

# **All Saints Catholic College**



## **Careers Education and Guidance Policy**

Approved by Governors:

June 2023

Date reviewed:

June 2023

Date for further review:

Summer 2024

## **VISION STATEMENT**

All Saints Catholic College has a crucial role to play in engaging and preparing learners for transitions into the next stage of their education, training, or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all learners' entitlement and learning here at All Saints.

All careers information is presented impartially and includes information on the full range of post 16 and post 18 education and training options, giving each individual pupil the knowledge to fulfil their career aspirations.

Through a structured programme of careers education and individualized guidance we are committed to providing the appropriate activities, opportunities, and experiences to enable learners to make well informed decisions to successful transition from each key stage in their career path.

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## **CAREERS EDUCATION & GUIDANCE POLICY**

### **1. Rationale**

All Saints Catholic College is committed to the provision of a comprehensive programme of Careers Education and Guidance for all of its pupils which will provide them with the knowledge and skills required to make informed decisions at different stages in their education and which will prepare them for adult life, further/higher education and employment.

### **2. Statutory requirements**

This policy is based on the Department for Education's (DfE's) statutory careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

### **Specific guidance**

- Skills and Post-16 Act 2022. Our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
  - All pupils must attend
  - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
  - All pupils must attend
  - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11

- 2 encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

For more detail on these encounters, see our Provider Access Policy and our Careers Map.

- Education (Careers Guidance in Schools) Act 2022. Our school will secure independent careers guidance from year 7.
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

### **3. Aims**

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme:

- To help learners remain engaged in their education and have a better understanding of lifelong learning.
- To build self-development and career management skills through careers, employability, and enterprise education.
- To facilitate learning for all students about careers and the world of work.
- To raise aspirations and awareness of the full range of post- 16 and post -18 opportunities.
- To enable learners to make considered choices by the end of all key stages and help them plan and manage their transitions to new roles and situations.
- To assist learners to identify and develop their career management, employability, and enterprise skills.
- To help learners to value difference and diversity between people relating to the values of Christ.
- To build and develop learners' knowledge and understanding of the modern labour market, how it operates, what it has to offer and its pitfalls.
- To enable learners to have a better understanding of local, national, and global labour markets, how to access LMI and to understand the impact of LMI when making career decisions.
- To prepare learners for the world of work by giving them the skills they require to navigate an uncertain landscape of employment opportunities.
- To help learners develop a broad knowledge of employment sectors and careers and an understanding of how careers are built and how long they can take to progress and develop.
- To support the learner's transition into education or employment by promoting a culture of high aspirations and equality of opportunity.

### **4. Roles and Responsibilities**

Our careers leader is Mr. D. Allman and he can be contacted by telephone at 0161 338 2120 or emailing [dallman@allsaintscatholiccollege.com](mailto:dallman@allsaintscatholiccollege.com).

#### **Our careers leader works closely with the Senior Leadership Team (SLT) and will:**

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities

- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

**Our Senior leadership team (SLT)will:**

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 7 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

**Our governing board will:**

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## **5. Principle**

At all times, the content of the Careers Education and Guidance programme will be supported by liaison with:

- The Careers Service
- Teaching Staff Industry
- Parents
- Colleges.

It will incorporate the use of:

- Videos

- Visiting speakers
- Industrial visits.

## **6. Application and Practice (Entitlement)**

All pupils will, at the relevant stages in their school life, have access to:

1. A Careers Programme
2. A Careers Library – where possible
3. Careers Officer / Careers Co-ordinator consultation
4. Practice Interviews
5. Guidance Days
6. Liaison with colleges/industry
7. Individual guidance interviews with a Careers Officer
8. Careers Conventions.

## **7. Delivery**

The delivery of Careers Education and Guidance will make use of a variety of approaches:

1. Careers activities within the timetabled PSHE lesson.
2. Through subjects organised via the careers champion for that department.
3. At specific 'drop down days' organised by the Careers coordinator.
4. Through individual consultation with the Careers Coordinator/Careers Officer.
5. By encouraging pupils' own resourcefulness through access to the Careers library and online resources.
6. Individual guidance interviews by the Careers Advisor in year 11, 10 and where possible year 9.
7. By classroom displays relating occupations to subjects.
8. Offering experiences with employers and further education establishments through trips, visits and external programmes.

In line with the Gatsby Benchmarks linked to the evaluation of the teaching of Careers, the National Careers Standards and our Catholic Values we have endeavoured to develop a programme for students that incorporates both a taught careers package and events linked to careers. Our delivery is regularly reviewed using the national compass tool with support from our enterprise coordinator.

The 8 Gatsby Benchmarks are:

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.

## **8. Evaluation**

The Service Level Agreement drawn up between the school and the Careers Service will be adhered to and reviewed annually. The programme will be regularly reviewed through discussion with Departments, pupils and the Careers Officer. The policy will be reviewed on an annual basis by the Head of Careers and the Governing Body of the school.

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Tracking and analysing pupil engagement with online careers programmes such as compass + and GMACS
- Pupil voice
- Careers advisor reports
- Leavers' information
- Parent voice
- Staff voice
- Provider and Employer feedback
- Moving on report