

# ST. DAMIAN'S RC SCIENCE COLLEGE



## Careers Education, Information, Advice & Guidance Policy

<b>Approved by Governors:</b>	<b>June 2024</b>
<b>Date to be reviewed:</b>	<b>Annually</b>

# Careers Education, Information, Advice & Guidance Policy

## Vision Statement:

*To provide an inclusive, effective and ambitious careers strategy which raises pupil aspirations, unlocks their potential and ensures that they have the individual skills, values and qualifications to make informed choices and be successful in further education, training and employment*

## Rationale

The Mission Statement of St Damian's RC Science College expresses our intention to ensure that all pupils, regardless of their academic ability, are given the opportunity to fulfil their potential. Our CEAIG programme enables pupils to develop the self-knowledge and skills that they need to take charge of their personal and career development. It contributes to the wider College agenda to raise aspirations, improve motivation, develop key and other employability skills as well as promote outstanding levels of achievement. It promotes equal opportunities and challenges stereotypical thinking and attitudes. It helps pupils, including disadvantaged pupils and pupils with special educational needs to overcome any overt and/or hidden barriers to progress that they may encounter. It ensures that all pupils receive appropriate information and guidance, especially at key decision and transition points.

The statutory duty [updated Oct 2018] requires governing bodies to ensure that all registered pupils at the College are provided with independent careers guidance from Year 8. The governing body must ensure that the independent careers guidance provided is presented in an impartial manner, includes information on the range of education or training options, including apprenticeships and other vocational pathways, is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

The College is working in partnership with Positive Steps in implementing the 'Delivery Plan' which is the operational document behind the official Partnership Agreement that has been signed between Positive Steps and the College. Our Careers Adviser is Ms Khyati Patel, a qualified independent Careers Adviser [Level 7]. Our Careers Leader is Mr Healey and is responsible for taking a strategic lead and direction for our careers work in school.

## Purpose

The CEIAG programme is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential alongside ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to be well-informed when making subject and career decisions and be successful in life.

## Aims

- **To continue to meet the requirements of the eight Gatsby Benchmarks 2020 onwards**
  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
- **To raise aspirations**
  - To raise pupil aspirations and unlock their potential
  - To encourage learners to develop self-belief, self-determination and a commitment to improvement.
  - To enable learners to widen their horizons
- **To raise achievement**
  - To raise achievement by strengthening learners' motivation and ambition.
  - To understand entry requirements and relevant opportunities, especially for learners with SEN and those targeted by the Pupil Premium (FSM/LAC) & help them overcome any potential barriers to success
  - To actively promote equality of opportunity and challenge stereotypes
  - To develop learners' cognitive and metacognitive skills to the benefit not just of their career development but of their learning abilities in general.
- **To ensure progression and sustainable destinations**
  - To give learners the understanding and skills to investigate progression pathways,
  - To make effective use of support, make and implement progression decisions wisely and cope with transitions on the way (such as moving to a new College, embarking on an apprenticeship or starting a job.)
  - To find out about sound and sustainable opportunities in education, training and employment.
  - To publish destination measures to show certain kinds of participation achieved by pupils at the end of Key Stage 4.
- **To engage learners and reduce numbers of pupils at risk of NEET**
  - To improve motivation to learn and behaviour and attendance of vulnerable learners.
  - To prevent disengagement
  - To re-engage those young people in the NEET category who are 'undecided'.
- **To deliver the objectives set out in the Strategic Plan for Careers**
  - To increase careers education in curriculum areas
  - To implement Year Group Careers Objectives & Outcomes
  - To increase external engagement in careers
  - To engage parents in the careers programme
  - To develop pupil engagement in GMACS
  - To develop the potential of Virtual Careers Delivery & a response to issues arising from Covid-19
  - To develop Careers & Destinations tracking through Compass+
  - To develop bespoke Careers provision for targeted groups within the Local context: LMI, Growth sectors, FE/HE

## **Framework**

### **Statutory Duties**

**DFE Document:** *Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff January 2024*

St Damian's R.C. College is meeting its statutory duties by ensuring that:

- All registered pupils are provided with independent careers advice and guidance from years 8 to 13.
- Careers education, information, advice and guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Includes information on the range of education or training options, including apprenticeships and technical education routes
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- The Delivery Plan is shaped by the needs of individual pupils and so developing a strong dialogue with pupils is at the heart of the policy.
- Pupils know that they will be required to continue studying English and Maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.
- Pupils understand the wide and varied opportunities available in the job market for those wishing to work hard to achieve them.
- There will be opportunities for pupils to develop an entrepreneurial spirit.
- Both high attaining pupils and those with special educational needs and disabilities and Disadvantaged pupils are well supported.
- Pupils will be made aware of extra-curricular opportunities that will help them achieve their careers aspirations.

### **Content and Delivery**

The CEIAG programme is made up of the following elements:

- A planned programme of careers education across each Year Group (Y7-11) delivered through PSHE modules
- Impartial careers advice and guidance from both in house and external sources
- Opportunities to develop knowledge of the workplace and develop employability skills
- Provision of an extensive range of information about employment and education options including labour market information, entry requirements and progression routes
- A one to one Careers interview in Y11 and an action plan to discuss their post 16 progression options
- Targeted support for identified vulnerable pupils in year 11 at risk of becoming NEET [Not in education employment or training] to discuss their post 16 options
- The Post 16 College Forum which includes information on apprenticeships takes place in the Autumn Term.
- The ASPIRE Day in July which invites a range of outside speakers to support CEIAG delivery in Y8, Y9 & Y10
- Partnerships with a range of employers to develop STEM & employability skills
- A plan to sustain full compliance the Gatsby Benchmarks

The Careers Officer undertakes tracking and checks with post 16 colleges and work placements that pupils have offers. Destination data is shared with the College.

Key Stage 3: By the end of this key stage, all pupils will have:

- a better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- used careers materials to research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes
- received appropriate advice and guidance on post-14 choices [including information on UTCs and T Levels]

Key Stage 4: By the end of this key stage, all pupils will have:

- enhanced their self-knowledge, career management and other employability skills
- used the Careers resources to investigate future choices and explore alternative routes to their goals
- accessed advice, guidance and support to help them firm up their choices and think about the implications
- gained direct experience of work and been involved with local employers in at least three other locations
- chosen and applied for an appropriate opportunity and, if necessary, financial support
- alternative plans in place, in readiness to respond to outcomes in external examinations

### **One to One Careers Interviews**

- Pupils are entitled to appropriate guidance to meet their individual needs. All pupils at school can request an appointment with the careers adviser but, in practice, Years 9-11 are most likely to access the service.
- Pupils are identified for careers meetings based on need and through self-referral.

### **Needs-based Referral**

The referral procedure works as follows:

- SLT, HOY FT or SENCO/Inclusion Team identify pupils who would benefit from early intervention e.g. pupils with lack of direction or lack of motivation; pupils with SEND; Pupil Premium, LAC or those who have potential to become NEET (Not in Employment, Education or Training).
- Pupils complete a careers questionnaire at the end of Y10 / start of Y11 where they are asked about their career and post-16 ideas. Pupils are seen in small groups in the Summer of Year 10 or early in Year 11 to discuss and explore the different progression routes where the careers adviser can identify pupils who might need further support.
- The outcome of all these activities allows the careers adviser to prioritise pupils for interviews, helping to ensure that pupils of all abilities can access the support they need.
- For vulnerable pupils and those pupils identified as being at risk of NEET, further interventions are arranged as appropriate for each pupil. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the pupil leaves school.

### **Self-Referral**

- Pupils may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Head of Year, SLT. An appointment with the adviser will then be arranged. Pupils are made aware of the careers adviser through assemblies and via form tutors.
- The careers adviser will record action plans in the Middle Leaders folder / Careers. Pupils will receive a copy and parents and staff have the option to see this information so they can support the process.
- If a student is absent or fails to attend, an alternative time will be arranged.

## **Careers Information**

- Careers information is available through relevant displays, information sent to form tutors, Twitter / Facebook and the school website.
- Remote access to Careers information is available through the careers teams on MS Teams & the 'Careers Updates' tab
- Careers Information can also be found in R19.

## **External providers**

- A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni.
- In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.
- Further information is available in the Provider Access Policy on the school web-site.

## **Partnership with Parents / Carers**

### Parents / Carers

- receive information on the careers curriculum at the Information Evenings, via the school website and social media [Twitter / Facebook] and the Careers bulletin
- are asked for feedback on careers during the academic year
- are encouraged to contribute to the careers curriculum by talking to pupils about their jobs
- are involved in the Y9 Options programme and Options Marketplace
- may seek advice direct from the School Careers Adviser
- are informed about additional Careers events taking place e.g. College Masterclasses, trips, Open Evenings

## **Staff Development**

- PSHE teachers / Form Tutors are introduced to the concepts, aims and programme for CEIAG at a team meeting.
- The Careers Leader attends Network Meetings to keep up to date with best practice and legislation.
- CIS – Careers Impact System – Careers Lead and SLT line manager attends a collaboration and sharing of best practice with Greater Manchester schools (GMCA). This includes action planning next steps to ensure a robust careers provision is delivered and a review of policies to identify strengths and strategic improvement priorities.

## **Resources**

- The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

## **Employer links**

- Links with employers, businesses and other external agencies will continue to grow through building on local community connections as well as through the support of the school's Enterprise Adviser, Mr Lee Mason

## **Equal Opportunities**

- The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs.
- All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths.

- The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a pupil might see the careers adviser.
- The careers adviser works with the SENCo to support Education, Health and Care planning and the inclusion team to support pupils who may be facing other challenges.
- The destinations of school-leavers are monitored and trends identified.

### **Monitoring and Evaluation**

- The Careers Leader meets regularly with the Careers Officer to discuss and review the Careers work in school.
- The Strategic Careers Plan to maintain the Gatsby Benchmarks & further improve provision will be reviewed half-termly
- The Careers Officer will seek evaluation from pupils who have had individual guidance interviews and use the feedback to make any changes or revise any aspects of the Careers delivery in College.
- The Policy will be reviewed along with the Delivery plan for Careers annually. New careers initiatives will be implemented within the College Delivery Plan
- Compass Evaluations are conducted termly
- Ongoing review of pupil, teacher, employer, parent feedback
- The CEAIG policy will be updated in accordance with any statutory guidance and with reference to any non-statutory recommendations having full regard for the vision and ethos of the College

### **References**

The Gatsby Benchmarks

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

The Career Development Institute Careers Framework

<http://www.thecdi.net/Careers-Framework-2018>

DFE Document: Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff. January 2024

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>