



St Benedict's Catholic High School

CAREERS EDUCATION AND GUIDANCE POLICY 2018/2019

1. Definition of Careers Education and Guidance

Careers Education and Guidance (CEG) provides students with a planned programme, and a co-ordinated provision of activities, concerned particularly with choices and transitions affecting their life as an adult member of society. It is therefore not an academic subject, but an educational, progressive process, with a sustained application over a number of years, helping all students to develop their decision making skills. Careers Education and Guidance is a distinct, yet closely linked aspect of personal growth and development.

The main distinction between Careers Education and Careers Guidance is that the former requires a taught programme of study involving activities which are intended to meet common needs and to provide opportunities for students to explore their individual potential. Careers Guidance involves activities, usually conducted on a one-to-one basis directed to meet the needs of the individual student.

Gatsby Benchmarks

At St. Benedict's we are committed to implementing the Gatsby Benchmarks. These guidelines ensure that we are meeting our statutory requirements for your child's careers education and our careers provision must meet these Benchmarks by the end of 2020.

The Benchmarks are as follows:

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

2. Careers Education and Guidance

Careers Education and Guidance is conceived as a partnership. The School will make every effort to involve interested partners at all stages in an action research cycle which plans and delivers activities then monitors, reviews and evaluates them.

Staff involved in CEG have a responsibility to act within an explicit, ethical framework which promotes equality of opportunity and puts the needs of the learner above other considerations. They will work in partnership with parents, governors, guidance and support agencies, and providers of opportunity in education, training and work to achieve the following outcomes:

In work with students:

- the personal aspirations of individual students are paramount in any activity and treated with respect
- all students are treated without prejudice and have an entitlement and appropriate access to careers education and guidance, regardless of race, gender, religion, ability, disability or social background
- all students understand the full range of options open to them and are helped to develop decision making and transition skills in order to foster their independence and autonomy
- all students have equal access to accurate, up-to-date and impartial information free from bias and stereotyping
- the health and safety of students takes precedence in all planned learning activities for CEG
- In work with employers, businesses and parents:
- develop collaborative work with key partners in the interests of students, both within the school and the wider community and expect these partners to endorse this code of practice
- recognise the role parents and carers play in guidance, through arrangements to inform them about careers related issues and by involving them as partners in the process.

3 Aims and Objectives

Careers Education and Guidance aims to help students to:

- understand themselves
- be aware of education, training and employment opportunities
- make choices about their own future
- manage and implement their career plans
- raise their aspirations for lifelong achievement
- raise their own personal levels of achievement to maximise each individual's potential

Relating to work - students should:

- understand the nature of varying forms of work
- have contact with a range of people from various areas of work
- develop a realistic view of their own work potential
- realise that employment trends change
- understand what standards employers look in potential employees
- have an understanding of the processes involved in job applications and interviews
- understand the impact of technological and economic change
- appreciate the need for adequate Health & Safety precautions in the workplace
- have first hand experience of the world of work

Relating to career - students should:

- recognise the available options and directions they may wish to take.
- Become familiar with educational opportunities, routes into higher and further education.
- Become familiar with occupational opportunities including apprenticeships

4. Relationship with other school policies

Business links created or maintained through CEG are integrated into the curriculum under the leadership of the Head of Careers.

CEG acts in the promotion of Equal Opportunities to explicitly address the discriminatory practices and stereotyping which restrict the access of students to education and employment opportunities in accordance with the School's Equal Opportunities Policy. The CEG programme takes into account the special educational needs of students. This will have implications for their level of support during individual guidance and in the production of differentiated materials as and when appropriate. This is in accordance with the School's Inclusion Policy and in relation to the published Statements of SEN.

5. Implementation

Form Tutors have a particular role to play as they work closely with students and parents on a day to day basis. They monitor the academic progress of their students and support in the action planning and target setting process currently being developed.

In Years 9 students have more direct careers advice and guidance prior to their GCSE

option process and then throughout KS4. The content of this guidance will be overseen by the Head of Careers. They will assist the students in preparing for the important choices that lie ahead.

All students undertake a one week Work Experience placement with local employer(s). This takes place at the end of Year 10 and placing students is the responsibility of the Head of Careers. Mock Interviews whereby this one-to-one situation provides students with a chance to practice their interview technique and to receive relevant feedback from employers about their skills

Students considered to be “at risk” of becoming disaffected or dropping out of education are also targeted through the school’s pastoral support network with additional guidance interviews.

At Post 16 students are fully supported in their careers planning by the Head of Years and individual guidance sessions provided on a regular basis. Careers resources are available in both Learning Resource Centres to cater for students at KS3&4 and those at Post 16. BTEC Health and Social Care students will undertake the necessary days on work experience required to pass their qualification.

6. Components of the Careers Programme

There are five components to the ideal CEG programme. At the School these are dealt with in the following ways:

6:1 Careers Education

Careers Education forms a part in, through and across the curriculum from 11 - 19.

Continuity is sought in transition from KS3, KS4 to Post 16.

This is delivered through ‘drop down’ days throughout the year and in Post 16 as part of the core programme.

6:2 Access To Information

Students are introduced to the School's Careers Resources as part of the CEG programme and are shown the wide range of up to date literature including books, leaflets and DVDs which are available for borrowing or copying at certain times.

The Libraries also contains several computers which run the following networked software programme: Fast Tomoto (providing job ideas for students in years 9 - 13). The UCAS site is used extensively. Both Libraries are open at lunchtime for student access and staff actively assist students in seeking out information when required. The upkeep of the Careers Sections is the responsibility of the Librarian/Head of Careers. All employment and training opportunities are advertised on the Careers notice boards.

6:3 Access to individual guidance

Individual guidance consists of:

- Information
- Counselling
- Advising
- Assessing
- referring

A range of staff have a part to play in this process including Head of Careers, Form Tutors, Pastoral Managers, Heads of Department, SENCo, Through our links with the universities students also come into mentor pupils across the age range. Gifted students, together

with their parents are supported through a higher education programme linked to universities.

6:4 Experience of work

Students are involved in various curriculum projects which look to widen students' knowledge and experience in the world of work as well as providing an important stimulus to their academic work.

The programme of Vocational subjects at both KS4 and Post 16 has created further opportunities for students to interact with employers, and students on these courses are expected to make one of their one weeks on work experience directly related to the vocational area they are studying.

The main focus of experience of work comes in Year 11 when all students undertake a one week placement with a local or national business. Students are expected to set up their own placements in areas that may be of particular interest, but special care is taken to ensure that the placement always meets the needs of the individual student. Students are prepared as thoroughly as possible by a series of detailed preparation sessions delivered via The Head of School and head of Careers, and are given a comprehensive de-briefing immediately on their return to school.

7. Parents

To help students make informed decisions about their future career plans parents are supported through our programme of educational evenings and parent partnership forum presentations in relation to:

- Changes within education and their implications
- Opportunities open to school leavers

Parents receive:

- A calendar of events and activities
- Details of the Work Experience week and apprenticeships
- Information regarding the options programmes and individual guidance interviews across key stage 3,4 & 5

8. Business Partnership Links

We value greatly the involvement that local, regional and national businesses have with the School and we are constantly seeking new opportunities to develop our provision further. There is an audit of the current provision available and all subject leaders are encouraged to facilitate partnership links to further develop the consolidation of innovative learning across all years.

9. Monitoring, Review and Evaluation

The effectiveness of the student guidance programme is measured in the following ways;

- Monitoring of students' Post 16 Choices and their success rates into University, FE, Apprenticeship programmes

- Monitoring the use of the Careers resources
- Written evaluations from parents and students following school based events
- Verbal and written feedback from parents after their children have left the school
- Assessing levels of student attendance and retention into Post 16

10. Validation

The School CEG policy will be updated on an annual basis. Date of next Policy review: Summer 2019.