

ST. BARTHOLOMEW'S SCHOOL

CAREERS EDUCATION AND GUIDANCE POLICY

Reviewed by the Education Committee Spring 2021

Approved by the Full Governing Body Spring 2021

To be reviewed by the Education Committee Spring 2023

RATIONALE

Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to Careers Education, Information, Advice and Guidance (CEIAG). The school also seeks to follow The National Framework for Careers, Education and Guidance 11 – 19 in England (DCSF 2003) and other relevant guidance, such as: Section 19 Education Act (2011); The Technical and Further Education Act (January 2017); Careers strategy: making the most of everyone's skills and talents (December 2017); Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (October 2018); as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

St. Bart's is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7 – 13 through the Personal Development Programme and in partnership with the Adviza Service. In addition, the school aims to gain the Investors in Careers award to ensure high standard of provision is maintained and reviewed on a regular basis.

The provision of CEIAG aims to help our students to

- i) **Understand themselves and develop their capabilities.** In thinking about education, training and work, students need to assess their own needs, interests, values, aptitudes and aspirations. St. Bart's will provide students with opportunities to reflect on these matters and to develop the knowledge, self-reliance, key skills and other capabilities required in order to make choices at 14 – 19 and to manage their careers throughout their lives.
- ii) **Investigate careers and opportunities.** Students need to understand changing patterns of careers and work. Provision needs to be made for them to find out about local, national and international opportunities in education, training and work and gain direct experience of work as part of the curriculum.
- iii) **Implement their career plans.** Students need to develop increasing autonomy in making decisions and implementing their career planning. They need to be able to review and evaluate their decisions and cope with change. Students need to be able to gain access to sources of further help and weigh up the advice offered. They also need to acquire skills for making effective transitions, such as the move from school to further and higher education, training or work.

ENTITLEMENT

Students are entitled to CEIAG that is impartial and confidential as appropriate. The programme is integrated into their experience of the whole curriculum and will promote equality of opportunity, inclusion and anti-racism. Teaching and learning will be appropriately personalised to meet student needs. The components in line with the 8 GATSBY benchmarks are:

1. A stable careers programme

Under the leadership of the Careers Leader, an embedded programme of careers education will be delivered via the Personal Development Programme (PDP) in years 7-11. In the sixth form, the Head of Sixth Form and House leaders liaise with the Careers Leader in developing the post-16 employability programme.

2. Learning from career and labour market information

We aim for every student to have access to good-quality information about future study options and labour market information. Our main provision for this is through our contract with the Adviza service. The Careers Leader, with support from the Deputy Headteacher, Curriculum and Achievement, works with our Adviza careers adviser in school to manage this provision. This is supplemented by information available in the careers section of the school library.

3. Addressing the needs of each student

The careers programme seeks to meet the needs of all students across the school. Where specific individual needs exist, we will provide access to specialist advice through our Adviza careers adviser. The careers programme will promote equality of opportunity, inclusion and anti-discrimination. In cases of particular need this will be supported by the work of the school Behaviour & Inclusion Officer.

4. Linking curriculum learning to careers

All teaching staff are fully aware of the importance of linking the subject based curriculum to relevant careers. Curriculum maps across subject areas highlight links where they exist which are shared with students.

5. Encounters with employers and employees

We aim for all students across all year groups in the school to experience encounters with employers relating to work, employment and the skills that are valued in the workplace. These opportunities are overseen by the Careers Leader and take the form of visiting speakers, development of a KS3 careers fair, links arranged through the Careers and Enterprise Company and other enterprise schemes.

6. Experiences of workplaces

We aim for all students to gain first-hand experience of the work place through a work related learning day in the summer of year 10 which will be based around work shadowing. In the sixth form all students have the opportunity to organise a week-long work experience period. Students in other year groups may also have work experience opportunities as part of their curriculum.

7. Encounters with further and higher education

Students will be made aware of the full range of post-16 learning opportunities available to them through academic, vocational and work-based routes as they move through Key Stage 4. All students in the sixth form attend a Higher Education event to understand fully the opportunities available to them.

8. Personal Guidance

Every student has the opportunity to have a one-to-one careers interview with our Adviza careers adviser. There is a scheduled programme which starts in the summer of Year 10 and runs through Year 11, but all students can be accommodated with an interview at any time of year should the individual need arise

IMPLEMENTATION

i) The Careers Leader is the leading professional working with the support of her line manager, the Deputy Headteacher: Curriculum & Achievement and the Headteacher. The Coordinator's principal functions relate to

- Vision and leadership
- Programme management – supporting the Head of Faculty Food & PDP and the PDP leaders in preparing schemes of learning, developing materials and managing resources.
- Staff development.
- Working with partners, in particular Adviza, the Careers and Enterprise Company, and the Education Business Partnership.
- Teaching and support of students.

ii) The planned programme will be delivered by Tutors, in year teams, during Personal Development Periods, and also supported by subject teachers. The number of periods designated for Careers will vary to meet the identified needs of Careers Education and Guidance within each year group. In addition, the whole Personal Development Programme will support the development of decision-making skills, student action planning, the recording of achievement and the raising of self-esteem, all of which are key elements of successful career decision-making.

iii) Individual guidance will complement the teaching programme. The Partnership Agreement with the Adviza Service will be reviewed annually in order to reflect local and national demands.

iv) All faculties have a role to play in Careers Education. The Careers Leader will work cooperatively with Heads of Faculty to help develop appropriate curriculum maps and schemes of learning.

EVALUATION

Evaluation will take place initially via the annual conference of Personal Development Plan (our PSHCE curriculum) leaders in the summer term at which the Careers Leader will be present. This will be supported by the work of the Link Governor for Careers and fed through an annual report written by the Careers Leader and presented to a Summer Term meeting of the Governors' Education Committee.

Agreed at the meeting of the Full Governing Body held on Wednesday 24th March, 2021 and chaired by Karen Sadler.