

## 2e – Careers, Education, Information, Advice and Guidance Policy

### Mission Statement

#### Our girls will change the world:

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

### Equality Statement

At St Augustine's Priory we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life. To that end we embrace the RADIO toolkit to equip all members of our community with the skills to participate in building a respectful culture.

### Principles

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 7-13. Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), the Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); updated Statutory guidance (October 2018) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The Gatsby Benchmark is a framework outlining the best careers provision in schools and colleges, the school's Careers Strategy is founded on these. As well as providing a framework for a holistic careers programme across Years 7-13, these guidelines are also embedded within curriculum and enrichment activities.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states: "A successful careers

guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment.”

The eight Gatsby Benchmarks are:

### **1-A stable careers programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

### **2-Learning from career and labour market information**

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

### **3-Addressing the needs of each pupil**

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

### **4-Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### **5-Encounters with employers and employees**

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. In line with the Baker Clause, all students in Year 8-13 will be offered **six** opportunities to encounter a range of education and training providers for the purpose of informing them about approved technical education qualifications and apprenticeships through a combination of PSHEE lessons, external speaker events and specific careers events.

### **6-Experiences of workplaces**

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

### **7-Encounters with further and higher education**

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

## **8-Personal guidance**

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

### **Objectives**

St Augustine's Priory is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Inspire young people about their future prospects
- Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
- Enable students to make realistic and well-informed career decisions and transitions
- Equip students with the employability skills and study skills they need to succeed beyond school life
- Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
- To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts
- To provide CEIAG in partnership with students themselves, their parents / carers and our chosen professional and community partners.

### **Provision**

St Augustine's Priory is committed to providing a planned programme of CEIAG for all pupils and students in Year 7 to Year 13 in partnership with independent and impartial guidance services provided, notably Unifrog. There is comprehensive information available for both students and parents on the careers section of our school website.

St Augustine's Priory is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

The school will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. This includes targeted work for SEND students at KS4 alongside the local authority. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school.

### **Curriculum**

The careers programme for each year group is constructed around taught careers education, assemblies, events (such as outside speakers, careers talks, workshops and themed events), work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area includes links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn. Students are involved in the evaluation of activities; feedback is collated and fed into School Development Plan.

### **Demonstrating progress**

St Augustine's Priory currently has an audit it completes on a yearly basis. To reach the 'World-class' standard for schools as set out in the Gatsby report, St Augustine's Priory will.

- Look at working towards achieving the formal accreditation of a careers programme by gaining the 'Quality in Careers Standard'
- Offer every young person at least 7 encounters with employers during their education (at least one a year)
- Give providers of Tech level education, including apprenticeships, the opportunity to talk our students and open students to alternatives FE/HE pathways including apprenticeships
- Publish details of our careers programme on our website
- Look to appoint a careers leader who has appropriate skills and experience. Full support will be given from Governors and Senior Leadership Team

### **Work Experience**

The objective of Work Experience in Year 11 and Year 12 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. Where possible, students should seek a placement in an environment which is linked to a career which they are considering for their own future. During the week, students will develop their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role.

All students will be offered the opportunity to undertake a one-week placement in the summer term after GCSE examinations have been completed and again in the Summer Term of Year 12. This experience may be limited by the availability of suitable placements. It is ultimately the student's responsibility to ensure that they have secured a placement however support in finding a placement will be offered by the school.

### **Safeguarding Pupils on Work Experience**

As a school we provide safeguards such as; undertaking initial checks, checks during the placement (either in person or via telephone contact) and helping pupils to prepare for their placement. This will involve working closely with work experience placements to ensure that the correct employment checks, health and safety



considerations and any other safeguards, such as risk assessments are in place. The school and the work experience placement will ensure these checks are in place. It is the responsibility of the parents to inform the Head of Year of the work experience arrangements including: name, address and contact details of the work experience placement; dates of placement; specific named contact of supervising adult and accurate, relevant contact details for named contact. All checks and risk assessments will be done prior to the placement starting, to ensure that it will be a suitable environment for the pupil. The school will ensure that the right insurance is in place to protect both the pupils and the company.

## **Careers: Statement of Intention**

### **At all Key Stages pupils can expect:**

- access to a planned programme relevant to their year group
- access to personalised advice and guidance (either in-house or by external and independent advisors)
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice does not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

### **ALL STUDENTS WILL:**

#### **By the end of Key Stage 3:**

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- Be able to access the careers resources centre in the library and online resources, through Unifrog and other portals
- Be set targets and review progress with your tutor
- Receive careers information and on-going support from staff such as your Tutor
- Take part in options events where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4

#### **By the end of Key Stage 4:**

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, the PSHE programme, through tutor group time.
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have produced and reviewed a curriculum vitae
- Have written a formal letter, e.g., covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities

### **By the end of Key Stage 5:**

- Participate in an enrichment and tutorial programme focused on your personal development (Preparing your future)
- Have had the opportunity to set targets and review your progress through ongoing support from your tutor and subject teachers
- Develop independent research skills (the level 3 Extended Project Qualification is offered in year 12)
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers
- Have been given the opportunity to visit universities
- Have been given the opportunity to volunteer or take part in work experience
- Have received a regular bulletin, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Have help and support on writing personal statements personal statement for a UCAS, apprenticeship or job application
- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities

### **Equal opportunities**

St Augustine's Priory is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to

allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. At special events such as the Year 8 options evening, post 16 opportunities evening and sixth form open evening we aim to give parents and pupils a view of young, successful career women and men. The destinations of our leavers are closely monitored, and younger pupils informed so that we are aware of trends and opportunities.

### **Relationship to other parts of the curriculum and other policies**

Careers education is conducted in accordance with the school's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised, and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum. Links with other policies

### **Management**

The PSHE subject leader coordinates the delivery of the careers programme within PSHE. The Careers Leader oversees CEIAG, manages the delivery of the work experience programme and careers appointments for the career's advisor. A member of the leadership team has a holistic overview of CEIAG and all the components.

### **Staffing**

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by form tutors through the personal development and PSHE programme. The CEIAG programme is planned, monitored and evaluated by the career's coordinator in consultation with appropriate members of staff including staff across all three key stages.

### **Resources**

The school has accessible careers resources on display and notice board as well as access to a private office for careers interviews. All pupils from Year 7 to Year 13 will have access to Unifrog for the duration of their time at the school to support and monitor their CEIAG.

### **Monitoring, evaluation and review**

The careers programme is monitored regularly and amended. Pupils' and parents' opinions are actively sought and included in the evaluation and review. St Augustine's Priory will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.