

Careers Education, Information, Advice and Guidance Policy



Title:	Career, Education, Information, Advice and Guidance Policy
Status:	Final
Revisions:	Requirements as per government guidance per September 2022: -Provider access legalisation -Independent careers advice now from year 7 -Key Stage 2 information for careers -Removed Provider Access Policy so it is now a policy in its own right as advised and easier to find on the website - Removed programme
Review frequency:	Yearly
Policy Review Date:	November 2024

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- **Curriculum Statement:**

A: Intent

St Catherine's provides a relevant and engaging C.E.I.A.G curriculum which meets the differing needs and requirements of our students. This is developed throughout a student's time at the school and is always supportive of their abilities, strengths and skills.

High quality careers education and guidance is critical to young people's futures. It helps to prepare them for the work place by providing a clear understanding of the world of work including routes to work and careers that they may find engaging and rewarding. It supports them to acquire self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathway, improve their life opportunities and contribution to a productive and successful economy.

The programme of study makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote students' wellbeing. In addition, the learning provided through this programme of study is essential to safeguarding students.

Aims and purpose

- Prepare students for the transition to life after St Catherine's
- Support students in making informed decisions which are appropriate for them
- Provide students with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate students to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements and recommendations

The C.E.I.A.G provision at St Catherine's is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

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

In addition, the school is compliant with the Careers guidance and access for education and training providers' that the government set out for delivery from September 2022: This states that all schools must give education and training providers the opportunity to talk to students

about approved technical qualifications and apprenticeships. For more Information please see our Provider Access Policy.

The 'Baker clause' outlines the importance of supporting students to understand the full range of education and training options available to them, with no bias and to include academic and technical routes.

The Provider Access Legislation is new guidance that is coming into force in January 2023. The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

'The skills for jobs: Lifelong learning for opportunity and growth' white paper sets out the importance of focusing on what is best for the student and providing good quality guidance so students can make informed choices.

Benchmark 1: A stable careers programme:

Benchmark 2: Learning from careers and labour market information:

Benchmark 3: Addressing the needs of each student:

Benchmark 4: Linking curriculum learning to careers:

Benchmark 5: Encounters with employers and employees:

Benchmark 6: Experiences of the workplace:

Benchmark 7: Encounters with further and higher education:

Benchmark 8: Personal guidance:

B: Implementation:

- A range of opportunities, which are broad and balanced, will be used to present careers work and the work-related curriculum to students.
- The programme of study (see separate document) will be planned by the careers lead in consultation with the SLT, the independent careers advisor and staff involved in the delivery of Careers using the strategic careers plan and the Gatsby benchmarks.
- Work will be differentiated to provide access and to provide suitable level of challenge to all.

- Independent careers advice and guidance will be provided by a qualified professional not directly employed by St Catherine's.
- Staff will work closely with students to develop their independence skills.

C: Impact

The Impact of the Careers and Personal Development programme of study is, students will be equipped with the knowledge and skills to be able to participate in wider society. The programme of study for careers and personal development helps students to understand and navigate a rapidly changing world.

This will enable them to possess the cultural capital required to enable them to succeed in later life and to be able to make a positive contribution to society.

Students will be prepared for the next step in their education and their later employment. This means that there should be no Not in Education or Employment (NEET) students. Students should have aspirational ambitions for their future.

St Catherine's school uses the Gatsby Benchmark to develop a broad and balanced Careers programme, measuring progress through the Careers & Enterprise Company Compass online evaluation tool which helps us to benchmark, track and report on our schools' careers provision.

The school has a careers action plan to track progress in relation to the school Improvement plan and the Gatsby benchmarks. These are reviewed annually and targets set. The evaluation also involves a range of evidence including attainment, progress, option pathways, destination data, NEET figures and feedback from students. Feedback from other stakeholders included parents, carers, careers and enterprise coordinator, parents, teachers, governors and employers is also important.

Teaching and Learning

- All students will follow the careers education programme at the appropriate level.
- Careers education is largely delivered as part of the P.S.H.E curriculum, but is also integrated into other aspects of the curriculum, which are shown in cross curricular maps.
- Students are taught in class groups for a six-week period, once weekly for an hour as part of the P.S.H.E curriculum.
- Key vocabulary is incorporated, explained and revisited to check understanding.
- Learning is broadened through assemblies, visits, practical, visual and virtual activities
- The careers scheme of work incorporates programmes of study in the following areas using adapted 'I can' statements from the Careers Development Institute framework to match students' level of ability:

1. Grow through Life
2. Explore possibilities
3. Manage Career
4. Create opportunities
5. Balance life and work
6. See the big picture

The following skills are developed through the careers programme:

Personal Effectiveness

- Self-improvement: through self-reflection, constructive feedback and effective goal-setting
- Resilience: self-motivation, perseverance and adaptability
- Self-regulation: a positive, growth mind-set and managing strong emotions and impulses
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation: time management, sequencing tasks
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values: reflection and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept: self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect

Interpersonal skills

Skills for employability: Communication; including listening, following instructions and assertiveness skills Team working negotiation: including flexibility, self- advocacy and compromise leadership skills and presentation skills, empathy and compassion.

Enterprise skills - aspiration, creativity, goal setting, identifying opportunities, taking positive risks, recognising, evaluating and utilising strategies for managing influence, valuing and respecting diversity. Using these skills and attributes to build and maintain healthy relationships of all kinds

Teaching methods can include:

- Whole class work;
- Group work;
- Pair work;
- Group discussion;

- Individual and independent study;
- Role play and drama;
- Visits to appropriate work places;
- Visiting speakers;
- Virtual work experience placement
- Virtual meetings with employers and training providers

3. Assessment

Assessment is carried out within lessons, with students working towards foundation, stretch and challenge objectives. Progress is tracked through the P.S.H.E data tracker.

4. Planning and resources

Planning and resources are shared between all staff involved within planning and resource folders. The school and sixth form library have careers areas for additional information for students to access. Up to date information about upcoming events and training providers are shared in weekly newsletters and noticeboards.

A yearly budget is allocated to the development of careers resources.

5. School and Sixth Form

All students have access to the following:

- Visitors in to school and offsite visits support students in developing their understanding of a range of different post 16 pathways.
- All students from Year 7 have access to advice and guidance from an independent career's advisor.
- All students in Year 10 access a meeting with the independent careers advisor to explore future pathways
- Students have access to relevant careers events i.e. open days, STEM events, careers fairs.
- Students are encouraged to participate in the student council and are involved in interviewing new members of staff
- Explore a variety of jobs through role play situations and experiences

Key Stage 2

- Students take part in Enterprise projects across the school year

- Subject areas make links to job routes through lesson content, roleplay, discussion and visits
- Students learn about themselves and their interests within PSHE and in Aspirations and Careers, and learn about living in the wider world.

Key Stage 3

- Student pathways onto accredited and vocational courses are planned and prepared for in KS3
- Subject areas make links to job routes through lesson content, discussion and visits
- Students take part in Enterprise projects across the school year
- STEM events and projects are a key part of the KS3 curriculum
- Students in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award as part of the extra-curricular activities.
- Yearly Careers unit of work within the P.S.H.E programme linked to the CDI framework.
- Group work with the Independent Careers Advisor in Year 7, 8 and 9
- Information from technical providers each year in Year 7, 8 and 9 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- Students must attend presentations from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Students are supported to understand how to make applications for the full range of academic and technical courses.

Key Stage 4 (in addition to KS3 ongoing provision)

- One-to-one meetings with the independent Careers Advisor in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities
- KS4 Students can opt to take part in the Duke of Edinburgh Award.
- Students in Year 10 and 11 undertake Work Experience and work-based placements and opportunities.
- Students in Year 10 and 11 must attend presentations from different training providers, including technical and apprenticeship providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways each year.
- Participation in life skills programmes lead by the therapy team
- Transition Annual review with parents, student, key staff and professionals to discuss Post 16 routes
- College taster courses at the Isle of Wight College
- Support to understand and research students 'local offer'.

- Yearly Careers unit of work within the PHSE programme linked to the CDI framework.

Sixth Form

- Participation in Young Enterprise projects
- Mock Interviews
- College taster courses at the Isle of Wight College
- Annual One to One meeting with the independent Careers advisor
- Students in Year 12, 13 and 14 undertake Work Experience and work-based placements and opportunities, in school and the local community.
- Students complete a BTEC Work skills programme in Y13/14
- Students in Year 12, 13 and 14 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways
- Yearly Careers unit of work within the P.S.H.E programme linked to the CDI framework.
- Life skills programme lead by the therapy team
- Termly liaison meeting with student and key staff to set targets
- Annual review with student, parents, key staff and professionals to discuss future routes
- Support to understand and research students 'local offer'

Work Experience

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Work Experience Coordinator and Job Coach to organise placements with the students, the Upper School team and sixth form to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All students on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the Careers work experience database. View St Catherine's work experience policy for further information.

6. Progression

Students work through the following stages, embedding their knowledge each year.

The P.H.S.E data tracker shows progress over time and indicates any areas which need further focus. Work scrutiny and assessment takes place to ensure an even coverage.

7. Homework

Homework is set where appropriate and as a valuable resource to reinforce learning through for example, interviewing parents about their jobs, or exploring local market information.

8. Risk Assessments

Risk assessments are an important part of work experience placements -see further information in the Work experience policy.

9. Linked policies

This policy should be read in conjunction with the following policies: St Catherine's Work experience policy,

The Careers Lead will:

- Write and update the careers policy
- Write and update the provider access policy
- Ensure all statutory guidance are shared and followed.
- Ensure a detailed scheme of work is written and updated;
- Have charge of the budget and allocate finances and resources;
- Liaise with key staff, students and parents to organise work experience with respect to timing of work experience and necessary preparation and back up work;
- Ensure that adequate records of progress are kept;
- Organise independent careers advice and guidance;
- Keep up to date with developments and training
- Attend Careers leaders' meetings.
- Provide information and training to staff, students and parents
- Update information for Careers on the school website.

Monitored by Governors October 2021

Reviewed October 2021, November 2022