



# Careers Policy

The Holy Cross School



Created June 2019

Careers Education Information, Advice and Guidance

## Contents

Introduction .....	2
Aims and Intention .....	2
Commitment.....	3
Staffing.....	3
Professional Development.....	4
Resources.....	4
Entitlement and Implementation to CEIAG .....	4
Provision and Impact of CEIAG .....	5
Provision – Key Stage 3 .....	5
Provision – Key Stage 4 .....	6
Provision – Key Stage 5 .....	6
Provision – Additional .....	7
Inclusion, Diversity and Vulnerable Groups.....	7
Monitoring, Review and Evaluation.....	8
Links with the Community, Outside Agencies and Businesses and Employers .....	8
The Governing Body.....	8
Appendix 1 – Definitions and Acronyms of terms used throughout the policy.....	9

### The Holy Cross School

Policy prepared by (name and department)	Mrs Catherine Young Careers Adviser, The Holy Cross School
Last Review Date	June 2019
Date Released	June 2019
Next Review Date	June 2020

## Introduction

The Holy Cross School is committed to providing Careers Education, Information Advice and Guidance and Work-Related Learning to all its students through the curriculum, organised activities and an independent and impartial IAG service. 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 promoting aspiration and encouraging curiousness in each student about their educational, vocational or technical pathways. The overall intention is that each student is able to make informed decisions about their future.

Information will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student. The Holy Cross Schools is committed to the DfE's "Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff (January 2018)". In line with the Government Careers Strategy (December 2017), The Gatsby Charitable Foundation's Benchmarks have been used to develop and improve careers provision in the school.

## Aims and Intention

Our goal is to have a stable and progressive programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

The overall aim of the policy is for every student to be ready for the next stage of their education, employment or training. The individual impact for each student is that they are provided with resources to understand their own unique skills, talents and aspirations, know where to find out more information about their chosen pathway, be able to make decisions and then take individual action.

The following four themes highlight The Holy Cross School's intention, implementation and impact of its Careers Education, Information, Advice and Guidance (CEIAG) policy and programme.



## Commitment

Careers education, information advice and guidance (CEIAG) and work-related learning (WRL) have a high priority within the school. CEIAG and WRL are seen as playing an important role in motivating our students, promoting equality of opportunity and maximising academic and personal achievement at school and beyond. We actively promote parent/carer involvement through events, forums and access to information via the school website.

## Staffing

CEIAG will be delivered by;

- Careers Adviser and Work Experience Co-ordinator
- PSHE Co-ordinator, supported by the Careers Adviser
- Form Tutors
- SENCO
- Subject Teachers
- Directors and Heads of Year
- External agencies and businesses where appropriate
- Assistant Head has the responsibility for and oversight of careers provision and is the Careers Lead

All the above is supported through mentors, Governors and the Senior Leadership Team.

## Professional Development

The Careers Adviser holds the Level 7 Post Graduate Diploma in Career Guidance and Development and is a Registered Career Development Professional (MCDI, RCDP and QCD), as well as being a Member of the Chartered Institute of Personnel and Development (MCIPD). As a registered professional through the Career Development Institute (CDI) registration requirements states, 'it is essential that you maintain high levels of professional competence by continually upgrading your skills and knowledge' and this done through regular Continued Professional Development (CPD). Updates to CEIAG are provided to the Senior Management Team.

## Resources

The CEIAG budget is agreed by the Assistant Head who is also the Careers Lead. There is a small careers library, situated in the careers office, which is open to students and staff. Resources include books and a range of current careers literature and further education and higher education prospectuses, which can be found in the Sixth Form Study Area (S1 and S2). Students from Year 8 create a Start Profile and from Year 9 onwards are given access to a career management tool with individual log-ins. Each year group also has access to a Google Classrooms dedicated to CEIAG which is updated regularly. Year group specific resources have been developed by the Careers Adviser for tutors and PSHE classes.

Our aim is to provide every pupil, and their parents, with good-quality information about future study options and labour market opportunities, as well as access to the support of an informed adviser to make best use of available information.

## Entitlement and Implementation to CEIAG

Students are entitled to Careers Education, Information, Advice and Guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, in the best interests of the students to whom it is given.

Specifically, students are entitled to receive:

- Clear information, advice and guidance about all options available.
- Help to decide what to do when they finish their course/education, including further learning, training or employment.
- A programme of CEIAG which helps them to develop skills and knowledge to make choices and the transition to work and learning.

- The opportunity to be involved in making decisions about things that affect their learning.
- An opportunity to learn about the world of work.

Students and parents/carers are made aware of this entitlement through the school's website and information evenings.

## Provision and Impact of CEIAG

Students' CEIAG will be built on from entry into the school, resulting in a wealth of knowledge by Year 11 and high visibility awareness on where in school to access it. The model will be on-going and subject to review as per sector information change and legislation.

Career focused activities are delivered through the curriculum throughout the year. These are managed by the responsible Curriculum Lead and the Careers Lead and Adviser. Participation in activities, both in school and off-site, provide employer contact and further information. The Careers Adviser delivers impartial Careers Advice and Guidance and is available to students and parents/carers. Feedback will also be sought to improve the CEIAG offering annually.

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

All pupils receive guidance on the full range of learning opportunities that are available to them, including booklets, assemblies, open evenings and parents/carers evenings at Year 9, Year 11 and Year 12. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

## Provision – Key Stage 3

By the end of Key Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses to evaluate how these might inform future choices in learning and work.
- A better understanding of the full range of 14-19 opportunities for progression.
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for their Key Stage 4 Options Choices.
- Received appropriate impartial advice and guidance on Key Stage 4 options.

Key Stage 3 provision is through PSHE classes and tutor group sessions, as well as assemblies and group sessions with the Careers Adviser. Students with a SEN receive 1:1 meetings with the Careers Adviser and this is optional for all other students on their request.

## Provision – Key Stage 4

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used careers software and other sources of advice to investigate and explore future choices and progression routes.
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

Key Stage 4 provision is through PSHE classes and tutor group sessions, as well as assemblies and individual meetings with the Careers Adviser.

## Provision – Key Stage 5

By the end of Key Stage 5, all students will have:

- Met individually with the Careers Adviser and get tailored advice and guidance for their desired career choices.
- Enhanced their self-knowledge, career management and employability skills through PSHE classes and tutor group sessions, as well as assemblies, speakers and workshops.
- Gained experience through applying for and completing a work placement. Some students will have pursued further NCS Volunteering and Young Enterprise opportunities.
- Explored choices after 18 and been provided with a copy of the Choices Booklet.
- Visited a careers fair to explore a wide range of career and educational pathways.

Potential university applications get support through:

- University choices using UCAS, Which? and Higher Ideas
- Open days and taster courses.
- UCAS registration, personal statements (booklet and review support), applications, offer and clearing.
- Optional visit to Oxbridge event, Oxbridge booklet and interview preparation.

Potential apprenticeship applicants get support through:

- Apprenticeship programme and booklet.
- Optional visit to Apprenticeship event.
- Apply for apprenticeship or alternative pathways.

Students entering work get support with job applications and interview practice.

Key Stage 5 provision is through PSHE classes and tutor group sessions, as well as assemblies and individual meetings with the Careers Adviser.

## Provision – Additional

CEIAG provision at these Key Stages is supplemented through a number of activities including;

- Careers Fairs
- Guest Speakers
- Mentors
- Option evenings
- Workshops
- University visits
- Online guidance resources
- Online self-assessment tools
- Career websites

All students will have access to information on post 16 opportunities, e.g. 6th form routes, Further Education, Higher Education, Foundation Learning, training, apprenticeships and the world of work and careers information.

Every student will be offered the opportunity for a 1:1 IAG session.

## Inclusion, Diversity and Vulnerable Groups

Opportunities for advice and support are tailored to the needs of each pupil. Our careers programme embeds equality, inclusion and diversity considerations throughout.

Additional support is given to those students identified as most vulnerable and needing additional advice on their options and opportunities, in particular (but not exclusive to) students with a Special Educational Need (SEN) or Education, Health and Care (EHC) Plan. All students can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Given extra help if they have additional / special needs

## Monitoring, Review and Evaluation

This will take place in several ways, including but not limited to; surveys, feedback from students and teachers, destination data and data captured through the career management tools.

## Links with the Community, Outside Agencies and Businesses and Employers

Every pupil has opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is done through enrichment activities including visiting speakers, mentoring, enterprise schemes (e.g. Young Enterprise) and other extra-curricular activities (e.g. Model United Nations, Debating Events, Women in Science Events).

Organisations and employers are invited into the school to talk during assemblies and ad-hoc events. Each Year group should have a minimum of one employer engagement activity per academic year and each event should be aligned to the Holy Cross School Career Policy and Programme Framework. Every pupil has at least one first-hand experience of the workplace through work visits, work shadowing and/or work experience during Year 12 to help their exploration of career opportunities and expand their networks. Students are encouraged to attend open days at colleges and universities. Student are provided with active support in accessing apprenticeship schemes and opportunities with local employers.

Any employer, education provider, college or university wishing to visit the school as part of the careers programme or provide work experience should make contact with Mrs Catherine Young, Careers Adviser.

Health and Safety and Safeguarding checks are conducted by Achieving for Children, in the Boroughs of Kingston and Richmond.

## The Governing Body

One of the Board of Governors has formal responsibility for CEIAG and meets with the Careers Adviser once each term. The Governing Body has strong links to business and employers in the local community.

## Appendix 1 – Definitions and Acronyms of terms used throughout the policy

Careers Guidance (as defined by Ofsted publication ‘Going in the right direction’ published September 2013) - The DfE states: Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

The DfE states in “Careers guidance and inspiration in schools” published March 2015. The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

*Careers Education* - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well-being.

*CEWRL*: Careers Education and Work-Related Learning

*Work Related Learning (WRL)* – a series of opportunities and experiences for learners 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.

*CEIAG*: Careers Education Information Advice & Guidance

*Careers Guidance* – a personalised service delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

*IAG*: Information, Advice and Guidance Information – up to date, impartial data on career and learning opportunities conveyed through different media.

*Advice* – activities or further discussions that help young people understand and interpret information. This can individually or in groups.

*Guidance* – in-depth, individual support to help young people understand themselves and their needs and overcome barriers to progression, learning or achieving their career ambitions. It is important to remember that IAG is three separate elements, though it often overlaps as one activity or intervention. For the purposes of this document, IAG can be delivered by a number of people in and out of the school/college environment – for example; - careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers.

*STEM*: Science, Technology, Engineering and Maths

*DfE*: Department for Education