

St Richard's Catholic College

CAREERS POLICY



The Policy was approved by the Governing Body: May 2023

Chair of Governors: _____

The Governing Body will review the policy in May 2024

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Introduction

As indicated in our Mission Statement, St Richard's aims to:

- help all pupils to recognise and develop their talents and abilities to their full potential;
- foster personal and moral attitudes;
- work for self-discipline, self-control, self-motivation and self-confidence;
- create pleasure in learning and recognition of the value of education's continuing role throughout one's life.

High quality Careers Education, Information Advice and Guidance (CEIAG) raises aspirations, increases motivation and raises achievement. CEIAG is an umbrella term that covers the range of activities and interventions that help young people become more self-reliant and better able to manage their own lives and career development.

- **Careers education** – describe the programmes and activities of learning that help young people develop the skills necessary to manage their careers and life pathway.
- **Information** – refers to the data and resources about the different aspects and issues affecting the lives of young people e.g. websites, computer software and one-to-one interactions.
- **Advice** – helps the individual to better understand the information offered to them by helping compare or by providing/undertaking further researching.
- **Guidance** – is the in-depth support provided by a trained adviser or occupational expert. The guidance helps the individual to explore their options and helps to inform decision making.

Department for Education Careers Strategy: Making the most of everyone's skills and talents, highlight the importance of the Gatsby Charitable Foundation Benchmarks to develop and improve careers provision.

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

1. A stable careers programme

- 1.1 Mrs Caroline Adams, Careers Lead will ensure the leadership and coordination of a high quality careers programme. Mrs Adams' name and contact details will be published on the school website.
- 1.2 Mrs Elisabeth Wood is the Senior Leader with responsibility for CEIAG provision.
- 1.3 A member of the Governing Body will be an active link Governor to CEIAG provision.

- 1.4 St. Richard's Careers programme is published on the school website so pupils, parents, teachers and employers can access and understand it. Pupil entitlement statements are also published on the school website (see appendix A).
- 1.5 Careers education at St Richard's is available for pupils of all ages. Planning its provision is the responsibility of Mrs Adams who has the necessary training and status within the institution. From Year 7 to Year 11 careers education is delivered through the subjects of the curriculum and PSHEe by non-specialist staff.
- 1.6 The CEIAG provision will have adequate funding allocated to it.
- 1.7 ESCC Enterprise Coordinator will endeavour to help the college with the careers and employer engagement plans. The Enterprise Adviser is former pupil, Natalie Wordsworth.
- 1.8 Mrs Adams will endeavour to ensure that the college meets the quality assurance frameworks by achieving the Investors in Careers quality award.
- 1.9 Mrs Adams will attend regular IAG partnership groups to develop collaborative approaches, and Teaching School Alliances to promote school to school improvements in the area.
- 1.10 Governors and staff will be made aware of any new CEIAG duties via the appropriate meetings.
- 1.11 The following aspects of CEIAG are covered during the PSHEe programme:
 - Identification
 - You as a person, your likes and dislikes
 - How to analyse jobs and career structures - stereotypes.
 - Careers expectations
 - Setting career goals/targets
 - Applying for jobs - application forms, letters and C.V. writing.
 - Interview skills
 - Finances
 - Application procedures
 - Basic skills: literacy, numeracy and ICT
 - Soft skills e.g. teamwork, time management and organisation
 - Enterprise skills e.g. decision making, leadership, determination and creativity
 - Tax, National Insurance and pay slips
 - Manage money and personal finances
- 1.12 Regular evaluation of the careers programme will be undertaken by all parties involved, namely pupils, teachers, employers and parents/carers.
- 1.13 The CEIAG provision is evaluated by parents via the Parental Focus Groups and the Year 10 and 11 parents evening surveys. The information received is then used to help with commissioning of CEIAG provisions.
- 1.14 After receiving a one-to-one interview from the external careers advisors, the pupils will be given an evaluation sheet to complete. Pupils with special educational needs will have TA support to help fill in this evaluation.
- 1.15 Evaluation of the work experience preparation morning and the work experience week is an integral part of the Year 10 planned careers programme.

- 1.16 Questionnaires are provided to a selection of Year 9, 10 and 11 pupils to feedback on the support they have received whilst preparing to make informed choices, the careers library and the information they have received about making informed choices.
- 1.17 Exit interviews with pupils occurs to enable Mrs Adams to capture the pupils' experience of the CEIAG provision they have experienced.

2. Learning from career and labour market information

- 2.1 Enterprise Adviser will help the college to organise the annual careers fayre, with employers, education, apprenticeship and training providers being represented.
- 2.2 There are opportunities within the planned PSHEe programme to discuss pupils 14-19 transition choices and what this means for their futures.
- 2.3 There is a comprehensive section in the school library, which includes the following careers information:
- Careers information which, where possible, is balanced and free from bias and which portrays positive images of women, ethnic minorities, and people with disabilities
 - The opportunity for pupils to access information using a variety of media, including printed material, computer software and videos
 - An area/areas for both browsing and quiet study
 - Resources which are clearly labelled and housed in an area large enough to accommodate a 'class size group
 - Information on local employers
 - Information on the full range of further and higher education provision
 - Information on Apprenticeships
- 2.4 The careers section in the library is open to all pupils, with an introduction and instruction on how to access information is given in year 9.
- 2.5 There is provision for access to local and national education, employment and training opportunities by means of:
- Morrisby
 - National Careers Service
 - Contact with local employers as practitioners in their field.
- 2.6 Information on Morrisby (an online website on careers education, information, advice and guidance) is given in termly newsletters, including how to access. An introduction to Morrisby is provided in year 9 and it is revisited in year 10.
- 2.7 Labour Market Information is published on the school website and posters are displayed around the college.
- 2.8 To widen their horizons, pupils should:
- Undertake wide ranging and challenging research into the demands, rewards and life-styles associated with a number of possible careers linked to the labour markets.
 - Understand the broad pattern of education, training and career opportunities linked to the labour markets.
 - Challenge stereotyping of jobs and look at how this can affect earnings.

- 2.9 Pupils are shown a career of the week video during registration, to get pupils to think of other possible career choices.
- 2.10 Pupils and parents/carers will be advised about the following guidance:
- Careers East Sussex website – this provides information and advice on a range of issues including careers and post-16 opportunities, to all young people.
 - The National Careers Service – this provides information and advice to young people either via their website or the national helpline.
- Both have links on the school website
- 2.11 Parents/carers are able to support their young person from arrival in the college until they leave via the transition programme and the school website.
- 2.12 The FE provider and employer's fayre will enable parents/carers to be involved in helping the pupils make decisions about their post-16 options.
- 2.13 Pupils are informed of the key stage 4 options via the curriculum evening and post-16 choices via the college talks and FE provider and employer fayre.

3. Addressing the needs of each pupil

- 3.1 All services and programmes are provided in such a way that they promote equality of opportunity for all pupils. They provide experiences which positively encourage the development of self-esteem and self-confidence so that aspirations are realistic and potential can be fully realised.
- 3.2 Pupils should be able to achieve a greater understanding of their own abilities, aptitudes, and aspirations and form a realistic self-image.
- 3.3 Pupils are made aware of the importance of employability skills especially in the current economic climate.
- 3.4 The process of tracking learning and progress is seen as a learning process that is inextricably linked to the CEIAG programme which encourages young people to:
- a) develop self-awareness
 - b) participate in seeking out an appropriate range of opportunities
 - c) arrive at their own decisions
- 3.5 Pupils are encouraged to set and review targets/goals throughout the careers programme.
- 3.6 Mrs Adams is available to deal with any enquiries that the pupils or parents/carers may have with regards to CEIAG.
- 3.7 Mrs Adams is available to talk to parents by appointment at the Year 9, 10 & 11 Parents' Evenings. This helps pupils/parents to understand the importance of Key Stage 4 and post 16 subject choices.
- 3.8 Pupils apply to post-16 mainly through UCAS progress, where information on their intended destinations is collated. Forms will be given to any pupils where this data is missing. This will help to identify pupils at risk of becoming NEET.

- 3.9 The Learner Destination Measures will show how successful the college is in preparing our learners for further education and employment.
- 3.10 ESCC is responsible for tracking all 16-18 year olds and to ensure that all 16 year olds receive an offer of education or training by September – the September Guarantee
- 3.11 Year 11 pupils who are vulnerable and at risk of not progressing or are in danger of being coming NEET (Not in Education, Employment or Training) can be referred to the Youth Employability Service, YES. Referrals can be made via the year 11 pastoral leader.
- 3.12 ESCC will ensure that all young people have a September Guarantee offer and provide support to the most vulnerable young people.

4. Linking the curriculum learning to careers

- 4.1 Information specific to particular subject areas is delivered through departments and staff are available to deal with any enquiries the pupils have. Naturally, this information is based mainly on their own experiences. An audit will be carried out to ensure that employability skills are embedded across the curriculum.
- 4.2 Inset will be available to subject teachers to ensure they are aware of the links between their subjects and career pathways.
- 4.3 The careers education programmes and activities will help the pupils to develop the skills necessary to manage their career and life pathway. There should also be links in curriculum subjects to promote career pathways especially in English, Science, Technology, Engineering, Arts and Maths (STEAM).

5. Encounters with employers and employees

- 5.1 Each of our pupils is entitled to receive experience of the world of work throughout their time in education. This can take on a variety of forms including employer workshops which will run throughout the year which are designed to promote career aspirations and equality to all pupils.
- 5.2 The experience of work is a planned and structured part of the PSHEe programme, and where possible is integrated with other areas of the curriculum. E.g. Forensics project, Science.
- 5.3 All pupils will have encounters with an employer every year that they are at the college. The vast majority of these encounters will take place as part of the PSHEe programme.
- 5.4 The planned PSHEe programme is developed and enhanced through the use of local and national business partnerships e.g. The Rotary Club and The Hydro Hotel Eastbourne. Contact with the employer helps pupils to understand the benefits of economic independence.
- 5.5 The college website should be developed to have a section devoted to alumni, which should include a section where past pupils can post on words of wisdom and their success stories to current pupils. The alumni website is currently run through Future First.

6. Experiences of workplaces

- 6.1 There is an opportunity in year 10 for pupils to have a week's work experience. The organisation of this type of learning activity is very time consuming, therefore Mrs Adams will receive administrative support. Upon completion, of the week pupils are given an employer's report and a certificate which should form part of the Progress File.
- 6.2 Pupils are encouraged to find their own work experience placement. As these tend to be high quality and they are more likely to link to their possible career pathways.
- 6.3 Pupils Premium pupils are tracked to try and ensure that they attend aspirational placements.
- 6.4 As part of the work experience preparation all pupils are expected to complete an application form and a letter of application to send to their work experience placement. They are also expected to prepare a CV to take with them to a MOCK interview which is provided by local employers.

7. Encounters with further and higher education

- 7.1 During term 1 the main FE Providers are invited to attend a year 11 assembly to present to the pupils. The rest of the local providers will be allocated an assembly slot if they contact us to request one, as per our provider access policy.
- 7.2 Apprenticeship providers, local employers and FE/HE providers are invited to attend the college's annual careers fayre.
- 7.3 Apprenticeship workshops are run every academic year for pupils in Years 10 and 11.
- 7.4 Year 10 pupils will attend a taster's day with Bexhill College or East Sussex College Group to give pupils an idea of the possible courses available.
- 7.5 Universities will be invited to attend the college to deliver talks to the pupils.
- 7.7 The school library has all of the local prospectuses for both FE and HE providers available for the pupils.

8. Personal Guidance

- 8.1 All our pupils are entitled to individual careers guidance that is unbiased and free from cultural prejudices by the end of Year 11. The Careers Personal Advisors will have the relevant professional qualifications and this will be checked during the commissioning process undertaken by the college.
- 8.2 An impartial and independent Careers Company will be commissioned by the College to carry out one-to-one interviews. This will ensure that the college is providing impartial and independent careers guidance. The pupils will be identified by the Year 11 and 10 pastoral leaders. The advisor will help the pupils develop Moving on plans; these can help pupils to identify opportunities to progress.

- 8.3 Mrs Adams or the SEN Coordinator will endeavour to provide the Careers Personal Advisors with information relating to our pupil's attainments, and achievements in order to assist them in deciding on the suitability of pupils for certain types of employment. Health factors are also taken into account as they may be a barrier in some careers.
- 8.4 Careers Personal Advisors are provided with a room suitable for holding careers interviews.
- 8.5 Documents produced as a result of Careers guidance interviews, such as summaries of Guidance and Moving on plans are considered as part of/or contributing to, both the summative and formative elements of the Progress File.
- 8.6 Moving on plans are presented to the pupils at/ or just after their careers interview. The advice given is based on information supplied and views expressed by the pupil at the time of the interview.
- 8.7 Pupils, parents/carers and staff can refer pupils for careers interviews. These will be organised by Mrs Adams when the external careers advisors are in the college.

Appendix A - Pupil Entitlement statements

By the end of Year 9 you will:

- be able to use and have regular access to the careers section in the library
- know how to make decisions about your choice of GCSE subjects
- begin to recognise what skills and strengths you have and how you can use them e.g. working as part of a team, working to a set deadline
- receive advice and informed support on careers options and GCSE options via staff such as your Form Tutor, Pastoral Leader and Careers Lead.
- use careers based websites to begin to find out more about the types of work in which you are interested
- have had opportunities for recording your own achievements e.g. reaching your target grades in subjects
- have had an opportunity to meet employers via careers workshops and the careers fayre.

By the end of Year 11 you will:

- be able to use and have regular access to the Careers section in the library
- know how to make decisions about your choice of higher education options
- have a knowledge of a wide range of further and higher education, training and career opportunities
- recognise what skills and strengths you have and how you can use them e.g. working as part of a team, working to a set deadline
- receive advice and informed support on careers options and GCSE options via staff such as your Form Tutor Pastoral Leader and Careers Lead.
- use websites careers based websites to begin to find out more about the types of work in which you are interested
- have had opportunities for recording your own achievements e.g. reaching your target grades in subjects, achieving prefect status.
- have had the chance to do work experience
- begun to develop self-awareness skills for self-reliance and dealing with the world of work and everyday life e.g. working with different groups of people from varying backgrounds.
- have had the opportunity to meet a variety of adults other than teachers at careers talks, visit and interviews. An example of this is in Year 10 when you have your work experience preparation morning and have an individual MOCK interview with an employer.