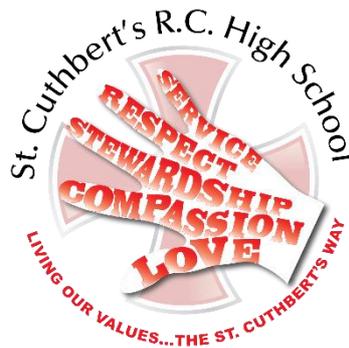




St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG)



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: St Cuthbert's RC High School Careers Policy

Type: School Policy

Website: Yes

Author: Miss J Holt

Approved:

Next Review: Sept 2020

Frequency: Annual

Delegated: Governors

Notes:

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG)

Rationale for Careers Education and Guidance:

In January 2018, the Department for Education published 'Careers guidance and access for education and training providers' which outlined the statutory guidance for governing bodies, school leavers and school staff.

The policy sets out a long term plan that will allow young people to choose a career that is right for them. This plan is underpinned by a strategy that makes sure all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The government has also outlined 8 benchmarks (The Gatsby Benchmarks) which St Cuthbert's is working towards and is committed to achieving by the end of 2020. Both co-ordinated external support and appropriately skilled and experienced leaders in school are essential to this process. This process will be ratified and supported by the the strategic lead from our governing body. The Compass tool will be used annually to ensure that we are making good progress towards the benchmarks.

The Gatsby Benchmarks:

1. A stable Careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

This careers policy when delivered effectively should ensure that 'good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. It should widen pupils horizons, challenge stereotypes and raise aspirations. It should provide pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.'

Aims of the CEIAG Programme:

- Providing an effective CEIAG programme will ensure that our young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.
- To expand advice and guidance for our young people so they are inspired and motivated to fulfil their potential. From Year 8 to 11, all pupils must have access to independent careers advice and full range of education and training options.
- To help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contact with the world of work to help them understand where different choices can take them in the future.

Career and Work Related Learning:

The Three Main Areas are:

1. **Self awareness/confidence and decision making** – Through their education, giving students opportunities to discover more about themselves; who they are, how they are changing and who they could possibly become. They can also discover who inspires them, become more motivated and take greater responsibility for their own learning, development and wellbeing. They will develop the skills to making reasoned decisions to enable them to make choices that will enhance their future.
2. **Looking at the world of work:** Finding Out About Careers and the World of Work
Considering their personal skills, career progression and using labour market information to investigate opportunities.
3. **Career Management:** In a rapidly changing labour market, it is becoming less likely that many of our students in the future will have just one career for their whole lifetime and it is therefore essential that our students develop the resilience within the labour market. We must develop their skills for career wellbeing and employability and students need to develop a range of skills to manage their own careers and prepare themselves for employment and /or self-employment.

Delivery of CEIAG at St Cuthbert's:

St Cuthbert's creates a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills.

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one gender or another.

Positive Steps has been commissioned to provide our students and parents with independent, impartial advice about the full range of post sixteen education and training options in the local area

St Cuthbert's also has strong links with outside agencies including colleges, providers of alternative educational programmes, apprenticeship and other training providers all of whom contribute to:

- Raising aspirations and increasing motivation – helping our students to identify educational and occupational goals
- Understanding the relevance of knowledge and skills learnt in different subjects to future opportunities in learning and working
- Developing skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Improving literacy – developing information and communication skills
- Reducing levels of NEET (not in employment, education or training)
- Providing access to information on the full range of education and training options.
- Supporting and encouraging progression to the next level of education or employment.

Delivery of careers education:

Currently St Cuthbert's delivers careers education by a combination of methods:

- Careers focused units of work in the tutor programme
- Special events and extra-curricular activities (drop down days, The Skills Event, and college taster days).
- Drop-in sessions providing support from college representatives, P Ferry, and the school Careers Coordinator J Holt.
- Access to a variety of internet based tools such as the National Careers Website, to inform and inspire young people about the world of work. This allows all of our students, staff and parents/carers to access independent, impartial CEIAG allowing for career research to take place outside of the school day. The school has also embraced the new GMAC website Xello and pupils from Year 7 to 11 will be able to store all information relating to careers education in their own area.
- Building strong links with employers and training providers.
- Using mentors to provide a more nurturing influence, helping our students to build their confidence and resilience.
- Using past students to pass on the benefits of their experience from vocational courses, apprenticeships and degrees
- Positive steps careers advisors to help pupils explore ambitious education and career options and assess their abilities, interests and achievement.
- Working with local authorities to discover the different pathways available.
- Visitors to assemblies from the world of work to deliver talks and promote enthusiasm for different careers
- Visits to and from providers of further education in the local area and further afield
- Opportunities to experience mock interviews, write CVs and letters of application to support their ability to gain employment/access to further education
- Targeted support for vulnerable and disadvantaged young people using Positive Steps, Inclusion, Safeguarding and SEND team and the use of alternative educational provision.
- Advice and information on the school website which is available to parents and students
- Work based safaris allow our students to sample a work environment
- Careers day allows our Year 10 and 11 to meet a wide range of further education providers

Management of careers provision at St Cuthbert's:

The Careers Coordinator (Miss J Holt) facilitates and promotes the careers programme and reports to the Head Teacher (Mr Dave Shields). Careers is supported by the identified link governor (Mrs Karen Kenny) and positive steps advisor (Mr Paul Ferry).

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Coordinator in consultation with the Heads of Year and the Headteacher. All schemes of learning have links to careers education and should be directly delivered through the curriculum.

Resources

Funding is allocated in the annual budget and the level of funding is related to whole school priorities and the particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources.

Staff Development

Staff training needs are identified in conjunction with the school inset co-ordinator. The school will endeavour to meet training needs linked with the whole school priorities and within a reasonable period of time. Staff training will also be provided through CPD based upon need identified in staff voice.

Monitoring, Review and Evaluation:

The annual CEIAG improvement plan is connected to the school improvement plan. It is reviewed annually by the Careers Coordinator following discussion with the leadership link. Analysis of the destinations of past students ensure the pathway they chose was the appropriate one. Aspects of the programme are regularly evaluated by students through pupil voice carried out by both school and Positive Steps. A plan of action for Careers will be developed as a result of the Compass analysis tool and reviewed annually.

This document will be reviewed in September 2020