



Saint GREGORY'S
Bath

Careers Education Information and Guidance Policy

Key Information

Title	Careers Education Information and Guidance Policy	
Prepared By	Catherine Parker (Head of Careers)	11/10/18
Checked By	Nicole Pecchia (Lead Careers Governor)	11/10/18
Approved By	John Delaney (Chair of Governors)	12/10/18
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Version History

Date	Amendments
12/06/18	First Issue Draft for review
11/10/18	Final Document Approved
April 2021	Policy updated, Catherine Parker, Careers Lead
22/06/2023	Policy updated, Cameron Boutland Smith, Careers Lead

In Christ we flourish

Rationale

St Gregory's is committed to providing a planned programme of Careers Education, Information and Guidance (CEIAG) for all students in Years 7-13.

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

The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes.

The policy is developed and reviewed regularly through discussions and is based on current good practice from the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements. 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 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.

Young people not in education, employment or training (NEET)

- There was an increase in the number of young people who were aged 16 to 24 years and not in education, employment or training (NEET) in July to September 2022, with the total currently estimated to be 724,000, up from 711,000 in April to June 2022. The percentage of all young people who were NEET in July to September 2022 was estimated at 10.6%, up 0.2 percentage points on the quarter (April to June 2022), but down 0.5 percentage points compared with pre-Coronavirus (COVID-19) pandemic levels (October to December 2019).
- The increase in the number of young people who were NEET was entirely affected by women, who saw an increase of 14,000 on the quarter (from April to June 2022). The number of young people who were NEET and economically inactive in July to September 2022 was estimated to be 490,000, an increase of 17,000 on the quarter (from April to June 2022).
- There were an estimated 234,000 young people in the UK who were NEET and unemployed, a record low; of these, an estimated record low 218,000 were aged 18 to 24 years.
- The most significant educational risk factor was low educational attainment at GCSE. Other risk factors are where students have:
 - Health problems
 - Caring responsibilities
 - Difficult family circumstances

At St Gregory's, we strive to ensure that all our students achieve their full potential, therefore reducing the proportion of students leaving us as NEET. Traditionally, numbers of NEET students remains well below national averages.

Context

From September 2022 the Education Act of 2001 placed schools under a duty to ensure that all registered students in Years 7-13 or up to 25 for students with an EHCP have access to independent, accurate and impartial information, advice and guidance.

Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options,
- promote the best interests of the pupils to whom it is given

The DfE in September 2022 Careers statutory guidance (publishing.service.gov.uk) also updated its statutory careers guidance for schools. Governing Bodies need to ensure that the school has published a careers programme and clear advice and guidance which meets the school's needs. The government also expects Governing Bodies to ensure that the school's careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out. The careers strategy can be read online at:

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

The statutory guidance for school is available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The Baker clause states:

Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 13 about approved technical qualifications and apprenticeships from 2 January 2018. The DfE has issued two guidance documents: Technical Education and Apprenticeships: Raising Awareness in Schools and Example Policy Statement on Provider Access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

The school has a policy on Provider Access which is available on the school's website. Provider access legislation In January 2023, the updated provider access legislation (PAL) comes into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students: Two encounters for students during the 'first key phase' (Year 8 or 9) that are mandatory for all students to attend; two encounters for students during the 'second key phase' (Year 10 or 11) that are mandatory for all students to attend; two encounters for students during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for students to attend. The new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

Our Vision:

At St Gregory's we are committed to

- Raising aspirations for the future, developing ambitious, independent learners ready for employment, further education or training.
- Providing learning opportunities through a range of partnerships with business and industry across the region.
- Delivering economic and business understanding through an enterprise focused curriculum.

- Equipping young adults with skills essential for lifelong learning.

Principles

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student. At St Gregory's careers education and guidance provides realistic and relevant opportunities for young people to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise. Students learn about work, learn from work and learn to work.

This will promote the following to all students:

- *Self-development through careers and work-related education.*
Participation in career and work-related learning activities gives individuals valuable opportunities to discover more about themselves: who they are, how they are changing and who they could possibly become. They can also discover what inspires them, how they can be successful and what they can contribute. At St Gregory's we encourage students to assess their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them. Well-chosen and well-designed activities enable individuals to become more motivated and to take greater responsibility for their own learning, development and wellbeing.
- *Finding out about careers and the world of work*
Self-examination and exploration of careers and the world of work are two sides of the same coin. Looking inwards and looking outwards are central to the matching process when individuals weigh up where they could fit in, what the world of work has to offer them and what they have to offer in return. Looking outwards encompasses understanding careers and career progression, gaining useful insights into work and working life, understanding business and industry, knowing about the rights and responsibilities of workers and investigating opportunities. Students explore careers through the provision of a wide range of resources: computer software, books and leaflets, posters, subject related job displays, Careers Days and access to our school's impartial careers guidance. They experience the world of work first hand during Years 10 and 12 Work Experience Placements, meeting external speakers from business and involvement in the Mock Interview and Careers Days as well as our strong links with local businesses. Through this extensive programme our students develop their understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.
- *Developing skills for career wellbeing and employability*
Individuals need to acquire and develop a range of skills to manage their own careers and to prepare themselves for employment and/or self-employment. They must, for example, know how to access and make use of sources of information and advice, be able to make plans and decisions and know how to follow them through. Individuals also need to be able to acquire and demonstrate the skills which will add value to an employer's business (or their own

business if they are self-employed) while at the same time enabling them to release their own potential and to achieve satisfaction and success in their working lives. Knowing when and how to invest in their own learning throughout their lives can help them achieve their goals. Students also develop their ability to challenge all types of stereotyping and how to deal with prejudice and discrimination in the world of work.

Roles and responsibilities

- St Gregory's has a Careers Coordinator who is also a member of the Senior Leadership Team (SLT). The Assistant Head of Wider Participation is currently the Careers Co-ordinator.
- The CEIAG programme is planned, co-ordinated and evaluated by the Careers Lead. There are regular planning and evaluation meetings between the Careers Coordinator, Careers Lead and the Independent Careers Advisor and Careers Administration Assistant.
- Work Experience is planned and implemented by the Careers Lead and supported by the Careers Administration Assistant, who works closely with the Careers Coordinator and SLT.
- Trained staff deliver CEIAG activities offered in the PSHE lessons and Tutor Programme. All other staff are responsible for teaching and giving feedback on the taught aspects of the CEIAG programme through their subjects.
- The Independent Careers Advisor (Compass Careers) is responsible for maintaining the careers Interview and students action plan information at the centre.

The 'Gatsby' Benchmarks

St Gregory's has adopted the Gatsby Benchmarks because they are judged to be an outstanding system for career guidance.

<https://www.gov.uk/government/news/careers-guidance-for-modern-country-unveiled>

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

Benchmark 1: A stable careers programme

- The strategic responsibility for the management of CEIAG is the Director of Pastoral Care.
- The careers programme is structured and updated annually by the Careers Lead and it is published and included on the school's website.
- Delivery is through the tutor programme weekly in both Key Stage 3 (KS3) and Key Stage 4 (KS4) as well as Personal, Social, Health and Economic (PSHE) lessons (one lesson per fortnight in Years 7 to 9 in delivered by RE teachers. There are also enterprise days, careers days, visits, work experience and PSHE and Careers also permeates through all school subjects.
- Each student has access to the programme, which works through from Year 7 to post 16.
- The programme is evaluated with feedback from all stakeholders. A framework for the planning, monitoring and delivery of the careers programme will be reviewed termly, using the COMPASS evaluation tool (which allows an evaluation of the programme against the Gatsby Benchmarks).
- Funding is allocated annually in the context of whole school priorities and particular needs for Careers Education, Information and Guidance.
- The school ensures careers is prominent for every child and is linked to the use of UNIFROG,

Year 7-13

- There are a large number of events and activities involving employers and other agencies throughout the year including Careers Days and after school events.
- Visits to colleges and other post 16 options are arranged from Year 11 onwards
- There is a growing careers library in school which is easily accessible to students and staff. Materials are audited annually and replaced where necessary.
- Careers software including Unifrog and other useful careers links are uploaded to the school website and are easily accessible. These links are referred to in CEIAG lessons linked into the PSHE and Careers program and used by our Independent Careers Advisor when consulting students.
- Useful links for students and parents are posted in the Careers pages of the St Gregory's website.
- The Careers Lead attends regular external careers training and networking events and shares information with staff.

Benchmark 2: Learning from career and labour market

- Local Market Information (LMI) is included in the careers programme and additional knowledge is provided by the Careers Adviser.
- The Careers Adviser provides independent careers guidance, including LMI to all students from Years 7 and above.
- LMI information is shared with parents and carers on the school's website.
- Careers days and visits from other organisations provide a wide variety of LMI.
- Careers software including Unifrog and other useful careers links are uploaded to the school website and are easily accessible. These links are referred to in CEIAG lessons and used by our Independent Careers Advisor when consulting students.

Benchmark 3: Addressing the needs of each student

- The Careers Adviser keeps accurate records of individual careers advice and these are shared with students, parents, carers and the school.
- Destinations are collated by the Careers Adviser, Data Manager and Sixth Form Team, with the support of the Careers Lead.
- The careers programme actively seeks to challenge stereotypical thinking and to raise aspirations.
- All work is differentiated to meet the needs of the individual and prior knowledge of the students' needs.

Benchmark 4: Linking curriculum learning to careers

- Careers, employability and enterprise skills are embedded within the curriculum and developed in lessons. These develop skills which will encourage students to become more effective workers within a wider range of careers. All staff are encouraged where possible to relate their subject to careers, e.g. all classrooms have displays regarding jobs related to subjects
- The tutor programme for both KS3 and KS4 include sessions on CEIAG.

- All staff are expected to contribute to CEIAG through their role as form tutor, subject teachers and support staff.

Benchmark 5: Encounters with employers and employees

- Students will be provided with opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise clubs and employer talks and presentations.
- We will arrange visits to the school from local colleges, work-based education and training providers, and where possible encourage students to visit these establishments. This will assist students in making an informed decision about their future career.
- We will continue to develop partnerships with local colleges, apprenticeship providers, local employers and training providers.
- We have appointed an EA (Enterprise advisor) as of August 2023 who will work with the school to develop industry links in the local area.

Benchmark 6: Experience of work places

- Year 10 students have work experience.
- Year 12 students undertake a week's work experience within a placement they organise.
- All students in Year 10 take part in job preparation and interview skills with local employers and other relevant organisations.

Benchmark 7: Encounters with further and higher education

- Annual Careers events will allow each Year 7 to Year 13 student, parents and carers to have a meaningful encounter with learning providers, including sixth form, colleges, local employers and apprenticeship providers.
- Extensive links with a number of colleges and universities.
- Visiting UCAS events (in sixth form).
- Visits to local colleges and universities.

Benchmark 8: Personal guidance

- Independent face-to-face careers guidance, to help make successful transitions, from a qualified careers adviser (qualified to at least level 6)
- School will work closely with the Local Authority through the provision of Special Educational Needs and Disabilities (SEND) support services: preparing for adulthood.
- The Careers Adviser, will provide independent careers guidance to all Year 10, 11 and Post 16 students, and their parents and carers.
- The Careers Adviser is available for appointments with students or with parents or carers and students.
- Support for students on making applications for post 16.

Signed by :

Head Teacher

Careers coordinator

Careers Lead

Lead Careers Governor

Chair of Governors

APPENDIX: Distance Learning

In the event that school is closed, due to an occasion like a lockdown due to Covid-19, or if students are unable to attend school, there is a programme that will be used to support Careers Education at St Gregory's. The KS3, KS4 and KS5 programme is based around Unifrog, and will be delivered via class tutors, but under the guidance of the Careers Lead:

Distance Learning Careers Activities

	Year 7: Finding Out More about Jobs and Careers	Year 8: Finding Out More about Skills and Employability	Year 9: Finding Out More about Careers Linked to Subjects	Year 10/11: Finding Out More about your Post-16 Options	Year 12/13: Unifrog
1	Watch the film and sign up to Career Pilot.	Watch the film and sign up to Career Pilot.	Watch the film and sign on to Career Pilot.	Watch the film and sign up to Career Pilot.	Acing Your Personal Statement.
2	Let your tutor know what animal you are.	Complete 'Pre 16 Skills Map'.	Complete 'Pre-16 Skills Map'.	Job Sectors Quiz	Goal Setting
3	Activity 3: What job sectors did you explore?	Complete the 'I-Could Quiz' - let your tutor know which animal you are.	Choose two subjects and see where they lead. What jobs could they help you get to?	Look at two job sectors that came up in your quiz. What sectors are they?	Finding the Right Apprenticeship.

4	Activity 4: What job profiles did you look at? What salary do they have?	Explore two job sectors - add to your career tools.	Job Quiz	Complete Pre-16 Skills Bank.	Managing Stress and Anxiety.
5	Activity 5: Add two job sectors you might be interested in to 'My Job Sectors'.	Choose a subject and see where it leads. What jobs could it help you get to?	Explore two job sectors and add to your career tools.	Look at 'Qualification' - tag your GCSEs and include your predicted grades if you know them!	Using Time Effectively
6	Activity 6: Explore and complete the 'Job Quiz'.	Explore 'Options at 13/14'.	'Which jobs are useful during Coronavirus?'	Explore 'Choices at 16'.	
7	Talk to someone at home about their job. What do they like and dislike about their job?	Talk to someone at home about their job. What skills do they need to be successful?	Talk to someone at home. Which subjects did they like and dislike at school? Why?	Explore the 'Work Experience' section.	
8	Complete a Jobs A-Z. Find a job for each letter of the alphabet (or as many as you can).	Complete a Skills A-Z. Find a skill for each letter of the alphabet (or as many as you can).	Complete a Subject A-Z. Find a school or university subject for each letter of the alphabet (or as many as you can).	Research courses - using 'Providers' or 'Courses', and tag the ones you're interested in.	

There would also be potential changes to events, such as Careers Days and Work Experience opportunities, but these would be reviewed on a case by case basis, and communication with students, parents, staff and outside partners would be made.