

St. Peter's Catholic School A POLICY FOR CAREERS EDUCATION AND GUIDANCE

Introduction

St. Peter's is an 11-18 Catholic School serving the Catholic community in Solihull. The curriculum at St. Peter's aims to raise the awareness of the pupils and students (11-18) to the demands of working life. Career choice will be informed by various opportunities to learn about careers, experiences of work and workplaces and impartial individual information, advice and guidance given as part of the process of making a planned, yet realistic, career choice.

This policy has been adopted to recognise the importance governors place on an education that will prepare pupils for the challenges in their future lives. It recognises, that in a world of rapidly-changing employment opportunities pupils need to be given equally wide information, experience, and understanding of the world of work. It also recognises that pupils need to be given assistance in recognising their own abilities and aptitudes so that they can develop high, yet realistic, aspirations for their own future pathways. The structure of this policy is written in line with the Gatsby Benchmarks. These benchmarks are:

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

Aims of the Careers Department

The overall aim of the Careers Department is to ensure the effective implementation of the Gatsby Benchmarks.

1. **A stable careers programme** – St. Peter's will ensure that the programme for careers education is embedded and is known, and understood, by pupils, parents, teachers and employers. This will include: the appointment of a designated Careers Leader to oversee the programme; the publication of the careers programme on the school's website; and regular evaluations of the careers programme from students, parents, teachers and employers.
2. **Learning from career and labour market information** – St. Peter's will ensure that all students, and parents, have access to high-quality information about future study options and labour market opportunities. This will include: providing regular and accessible information to help students make informed choices on their future pathways; providing information to parents, via parents' evenings and other information evenings such as the school annual careers convention, to help them support their children.
3. **Addressing the needs of each pupil** – St. Peter's will ensure that students have different career guidance in accordance with the needs at different stages. There will be opportunities for advice and support and these will be tailored to each of these stages, with diversity and equality embedded in our careers programme. This will include: keeping systematic records, that are available to students, staff and parents, of the individual advice given to each student; collecting and maintaining accurate data for each student on their education, training or employment destinations for at least three years after they leave school.
4. **Linking curriculum learning to careers** – St. Peter's will ensure that all teachers link curriculum learning with careers. This will include: ensuring that science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths; and ensuring that all subject teachers emphasise the importance of succeeding in English and Mathematics.
5. **Encounters with employers and employees** – St. Peter's will ensure that every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will include: students participating in at least one meaningful encounter with an employer every year between Years 7-13.
6. **Experience of workplaces** – St. Peter's will ensure that every student has 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. This will include: one week of work experience in Year 10 and a further week of work experience in Year 12; work experience opportunities during term time for selected sixth form students.
7. **Encounters with further and higher education** – St. Peter's will ensure that all students understand the full range of learning opportunities that are available to them, including academic, vocational and technical routes and learning in schools, colleges, universities and the workplace. This will include: university visits for students who are considering applying to university; visits to relevant UCAS and higher/further education events; visits from

local colleges for Year 11 students; the annual St. Peter's Careers Convention where a wide range of higher/further education providers will be in attendance.

8. **Personal guidance** – St. Peter's will ensure that every student has opportunities for guidance interviews with an external, qualified Careers Adviser. These will be available whenever significant study or career choices are being made. This will include: at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Responsibilities

Together the school will create a learning environment which allows, and encourages pupils to tackle real life challenges which require them to develop their decision making, team building and problem-solving skills. Staff will have high expectations of all pupils and facilitate access to a range of inspirational role models which can instil resilience, goal setting, hard work and confidence in pupils, encouraging them to overcome barriers in helping them to succeed in their future pathways.

Senior Leadership Team Member with Responsibility for Careers

It is the responsibility of the Leadership Team Member with responsibility for Careers to establish the framework for careers education and guidance; to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy.

They will:

- ensure the place of careers education, information, advice and guidance (CEIAG) within the structure of the timetable and the school year;
- ensure that there is adequate time available for CEIAG;
- ensure that there is liaison with providers of further education and training to provide effective progression routes for pupils;
- ensure that there is liaison with providers of advice and guidance to young people to make available accessible, and unbiased advice, to pupils of the school about their future destinations;
- monitor and assess the quality and effectiveness of CEIAG and make appropriate reports to governors as required; and
- review regularly the operation of the policy and propose changes as necessary.

Careers Leader

The Careers Leader is responsible for the practical implementation of the policy including the development of work-related learning, for encouraging the development of CEIAG across the curriculum and for liaison with outside agencies and further education providers.

The Careers Leader will work with the appropriate staff including the Level 6 Careers Adviser, the Work Experience and UCAS Coordinator and the Aspirations and Destinations Coordinator to:

- liaise regularly with the school's Enterprise Adviser and Employment & Skills Project Officer and Enterprise Co-ordinator
- create the syllabus for careers education and seek appropriate independent providers of good careers guidance;
- keep a record of careers and guidance-related activities across the school;
- be responsible for the effective teaching of careers education;
- oversee the arrangements of work experience and prepare students for their placements;
- be responsible for the school's work experience programme;
- create opportunities for pupils to prepare for, share and reflect on work-related experiences;
- develop a programme for enterprise education together with other appropriate staff;
- create an information system that will give pupils information about further and higher education and training, including modern apprenticeships;
- provide impartial advice and guidance on the full range of education and training options and engage with other local learning providers to inform students about future pathways;
- create a guidance programme, coordinated with the form tutor, which gives pupils the chance to identify their aptitudes and search careers databases through the use of ICT and to encourage pupils to use websites which display information about opportunities;
- provide work taster events such as games and competitions;
- provide opportunities to attend careers fairs and networking events;
- provide opportunities for mock interviews to enhance success in future pathways;
- provide information and access arrangements to attend open days at further and higher education institutions;

- work with the National Careers Service and the local authority whom offer information and professional advice about education, training and work for young people aged 13 years and over;
- target support for vulnerable and disadvantaged young people who need more support and guidance or who are at risk of not participating post 16;
- teach pupils in the arts of self-presentation, including the creation of CVs and interview techniques; and
- monitor, evaluate, review and report on the effectiveness of the CEIAG programme

Subject Leaders

The responsibility of a Subject Leader is:

- to liaise with the Careers Leader to ensure that the scheme of work in their subject contributes, where appropriate, to the careers education of pupils; and
- to ensure that through the assessment, feedback and reporting of pupils' achievement, pupils are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic choices about future training and careers.

Lead Tutors

The responsibilities of Lead Tutors are to:

- ensure that all pupils are given general guidance and mentoring to promote high aspirations and good work habits;
- and to cooperate with the Careers Leader in managing industrial mentoring, work experience and following up on these; and to ensure that parents are involved in their children's choices on careers, training and future education

Careers Education, Information, Advice and Guidance (CEIAG)

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the provider that all learners need a planned programme of activities to help them choose 14-19 options that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. The careers provision at St. Peter's is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A1, 42B and 45/45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, St Peter's is compliant with the careers guidance that the government set out for delivery from 5 January 2018: '*Careers Guidance and Inspiration for young people in schools.*' This states that all schools and academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in the Provider Access Policy document, available on the school website.

Resources for students

All students have access to:

- a free account on *Start* – a careers platform that allows students to track their careers education and encounters. *Start* also includes free, up-to-date, labour market information that students are able to access at any time and has an extensive bank of careers activities and lessons for students to use.
- extra-curricular clubs and trips; these support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.
- regular contact with Pathway CTM (for Sixth Form students only).
- the careers section of the school newsletter, careers section on the school website and the student homepage. External opportunities are advertised to students, parents and staff.
- A weekly careers tutorial, as part of the curriculum, with additional access to ICT facilities on a rota.

Work experience

All students in Year 10 and Year 12 will take part in one week of meaningful work experience organised and monitored by the school. This will take place during the Summer Term, during which time the normal timetable will be suspended. Some

students in Year 12 and 13 will also be granted additional work experience at the discretion of the Lead Tutor and, where appropriate and relevant to the students' future pathway.

The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC), who liaises with the relevant tutor teams and Careers Leader. The WEC advertises work experience opportunities to the students and offers personalised support meetings where required. The school has links with many large businesses and organisations e.g. such as Jaguar Land Rover, IBM and Sainsbury's amongst others.

Parents are informed, and communicated with, throughout the process and a work experience information form is completed. The WEC checks that the placement meets with the school's requirements, the students will be treated fairly and they will undertake meaningful work. All students on placement are covered by the employers' insurance and places of work are risk assessed by the WEC.

Mock Interviews

All students in will be provided with the opportunity of a one to one mock interview by the end of Year 11. Students in the Sixth Form will also be offered a subsequent interview by the end of Year 13. The interview process will consist of a set of current interview questions being asked to the student. At the end of the interview verbal, or written feedback, will be provided to the student to enhance their interview technique.

Students with Special Educational Needs or Disabilities (SEND)

Transition from one key stage to another and onto careers is part of the action plan for a student with SEND. Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

Students in receipt of Pupil Premium funding

Personalised support will be given to these students and they will receive an extra careers appointment per year from Year 10 onwards.

Key Stage 3

Year 7 Aims:

- Develop understanding of personal interests and motivations.
- Commence engagement in understanding the world of work.
- Begin to understand what motivates us to pursue a job or career.

Year 8 Aims:

- Develop further understanding of personal interests and motivations.
- Develop further understanding of the world of work.
- Develop further understanding of what motivates us to pursue a job or career.
- Relate their personal qualities to the world of work.

Year 9 Aims:

- Develop further understanding of personal interests and motivations.
- Students will make better informed choices for their Options.
- Students will have exposure to a variety of career sectors.

The options programme for Year 9 is designed to support students in their GCSE choices. Please see the curriculum plan for Years 7-9 for further details of this provision. Students in Year 9 are given an IAG meeting with their form tutor to discuss options plans.

Key Stage 4

The aims for students at Key Stage 4 are to:

- Further develop understanding of personal interests and motivations.
- Students will ready themselves for the world of work.
- Students will develop their understanding of employment skills.
- Students will be better informed of their future career pathways.

All students have the opportunity to have a one-to-one careers discussion with the school Careers Advisor to inform individual Careers Plans. Students in Years 10 and 11 are given an IAG meeting with their form tutor to discuss work experience and Post-16 options respectively.

A number of students every year will take part in the Duke of Edinburgh Award. A number of Year 10 students participate in the Bronze Award. Extra-curricular clubs and trips support students in developing their understanding of a range of subjects. Students are given advice and guidance about what to participate in e.g. the National Citizenship Service. The options programme for Year 11 supports their Post 16 choices. Every student has the opportunity, with their parents, to meet with a Senior member of staff for a Sixth Form Interview or additional IAG to discuss Post 16 choices.

Please see the curriculum plan for Years 10-11 for further details of careers provision within subjects.

Key Stage 5

There is a range of support for university, apprenticeship and employment applicants provided:

- Students in the Sixth Form are encouraged to visit university open days, masterclasses, taster courses and summer schools at a variety of universities, to develop their application profile.
- The Extended Project Qualification (EPQ) helps develop invaluable research and independent learning skills which are central to higher education.
- All students and parents are invited to a Higher Education evening in the Summer Term of Year 12 to explore Post 18 Options.
- There is a dedicated team to support students with the UCAS process. Each student will have support tailored to their application from a subject advisor, their form tutor and the Sixth Form team.
- Students choosing to apply for an apprenticeship or employment will have support provided by the Careers Adviser, and their form tutor, to support the application process.
- Interview preparation, practice and workshops are led by departments and the Sixth Form team. These often include using volunteers from a range of business and Higher Education backgrounds.
- There is preparation material and support given for the aptitude and pre-admission tests.
- The pastoral curriculum for Years 12-13 includes lessons on life at university and finances.
- Charity fundraising and enterprise activities are encouraged e.g. the Young Enterprise competition, Sixth Form social activities including charitable activities led by the Sixth Form Senior Students Team
- Students are encouraged to undertake volunteering and work experience to support their university/apprenticeship applications.
- A range of opportunities are advertised throughout the academic year, as appropriate to specific students.

Alumnae

Alumnae are encouraged to be the speakers at Next Steps events including Oxbridge, Apprenticeship and employment opportunities.

Alumnae also speak at the Sixth Form Awards Celebration Evening.

Monitoring and review

The effectiveness and appropriateness of the policy will be kept under regular review.

There will be an annual report to governors which will summarise the reviews conducted at classroom, departmental and whole school levels.

This review will include:

- regular self-assessment with the Careers and Enterprise Company's 'Compass' and 'Tracker' tools;
- monitoring of activities by observations of classroom activities and work-related learning experiences;
- feedback and evaluations from pupils, parents, visitors, work experience placements and destinations;
- a statistical analysis of destinations; and
- the policy will be reviewed every three years.