



Rationale

St Julie's Catholic High School's careers education programme provides students with the opportunity to plan and manage their careers effectively, ensuring progression which is both ambitious and aspirational. It is an integral part of the support programme at St. Julie's which promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, Higher Education and Further Education providers and supporting students in the life-time experience of learning.

Context

Each year, around 100 students stay on from Year 11 into the Sixth Form. They are joined by approximately 5 students from other centres at the start of Year 12; of this cohort around 90% go on to tertiary education. Appropriate, independent and personal advice and guidance is available to all leavers including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

St Julie's Catholic High School is committed to providing all students in Years 7-13 with a careers programme which includes a variety of age appropriate enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018. St Julie's endeavours to follow the Career and Work-related framework – CDI 2015 and other relevant guidance from DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for impartial Careers Guidance for young people in school – March 2015, updated April 2017.

Aim

We aim to support students to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. This is achieved by:

- Making students aware of the range of opportunities available to them at key stages in their school life (14+; 16+ and 18+)
- Raising students' self-esteem and encouraging them to have high aspirations which allow them to achieve economic well being
- Supporting students in making informed and realistic career decisions
- Helping students manage transitions through education and into work

Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- benefit from links fostered between the school, local businesses and further education establishments
- leave school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

Provision

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Careers provision is mapped against Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 13, which is predominantly form tutor led. Careers information is available both in the library and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

Roles and responsibilities

Leadership Team

- To develop a vision and culture that promotes CEIAG across the school
- To support Careers Lead to develop and implement CEIAG and their partnership with external groups
- To facilitate continuing professional development in supporting CEIAG and ways in which the impact of CEIAG can be effectively monitored and evaluated.

Lead for Careers Guidance

Responsible for:

- The strategic planning and leadership of careers guidance, including reporting to senior leaders,
- Advising on and demonstrating how to meet Gatsby benchmarks;
- Reviewing and evaluating the provision of careers. Mapping careers guidance with school development plans,
- Making sure the school website has up to date careers information for stakeholders, and ensuring compliance with legal requirements of independent careers advice for students
- Networking with further education establishments, apprenticeship providers, external organisations and links with employers.

Careers Adviser

- To deliver impartial, unbiased, confidential advice to students on career progression and opportunities
- To support all students in an individualised way, dependent on need
- To liaise with staff, tutors, SENCO and progress leaders to ensure students' needs are met for careers guidance.

Progress Leaders

- To refer students from their year group for one to one careers advice as required
- To liaise with outside agencies and further education providers to support careers guidance of the year group
- To foster aspiration and ambition in the year group
- To map and review Gatsby benchmarks alongside their PSHE schemes of work.

Curriculum Leader

- To foster aspiration and ambition in the year group
- To map and review Gatsby benchmarks alongside schemes of work.
- To inform students of careers links and maintain CEIAG noticeboards in their curriculum area.

Form Tutors

- To deliver quality education on careers, job markets and training providers via PSHE lessons and as directed by careers lead to help students prepare for the next steps as well as being better informed and updated with career market changes

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- To encourage aspiration and enterprise from students as individuals and groups; to facilitate referrals and keep tutor group informed of careers opportunities.

All Staff

- To raise students' aspirations; promote equality of opportunity, celebrate diversity and challenge stereotypes.

Students

- To fully engage with careers lessons and activities.
- To utilise the available careers resources, including the on-line Unifrog platform
- To record careers-related skills, participation and research, reflect upon what has been learnt.
- To identify and set goals for the future.
- To actively participate in workshops, presentations and visits from external employers or providers.
- To attend informative events such as Options Evening and the Careers fair.
- To use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
- To take advantage of opportunities offered outside school, such as school trips and projects.

Monitoring, Recording and Evaluation

Built into the PSHE and CEIAG programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following work experience. Students develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator. Leavers' destination information is also analysed.

Careers and SEND provision.

Every student with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Students can self-refer and form tutors are also able to raise concerns. The SENDCO meets with parents/carers/careers lead to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

Handling sensitive and controversial issues

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the Safeguarding Team within school and dealt with in line with the relevant school safeguarding policies and approaches.

Entitlement

St Julie's endeavours to follow the Career and Work-related framework – CDI 2015 and other relevant guidance from DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for impartial Careers Guidance for young people in school – March 2015, updated April 2017.

Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their students in school years 8-13. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post 16 education training options including Apprenticeships
- promote the best interests of the students to whom it is given

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Students are entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps them to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for further encounters with employers.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and ^[1]_{sep}resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings and communications including choosing options, UCAS, work experience and student finance.

Monitoring, Review and Evaluation

PSHE schemes of work are reviewed annually by Heads of each Key Stage and named careers lead to ensure objectives are suitable to meet the outcomes. The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG and will also include information gained via student voice. Student destinations will also be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that students' learning is current and relevant. We work closely with local employers, employees and external providers including previous students, MPloy, parents and other local groups. In addition, we work closely with universities and The Apprenticeship Hub. We always strive to expand and improve our contacts.

Policy statement for provider access

A provider wishing to request access should contact **Angela Jones** (Careers Coordinator), via **0151 428 6421** or **ajones@stjulies.org.uk**

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