



## **CAREERS POLICY**

### **Statement of Intent**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at St Edmund Arrowsmith are to:-

- Prepare pupils for life post-education
- Develop an understanding of different career paths and challenge stereotypes
- Develop an understanding of the differences between school and work
- Inspire pupils to chase and achieve their dreams
- Help pupils to access information on the full range of post-16 education and training opportunities
- Support pupils after leaving school
- Offer targeted support for vulnerable and disadvantaged young people
- Instil a healthy attitude towards work

The careers programme is delivered to all year groups (Years 7 - Y11) and fully meets the expectations set out in the Eight Gatsby Benchmarks, which supports our students in developing key employability skills that are highly valued by employers, colleges, universities and apprenticeship providers. The careers programme is designed to meet the needs of the students at St Edmund Arrowsmith Catholic High School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### **Implementation**

The careers programme includes careers lessons (within the school's Personal Development Curriculum programme), tutor time careers sessions, career guidance activities (group work and individual interviews), employability learning (including a workplace challenge in year 10).

Other focused events, including an in-house careers fair for transition years and SEND students, a mock interview day in Y11 and Y9 options market place. Students are actively involved in the evaluation of activities, through online Microsoft forms.

All students receive at least two careers interviews with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing workplace challenge placements particularly challenging.

The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with the careers adviser where necessary. The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our careers education programme. Y11 pupils at risk of not being in education, employment or training post-16 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged in collaboration with the SENCO and Senior Learning Co-ordinators and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

## 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:-

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2021) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Compliments and Complaints Procedures Policy
- Child Protection and Safeguarding Policy

## 2. Roles and Responsibilities

The Governing Board is responsible for:-

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 11 (at St Edmund Arrowsmith, Careers Guidance is delivered from Year 7)
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Senior Leadership team on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:-

- Managing the provision of careers information.
- Liaising with their Line Manager and the careers adviser to implement and maintain effective careers guidance.
- Liaising with subject leaders to plan careers education in the curriculum.
- Liaising with Form Tutors and Senior Learning Co-ordinators, the SENCO and Senior Leadership team to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.

- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to continue to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass Tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- The careers adviser is responsible for:
  - Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
  - Providing a thorough, personalised career service throughout the school.
  - Staying up-to-date with relevant CPD and developments in the CEIAG sector.
  - Producing careers information and guidance through online and hard copy literature, and visual displays in school.
  - Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings and guidance evenings.
  - Attending regular meetings with the careers leader to discuss the school's career plan.
  - Providing an open-door service for pupils once a week to drop in and discuss their options.
  - Offering services to past pupils for up to a year after their departure from compulsory education.
  - Teaching staff are responsible for:
    - Ensuring careers education is planned into their lessons.
    - Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
    - Promoting careers guidance in the classroom through visual aids.
    - Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. A Stable Careers Programme**

The school has a careers programme in place which meets the requirements of the eight Gatsby Benchmarks.

The eight Gatsby benchmarks of good career guidance include:-

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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.

The programme is reviewed twice a year against the benchmarks to ensure it remains on target through the Compass Tool. The school is also compliant with The Baker Clause with a 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. The school acts impartially, in line with their statutory duty to not show bias towards any route post 16.

Details of the school's careers plan is published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.

The school has an appointed Careers Lead who ensures the leadership and coordination of a high-quality careers programme. The name and contact details of the careers leader is published on the school website. There is also an appointed Careers Adviser who supports the careers leader and provides individual, tailored careers guidance to pupils.

The careers advisers are: Rosie Morris and Lisa Hutchinson.

The Head of Department and Careers Adviser work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

#### **4. Labour Market Information**

The school ensures every pupil, and their parent(s)/carer(s), has access to good-quality information about future study options and labour market opportunities. Pupils are referred to the National Careers Service via the school website, which offers information and professional advice via a website, helpline and web chat.

The school ensures pupils understand the value of finding out about the labour market, and support them in accessing this information. Pupils are provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school ensures that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. Pupils are provided with the necessary links and information that will enable them to access this.

The school makes use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership is used to shape career guidance and workshops in schools.

To support social mobility, the school works with Greater Manchester Higher and other local organisations to raise pupils' aspirations and tackle stereotypical assumptions. Interventions are used to tackle gender stereotypes; pupils can talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that qualifications can lead to.

#### **5. Addressing the Needs of Pupils**

The school's careers programme aims to raise the aspirations of all pupils whilst being tailored to individual needs. The programme informs pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. All forms of stereotyping are prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records are kept to support the career development of pupils. These are stored securely online by the careers adviser. Access to this information is made available to pupils, parents and form tutors, following one-to-one careers interviews. Where possible, destinations data is retained by the school for three years.

The school collects and analyses destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data is reviewed by the careers leader and careers adviser on an annual basis then base further development of the school's career guidance plan on the results and areas of success or failure.

## **6. Targeted Support**

The school work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements are made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

The school ensures that parents and pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

## **7. Pupils with SEND**

The school ensures that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SENCO works in collaboration with the careers adviser, ensuring annual reviews for a pupil's EHC plan are informed by good careers guidance.

The careers leader works closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school work with families of pupils to help them understand what career options are available.

In Year 10 and Year 11, surveys are conducted to find out individual pupils' aspirations. The results of the surveys create careers guidance and experience that is tailored to pupils needs based on their own aspirations and abilities.

Careers guidance takes account of the full range of relevant education, training and employment opportunities. It informs pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance focuses on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

Pupils are supported in preparing for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

## 8. Curriculum

The school work to encompass careers education and guidance into subjects across the curriculum. All teachers are asked to support the career development of young people in their role and through their subject teaching.

Pupils are expected to study the core academic subjects at GCSE, including English, maths, science and RE. Pupils are informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil is exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils participate in at least one meaningful encounter with an employer. These encounters will include:-

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV writing and mock interviews.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

## 9. Work Experience

The school ensures that all pupils have had at least one experience of a work place by the age of 16. In year 10 pupils engage with an employer through a workplace challenge. This involves visiting the workplace of a family member, friend or neighbour, or somewhere where they would like to work in the future, possibly consider a part time job or volunteer. Every pupil is issued with a Work place Challenge booklet to complete, which outlines the tasks:-

- To research the workplace website before they start the project.
  - What kinds of opportunities are available? Local or National or International. Full time or part time or flexible. Do they offer Apprenticeships?
  - Having looked at the website what skills and qualities does the employer value?
  - See if the company has a specific logo or motto or catch line and see if you can cut and paste it into the workbook below. Add photos if they go in person – maybe get a selfie with the employer who you meet. Describe the website/ company and tell us if it truly reflects the kind of work that they do.
  - They must contact the company and ask them specific questions and take a note of their answers. They could ask about local opportunities for work, for an apprenticeship or see if they could give you a contact to learn more about a specific job that you are interested in doing.
  - What in particular attracted them to this company – please copy their internet link.

## **10. Further Education (FE)**

Pupils are required to remain in education or training until their 18th birthday.

The school provides pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

Pupils are encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school ensures that there are opportunities for providers to visit the school and speak to pupils in Years 7 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE are also provided.

## **11. Personal Guidance**

All pupils are provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews take place by the time the pupil reaches age 16.

Our school Careers Adviser will meet the professional standards outlined by the careers institute, where school integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors where necessary.

The Careers Adviser working with pupils with SEND uses the outcome and aspirations in the EHC plan to focus discussions. The careers advisers working with LAC or care leavers uses their personal education plan to focus discussions.

## **12. Information Sharing**

The school provides on an annual basis the relevant information about all pupils to the LA support services including about post 16 destinations.

### 13. Monitoring and Review

The Governing Body, in conjunction with the Headteacher and careers leader, will review this policy taking into account the success of supporting pupils in accessing post-16 education and training.

The Headteacher will make any necessary changes to this policy and will communicate these to all members of staff.

**Date Adopted by the QEC Committee: 6 June 2023**

**Signed**      **Chair:**      P Whitfield

**Headteacher:** \_\_\_\_\_  
M Dumican

Date last reviewed: \_\_\_\_\_

Renewal Date :      June 2024 (ready for Sept 2024)