




ST JAMES'

CATHOLIC HIGH SCHOOL

Careers Education, Information, Advice and Guidance and Employability Learning Policy

Policy Owner	Senior Deputy Headteacher
Responsible Committee	Quality of Education Committee
Date of Adoption	October 2021
Date of Review	October 2022
Chair of Governor's Signature	

St James' Mission Statement:

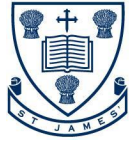
*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

At St James' Catholic High School, we believe that all pupils should receive appropriate and relevant guidance about their future education and career path and have the opportunity to explore various options within this.

Aims:

- Provide pupils with career and option choices
- Raise the aspirations and achievement of individual students
- Equip them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning



Careers Education, Information, Advice and Guidance and Employability Learning Policy

Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, St James' Catholic High School seeks to help all students as suitably qualified and responsible Global Catholic Citizens. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school is proud to have achieved Stage 1 of **Inspiring IAG** in June 2020, which clearly demonstrates the school's ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers Education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at St James' Catholic High School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:



- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

Assessment

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHCE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Leadership

Management Responsibilities are spread between the Senior Deputy Headteacher with oversight of CEIAG, the Careers Leader and the Careers Adviser. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y10 pupils. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in the PSHCE programme, Form time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader and faculty careers representatives.

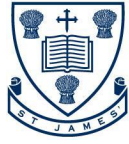
Implementation: Staffing

All staff contribute to CEIAG through their roles as Form Tutors and subject teachers. Form Tutors at Key Stage 3 and 4 deliver specialist lessons and receive CPD to do this. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the Enterprise Advisor Network. Careers information is available from the Careers Advisor and on the school's website.

Implementation: The CEIAG Programme

The careers programme includes careers lessons (within the school's PSHCE programme), Form time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in Key Stage 4) and individual learning. Other focused events, including a Careers Convention for Key Stage 4, an Apprenticeship event at Key Stage 3 and a Careers Day during Curriculum Excellence Week. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Advisor during Key Stage 4 and additional intervention strategies are introduced for those students who may find processes such as



securing work experience placements particularly challenging. The initial focus is to support SEND and disadvantaged pupils who may require follow up support and appointments. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our Careers Education programme. Year 11 pupils at risk of not being in education, employment or training post-16 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by either the Head of Year, SENCO or Pastoral Manager and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

Staff Development

Staff training is identified by a needs analysis and all staff have access to information through a dedicated section on the school website.

External Partnerships

The school works with the Enterprise Adviser from the EAN to make links with business. Firm links have been established with a range of employers, particularly through the provision of State Talking events and Careers Breakfasts. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors.

Apprenticeship information is shared with pupils via assemblies, Form time, PSHCE lessons and the Careers Advisor. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with universities, further education colleges, apprenticeship providers and training providers, who often come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance.

Resources

Funding is allocated in the context of whole-school priorities and particular needs in the CEIAG area. The Careers Leader with oversight of CEIAG is responsible for the effective deployment of resources.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Senior Deputy Headteacher with oversight of CEIAG:-

- Annual review of partnership activities.
- Review of all careers events by Careers Leader.



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- Lesson and Form observations within PSHCE / SMSC lessons as part of School Self Evaluation.
- Quality Assurance of PSHCE provision during lesson delivery
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.



Appendix 1

Employability Learning and Careers Education, Information and Guidance Statement of Entitlement Careers Education Entitlement

As a pupil at St James' Catholic High School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

You can expect to:

- access a planned programme relevant to your Year group
- access a qualified impartial and independent Careers Advisor for personalised advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- 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
- receive careers lessons within PSHCE lessons
- receive Careers information and on-going support from staff such as your form tutor
- take part in a Careers day where you can access information about different careers, future education, 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, as part of a Spiritual, Moral, Social and Cultural education programme, through PSHCE, Form time and assemblies
- be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- 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 developed financial capability skills
- 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 via the school website
- have visited or spoken to representatives of further or higher education institutions, such as universities
- be given the opportunity to take part in work experience