



*Have faith...believe you can!*

# **Careers Education Policy**

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## Statement of intent

*“The mission of SJB is to be a Catholic School where every individual is highly valued and where care and concern for others is central to our work. All our students are expected to achieve their full potential and leave us ready to make a positive contribution to society.”*

### **We want our students to:**

- Deepen their relationship with God
- Love learning
- Achieve their academic potential
- Have a wide range of experiences both in and out of the classroom
- Grow into happy, confident, resilient and articulate young people
- Leave SJB equipped to lead fulfilling lives and make a positive contribution to society

We teach careers education to empower students with the knowledge, skills, and confidence to navigate their futures. By exploring diverse pathways and providing a broad range of experiences and encounters, we enable every young person to make informed decisions, realise their potential, and pursue fulfilling careers that positively impact their lives and communities.

The main aims of careers provision at St John the Baptist School are to:

- Prepare students for life post-education.
- Ensure students have a sense of their own self-worth.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work. • Acknowledge the gifts, talents and qualities they possess
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Help students make sensible, informed decisions about their future.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instill a healthy attitude towards work.

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE’s statutory guidance, ‘Careers guidance and access for education and training providers’, which was last updated in January 2023.

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE ‘Careers guidance and access for education and training providers’ 2023
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

## 2. Roles and responsibilities

2.1. The governing body is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A [policy statement](#) will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.2. The Careers Lead is responsible for:

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Heads of Year, Mentors, the SENCO and Head of Sixth Form to identify students needing guidance.
- Referring students to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors by providing initial information and advice.
- With the SLT, monitor the quality of teaching of careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.

- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Providing an open-door service for students to drop in and discuss their options.

### 2.3. The Careers Adviser is responsible for:

- Reporting regularly to the Careers Lead, regarding student progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Developing incentives and initiatives which actively encourage students to sign up to the school's career service.
- Attending regular meetings with the Careers Lead to discuss the school's career plan.
- Arranging meetings and follow-up appointments with students who are interested in the careers service.
- Offering services to past students for up to a year after their departure from compulsory education.
- Coordinating with the SENCO to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

2.4. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom where relevant.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. A stable careers programme**

- 3.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed against the benchmarks to ensure it remains on target.
- 3.2. The Careers Lead will oversee and ensure the leadership and coordination of a high-quality careers programme. The Careers Lead is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the Careers Lead will be published on the school website.
- 3.3. A careers adviser will be available to support the Careers Lead and to provide individual, tailored careers guidance to students.
- 3.4. Details of the school's careers plan will be published on the school website inviting students, parents, teachers, governors and employers to provide feedback.
- 3.5. The school will work with an Enterprise Coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

### **4. Labour market information**

- 4.1. The school will ensure every student, and their parents, has access to good- quality information about future study options and labour market opportunities.
- 4.2. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 4.3. The school will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 4.4. The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 4.5. The school will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.
- 4.6. To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to

employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

## **5. Addressing the needs of students**

- 5.1. The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 5.3. Comprehensive and accurate records will be kept to support the career development of students. These will be stored securely on UNIFROG. The school will allow access to this information, should a student or their parent request it.
- 5.4. Destinations data will be retained by the school for at least three years.
- 5.5. Information about destinations, e.g. the percentage of students attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- 5.6. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Assistant Head i/c Sixth Form and Careers Lead on an annual basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## **6. Targeted support**

- 6.1. The school will work with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.
- 6.2. The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE.
- 6.3. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.
- 6.4. The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

## **7. Students with SEND**

- 7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 7.2. The Careers Lead will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of students to help them understand what career options are available.
- 7.3. Discussions will happen to find out individual students' aspirations. The results of these will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.
- 7.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.6. Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.
- 7.7. The SEND local offer will be utilised; annual reviews for a student's EHCP will be informed by good careers guidance.
- 7.8. When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **8. Curriculum**

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum.
- 8.2. The school will ensure that by the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- 8.3. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- 8.4. Students are expected to study the core academic subjects at GCSE, including English, Maths, Science, RE and a Modern Foreign Language.
- 8.5. Students will be informed that if they do not achieve a grade 4 or higher in GCSE Maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- 8.6. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to.

8.7. Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. In the Sixth Form they will have at least two meaningful encounters. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.
- Opportunities to undertake an Extended Project Qualification.
- Taster visits college

## **9. Work experience**

9.1. The school will ensure that all students have had the opportunity to undertake one experience of a workplace by the age of 16, and one further such experience by the age of 18.

9.2. 16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger students.

## **10. Further education (FE)**

10.1. Students are required to remain in education or training until their 18<sup>th</sup> birthday.

10.2. The school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

10.3. Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 7 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

10.4. The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 7 to 13 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.

10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10.6. A policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.



## **11. Personal guidance**

- 11.1. All students will be provided with opportunities for personal guidance interviews with a careers adviser. Such interviews will take place by the time the student reaches age 16, with the opportunity for a further interview by the age of 18.
- 11.2. Careers advisers working with students with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- 11.3. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

## **12. Information sharing**

- 12.1. The school will provide the relevant information about all students to the LA support services including:
  - Basic information, such as the student's name or address.
  - Other information that the LA requires to support the student to participate in education or training to track their progress.
- 12.2. The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.
- 12.3. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

## **13. Equal opportunities**

- 13.1. The school recognises its statutory duties to promote community cohesion and equality in relation to gender (sex and reassignment), age, disability, race, religion or belief and sexual orientation.
- 13.2. The school is keen to challenge stereotypes, address limiting beliefs and promote equal opportunities.
- 13.3. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills, and strengths. The team work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENDCo to support Education, Health and Care planning.

## **14. Monitoring and review**

- 13.1. Careers & Employability programme activities are monitored, evaluated, and reviewed annually by the Careers Lead and Governors.
- 13.2. Feedback is welcomed from students and all members of the school community who help with our programme and from businesses and organisations we work with. This provides the basis for the programme's development plan.
- 13.3. The service offered by our career's advisor is reviewed regularly.

13.4. Monitoring and evaluation of the programme takes place in several ways on an ongoing basis including:

- Student reflection and evaluation forms
- Parent/carer surveys and feedback
- Employer and visiting speakers and external partners
- Destination data including data from application systems such as Unifrog/UCAS.

13.5. Areas for development that are identified through the analysis of the data gathered and any emerging priorities or specific areas of interest are built into the CEAIG team development improvement plan by the Careers Leader. These priorities are then monitored and reviewed with their line manager.

13.6. The Careers Programme is evaluated termly using the Compass Evaluation Tool in order to check compliance with the Gatsby Benchmarks.

## Appendix 1 – Careers Programme

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	Year Assemblies	Year Assemblies PSHE Lessons <b>BBC/NHS Encounter – Careers Discovery</b>	Year Assemblies
YEAR 8	Year Assemblies PSHE Lessons	Year Assemblies <b>BBC/NHS Encounter – Careers Discovery</b> <b>Samsung – Careers Discovery</b>	Year Assemblies
YEAR 9	Year Assemblies PSHE Lessons	Year Assemblies <b>“What’s My Line” – Year 9 Careers Morning – New Careers Discovery Morning</b> <b>Samsung – Careers Discovery</b> Meeting with careers adviser (disadvantaged/SEND) Options Choices & Next Steps Evening	Year Assemblies
YEAR 10	Year Assemblies <b>Medical Careers Experience – Careers Discovery</b> Army Careers and Apprenticeships Morning Festival of Skills	Year Assemblies Year 10 Work Experience Shadowing Day Meeting with careers adviser Technical/vocational tasters at local college/s, training providers <b>BBC/NHS Encounter – Careers Discovery</b>	<b>Year 10 Careers Morning – “A Day in the Life of...” – Careers Discovery</b> Year Assemblies PSHE Lessons Technical/vocational tasters at local college/s, training providers Meeting with careers adviser (disadvantaged/SEND)
	AUTUMN TERM	SPRING TERM	SUMMER TERM

<p>YEAR 11</p>	<p>Year Assemblies</p> <ul style="list-style-type: none"> <li>- Post-16 academic provider assembly</li> <li>- Post-16 apprenticeships assembly</li> <li>- Post-16 vocational provider assembly</li> </ul> <p>PSHE Lessons</p> <p>Meeting with careers adviser</p>	<p>Meeting with careers adviser</p> <p>Year 11 into 12 taster day</p> <p>Brooklands College visit (vocational)</p> <p>SLT Interviews discussing next steps</p>	<p>Work Experience</p> <p>Confirmation of post-16 education and training destinations for all pupils</p>
<p>YEAR 12</p>	<p>Year Assemblies</p> <p>PSHE Lessons</p> <p>Spiritual Development Guest Speakers</p> <p>Meetings with careers adviser</p> <p>EPQ Support and guidance</p> <p>Next Steps Blog</p>	<p>Year Assemblies</p> <p>Post-18 assembly – apprenticeships</p> <p>Spiritual Development Guest Speakers</p> <p>Next Steps Event</p> <p>Meetings with careers adviser</p> <p>Medical &amp; Oxbridge Route Support and guidance</p> <p>Oxbridge &amp; Medical University Visit</p> <p>EPQ Support and guidance</p> <p>Next Steps Blog</p>	<p>Year 12 Work Experience</p> <p>Year Assemblies</p> <p>1-to-1 support with personal statements/CVs/Apprenticeship applications</p> <p>University visit</p> <p>Meet the Employer talks during Key Skills sessions</p> <p>Medical &amp; Oxbridge Route Support and guidance</p> <p>Meetings with careers adviser</p> <p>Next Steps Blog</p>
	<p>AUTUMN TERM</p>	<p>SPRING TERM</p>	<p>SUMMER TERM</p>

<p>YEAR 13</p>	<p>Mock Panel Interview Evenings with Employers</p> <p>UCAS Personal Statement Workshop</p> <p>PSHE Lessons</p> <p>UCAS and other applications support and guidance (1-2-1)</p> <p>Year Assemblies</p> <p>Meet the Employer talks during Key Skills sessions</p> <p>Apprenticeships Uncovered Event</p> <p>Next Steps Blog</p> <p>CV Writing Workshop (delivered by employer)</p>	<p>Year Assemblies</p> <p>Meet the Employer talks during Key Skills sessions</p> <p>Meetings with careers adviser</p> <p>Next Steps Blog</p> <p>UCAS and other applications support and guidance (1-2-1)</p>	<p>Confirmation of post-18 education and training destinations for all pupils</p> <p>Post-results support and guidance</p>
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