



Careers Information Education and Guidance Policy

Key Information

Title	Careers Information Education and Guidance Policy	
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Approved By	John Delaney (Chair of Governors)	12/10/18
Version	V01.01	
Document Update	End of June 2020	

Version History

Version	Date	Amendments
V01.00	12/06/18	First Issue Draft for review
V01.01	11/10/18	Final Document Approved

CAREERS INFORMATION EDUCATION AND GUIDANCE POLICY

Revised 31 January 2018

This document has been updated and revised after the publication of 'Careers Guidance and Access for Education and Training Providers', statutory guidance, January 2018.

Rationale

The purpose of careers information, education and guidance is to help individuals gain the knowledge, skills and attitudes they need to begin the management of their own lifelong learning and career development.

As inspiration, careers education, information and guidance is guided by the school Mission Statement.

"As a Catholic school, our inspiration is Jesus Christ. We therefore promote the dignity and well-being of every child and ensure that they flourish with us in a safe, happy and enriching environment. We believe that everyone is gifted and called by God to fulfil some definite service for the greater good of society. We will help our students to discover their vocation in life, to achieve their full potential and to use their gifts for the greater glory of God."

Mission Statement, approved by the Governing Body, March 2015

To achieve these overarching aims, the careers CIEG (Career Information, Education and Guidance) policy has adopted the Gatsby Charitable Foundation's Benchmarks to further develop and improve careers provision. The statutory guidance includes information on what schools need to do to meet each one. Adopting the Gatsby Benchmarks gives school leaders confidence that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships. This should be seen as a work on-going and a target date for completion and full-implementation has been set for 2020.

There is a conflict at the heart of destination data. The government wants to use destination data as a measure of accountability, but then gives permission for individuals to refuse that data to be shared. As far as St Gregory's is concerned, traditionally numbers of NEET (Not in Education or Employment) students remains well below national averages.

However, the new requirements should be seen as an addition to the existing excellent provision and not as a replacement. Therefore this policy is not new, simply revised.

Aims

Self-awareness:

- To have an honest and realistic assessment of their own strengths and weaknesses.
- To be aware of how this relates to the available opportunities.
- To be aware of those attributes that can be improved and to know how to do so.

The ability to research information:

- To be able to use sources of careers information.
- To use the computer to independently research information and to generate ideas.
- To have the confidence to ask people, not only where to get information but also about their occupations.

Awareness of opportunities and progression routes:

- To be aware of education, training and employment opportunities.
- To be able to determine the structure of opportunities and the various progression routes.

Awareness of the realities of the employment market

- To be realistic in their aspirations.
- Knowledge of the labour market and of labour market trends.
- Knowledge of the skills, attributes, attitudes and qualifications demanded by employers.

The ability to make well-informed decisions:

The ability to make decisions that are right for the individual following consideration of the advantages and disadvantages of the various options.

The knowledge and skills to formulate and implement plans of action:

This involves setting goals and having the ability to determine the steps towards those goals by setting short-term targets.

Guidelines

- ❖ A member of staff is responsible to the Governors for co-ordinating careers education and guidance with the help of an assistant.
- ❖ A member of the governing body as lead careers governor will provide oversight of the school's compliance with the policy and monitor and scrutinise the school's strategy and careers department development plan.
- ❖ Careers guidance is delivered by an independent careers consultant.
- ❖ The careers lead is advised by a school adviser from the CEC (Careers Education Company) and regular group meetings of the BET (Bath Education Trust) schools careers staff.
- ❖ The tutors are responsible for the delivery of careers education within the curriculum. The responsibility to provide students with meaningful career experiences lies with all teaching staff and subject leaders as well as careers staff. Faculties can use the CEC school advisers for help with opportunities.
- ❖ Careers Education and Guidance will be delivered within the framework of the school's policy on Equal Opportunities and other relevant school policies.

Careers Education Policy

Procedures

- Within St Gregory's, Careers Education and Guidance is an integral part of the personal, social, cultural and spiritual development of students.
- Elements of Careers Education and Guidance are delivered through various curriculum subjects and PHSE programme.
- All students have access to independent careers guidance. However, as this service is funded, it is limited and so the advice is targeted towards those who need it the most.
- The majority of Careers Education is provided through the Personal Health and Social Education programme and is delivered by tutors.
- Individual and small group guidance interviews are provided to support students in making career choices where possible.
- All Year 11 students receive impartial and up-to-date information and advice on local sixth form, further education, training and employment opportunities.

- All students in Years 10-11 have career Action Plans that are updated twice a year. These are used as a discussion point for independent careers interviews and for independent careers research.
- Any resulting action plan coming from independent careers interviews are securely stored as a record of the interview and as a stimulus for future careers interviews or discussions with tutors.
- In the Year 12 every student will have the opportunity to take part in at least one week's work experience.
- Year groups have one collapsed day or morning with various career based objectives from Equality and Diversity through to STEM days and mock interviews.
- Students are responsible for finding their own work experience placement.
- Students will have access to work visits, work simulations, applications of industrial processes in the classroom and other industry contacts within the range of subjects available, where possible.
- Information about work, education, training and vocational opportunities is provided in a variety of ways, e.g. printed materials, computer software, video, careers conventions and conferences and a planned dedicated website. Upper school students are made aware of possibilities through Memo-keeper and by email where appropriate. Regular use is made of the school newsletters and tutor emails. The Careers Assistant and Sixth Form Administrator help with the disbursement.
- The school has adopted **Unifrog** as a platform for careers in the Sixth Form and the intention is to make this available to Year 11. Students are encouraged to use **Careerpilot** as a personal career guidance tool and senior students will be able to access **Pathway CTM** which will provide guidance on events, apprenticeships, resources and access to specific job preparation programmes. **Careersnearhere.com** is also a very useful careers information and guidance portal which students are encouraged to use.
- There is a good relationship with Bath College which is trying to re-establish its 14-16 provision, and Year 10 marketing through Taster Days.
- Parents and carers are recognised as crucial participants in careers and guidance provision and are encouraged to become involved wherever appropriate.

Endorsement, Monitoring, Review and associated Policies.

This policy has been endorsed by all members of staff, is supported by the Governors and will be reviewed on a regular basis. It should be read in conjunction with the policies on:-

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| • Personal, Social and Health Education | • Safeguarding |
| • Equal Opportunities | • Health and Safety |
| • Access policy | • Other relevant school policies |

ANNEX

1. MAIN TARGETS

- (a) From 2018-9 we will seek to provide a formalised assembly programme of seven 20-minute sessions for Years 7-13.
- (b) We will approach CEC to develop greater interest from providers of technical qualifications for all year groups.
- (c) We will publish an annual development plan on the school website, up-dated every term. This will include a list of all the events and activities that have happened. There will also be a list of forthcoming events.
- (d) We will be working with the website manager to develop the current careers pages on the school website.
- (e) The CEC will be commissioned to help achieve the aim providing at least one experience of the workplace through a series of work shadowing visits by the end of Year 11. Work experience will be considered for SEND students with support.