupil and parent guidance at the Y11 consultation evening ▪ Y10 Career lessons – a range of local providers lead the various lessons. ▪ Y10 Sample Day at Runshaw College. ▪ Y8/Y9 Apprenticeship/T-Level event with independent providers ▪ Y9 Oxbridge Bound event
8	Personal guidance	<ul style="list-style-type: none"> ▪ All pupils have a careers interview by the time they leave in Y11 (some pupils have more)

CEIAG at St Michael's

YEAR 7	
<ul style="list-style-type: none"> ▪ Pupils study a 'Careers' session during their induction week in September ▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i> 	
Living Education	<ul style="list-style-type: none"> ▪ Raising pupils aspirations ▪ Challenge career stereotypes
YEAR 8	
<ul style="list-style-type: none"> ▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i> ▪ Apprenticeship focused career lessons delivered by external providers 	
Living Education	<ul style="list-style-type: none"> ▪ Strengths and weaknesses ▪ Developing their interests and aspirations ▪ Begin using Unifrog (<i>This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination</i>)
YEAR 9	
<ul style="list-style-type: none"> ▪ Curriculum Enrichment Programme ▪ Options Evening has a section about Careers for parents/carers & pupils ▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i> ▪ STEM CV Enrichment Day – <i>Links to Science, Technology, Engineering and Maths</i> ▪ T-Level focused career lesson delivered by an external provider 	
Living Education	<ul style="list-style-type: none"> ▪ Choosing GCSE subjects ▪ Employability considerations ▪ Employability planning & reflections ▪ Writing personal statements ▪ Continued use of Unifrog (<i>This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination</i>)

YEAR 10

- Runshaw Sample Day – *Pupils have the opportunity to have an encounter with a further education provider. They choose subjects they are interested in studying at A-Level/BTEC and they have a day at a local college, experiencing taster sessions in those subject areas.*
- Careers Interviews – *independent careers advisor is available for pupils.*
- Career’s lessons (*during RE lesson*) – *Information about the different pathway options & taster sessions of A-Level courses.*

Living Education

- Social media and employability
- Rights and responsibilities
- Being ready for work
- Continued use of Unifrog (*This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination*)

YEAR 11

- Work Experience week – *Pupils complete one week of work experience.*
- Careers Interviews – *independent careers advisor is available for pupils.*
- Assemblies – *A number of local colleges come in to lead assemblies giving pupils opportunity to hear information from further education providers*

Living Education

- College application process and your post-16 plan
- Application help
- Career identity
- Part time work and employability
- Continued use of Unifrog (*This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination*)

Curriculum

Other possible Careers experiences (whole school)

- Display Boards in a variety of areas (*at least 1 per dept*) – *English, MFL, Geography, History, RE, PE, Technology, ICT, Computer Science, Business*
- Whole school 'Career' display board
- Whole School Post-16 promotions on display screens
- Career's Interviews – booked via tutors, Pupil Managers and SENDCO

Curriculum

English:

- In Yr 11 pupils are given advice on English A levels and routes to different career paths.
- Yr 11 pupils are prepared for A level with new elements to lessons focussing on Grade 9 coverage eg literary theorists, write/read like a literary scholar etc.
- Transactional writing units in Y9 and Y10 prepare pupils for aspects of careers like job application letters and using a suitable formal tone when writing to or as a professional.

Maths:

- Every half term with each year group we introduce a new topic and look at what careers this will have an impact on. These are constantly being updated.
- In Year 9 we spend longer looking at careers and pupils complete a short feedback form to show how their attitudes may have changed after researching a career.
- In Year 11 we invite pupils along to talks by mathematicians who use the Maths learnt in different careers.
- We are looking to invite in past students to show how Maths has impacted on their chosen career and expertise.

Science:

- Staff have identified careers and links to specific careers for each topic at GCSE and this information has been embedded into lesson PowerPoints throughout 2020-21. These are now referred to in lessons.
- Careers are discussed in lessons when relevant and how the particular content links to a career path. Throughout lessons students are taught skills which can be used in the next stages of their careers and education.

Religious Education:

- Accommodate Y10 Careers lessons each week in RE time
- Clergy visits

	<ul style="list-style-type: none"> ▪ Extended enquiry ▪ Research skills taught explicitly and linked to future careers. ▪ On Moodle we have a whole section on careers. This has been shared with parents via twitter. ▪ A-level taster lesson on Moodle ▪ Careers and Gatsby benchmarks taught in RE lessons. <p>Geography:</p> <ul style="list-style-type: none"> ▪ Developing skills that can be used in HE and in the workplace. ▪ Discussing geography careers available. ▪ Wider reading journals/articles made available to pupils via MS Teams that are advanced and topical – talk about journalism / risk management. <p>History:</p> <ul style="list-style-type: none"> ▪ Skills imbedded in the subject, especially literacy & critical thinking skills, research skills and independent study & reading skills. This are explicitly referred to in lessons as transferable skills to all subjects and careers by subject teachers and pupils are referred to as historians by teachers, in the same way Science might refer to them as a scientist. <p>Modern Foreign Languages:</p> <ul style="list-style-type: none"> ▪ 'Jobs and future plans' topic covered in Year 10/11 incl a practice job interview lesson. ▪ Runshaw and Newman College run A level French/German lessons and past pupils accompany college staff to hold Q&A sessions with pupils. <p>Physical Education:</p> <ul style="list-style-type: none"> ▪ PE teach beyond the curriculum syllabus at GCSE level. Staff have been told by pupils who have taken PE at KS5 that they are the most prepared of their contemporaries and have an extended knowledge preparing them for the course. They have also studied a greater variety of sports than others in their groups. ▪ Past pupil speaking to pupils about career in sport and business. <p>ICT and Business:</p> <ul style="list-style-type: none"> ▪ In line with Gatsby Benchmark 4, curriculum learning is linked with relevant career. ▪ Integrates stories of successful people who have studied the subject. ▪ Refers to careers history to exemplify change and choices. ▪ Work centred around real-life scenarios which expand students' familiarity with different jobs.
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	<p>Technology</p> <ul style="list-style-type: none">▪ Options talk given to Year 9 – career options discussed.▪ Art -Careers /past pupil display. Careers information added to Moodle. Past pupils come in to speak to pupils. Art competitions in the local community.▪ Food Preparation and Nutrition - Careers display boards/posters for Food Preparation and Nutrition in T3 and T4. Careers are discussed during the options talk in the hall with our department. Gatsby work has been completed poster are in T3 and 4 and power points have reference to careers in them. Year 7 silent starters are related to careers in food.▪ Textiles – KS3 pupils look at the work of past and present artists / designers. Past pupils come in to talk to pupils about their career pathways. <p>Performing Arts:</p> <ul style="list-style-type: none">▪ The progressive curriculum prepares pupils should they wish to pursue PA beyond GCSE▪ Former pupils have visited St Michael’s to share their experiences and lead workshops in all 3 areas.▪ Music Tech Vocational Qualification introduces and prepares the skills needed for a career in the Music business.▪ Regular trips to professional performances in Dance, Drama and Music.▪ Annual trip to the West End + Harry Potter Experience.▪ Links made with school alumni for joint projects and pupil career guidance.▪ Video of past pupils introducing their careers and showcasing their talents used within lessons at times.
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