

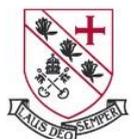
Careers Education, Information, Advice and Guidance (CEIAG) Policy 2019

By	Review period	Method
Full Governing board	Bi-annual	Meeting

Ownership: Careers Leader, Kathryn Sanders

Revision History

Review	Changes	Next review date
New policy		December 2021



1.0 Purpose of the Policy

To outline the ethos, strategy, provision and management of careers guidance and education for all students of St. Joseph's Catholic College. This College is a fully comprehensive school and, as such, strives to provide individual and aspirational guidance for students of all backgrounds and abilities during their 11 – 16 education. This is achieved through in-house provision and through access to further and higher education providers, vocational providers and employers.

2.0 St. Joseph's Vision and Values and how this policy supports this

Our College Vision statements states:

“Our Catholic College seeks to be a community in which all are valued, where the life and relationship of the College are permeated by Gospel values and in which the individual is seen as unique, with infinite potential for growth towards wholeness. The College, in active partnership with home, parish and the wider community, endeavours to prepare all its members for a future in which they will be able to make a positive contribution and take up the challenge of their faith.”

This policy supports this vision by ensuring that careers information and guidance is planned and systematically delivered in a way that supports all students in making the right choices for their respective futures, developing the knowledge and skills that will enable them to the right careers that promote successful futures in employment, as citizens and as members of the Catholic community in Britain and beyond.

3.0 Aims

This policy describes how the College will deliver its careers education, guidance and access to providers of educational and employment opportunities:

- To prepare students for the transition to life beyond secondary education.
- To inspire students to be appropriately aspirational and ambitious in making decisions and planning for their futures.
- To provide students with a range of experiences to inform decisions for the future.
- To develop characteristics, such as communication, analysis, innovation, resilience, leadership, commercial awareness, time management and problem solving.

This should be read in conjunction with other St Joseph's Catholic policies:

- Education Visits Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy

4.0 Statutory requirements and recommendations

Careers provision at St. Joseph's Catholic College is in line with the statutory guidance from the Department of Education, *Careers guidance and access for education and training providers* (October 2018) and *Careers guidance and inspiration in schools* (April 2017). Both publications refer to Sections 42A, 42B and 45A of the Education Act 1997. The College also adheres to the DfE's *Destinations data – Good practice guide for schools* (October 2018), as one of its measures of accountability.

Both statutory guidance documents state that schools should provide independent careers guidance from Years 8 – 13. This guidance should:

- Be impartial
- Widen students' horizons
- Challenge stereotypes associated with gender, race, social and cultural backgrounds
- Raise aspirations
- Include information about a range of educational and vocational pathways
- Be adapted to the needs of the student

The College uses the Gatsby Charitable Foundation's Benchmarks to develop and improve its careers education provision. The DfE's *Careers guidance and access for education and training providers* (October 2018) states that whilst the Gatsby Benchmarks are not a statutory framework, "by adopting them, schools can be confident that they are fulfilling their legal duties" (p. 5).

This is part of a holistic educational experience that is outlined in an educational framework that includes:

- Excellent teaching and academic provision, which is used to help students overcome any barriers to achievement and aspiration.
- Teaching and developing the moral values of our Catholic community, skills and behaviours that are necessary to be successful in life.
- Extra-curricular and enrichment activities that develop character attributes that are prized by employers, such as resilience and determination.
- Carefully planned opportunities to offer experience of educational and employment options that extend beyond the immediate locality so that all students can make informed choices beyond more obvious options.
- Opportunities for mentoring from role models, both within the College and externally.

5.0 Swindon Careers Hub

St. Joseph's Catholic College works in collaboration with the Swindon Careers Hub, founded in 2017 by Great Western Hospital Foundation Trust, as part of a project to help young people aspire to rewarding long-term career paths and provide them with the right information to make better career choices. This hub links employers, colleges and schools to ensure that students have the best careers education, information, advice and guidance.

The work of the schools in the Hub is overseen and monitored by:

Auriel Chandarana
Employment & Skills Officer & Enterprise Co-ordinator
Swindon Borough Council
Wat Tyler West 4th Floor
Civic Offices
Euclid Street
SWINDON
SN1 2JH

Much of the work of the Hub with schools is in collaboration towards meeting the Gatsby Benchmark criteria.

6.0 Careers provision at St. Joseph's Catholic College

All students have access to:

- Careers lessons delivered as part of the PSHE programme (see Appendix 1 for details). These lessons are from a centralised bank of lessons and are clearly scheduled and signposted for delivery at specified points throughout the year. This includes Careers Week, which is part of the national celebration of careers education where students complete activities that include local labour market investigation.
- One-to-one careers interviews in years 10 and 11, delivered by a Level 6 qualified careers adviser from an external provider, Adviza.
- One-to-one academic tutoring interviews in years 10 and 11, the scope of which covers academic decisions, transitions and monitoring of application processes
- Extra-curricular clubs, activities and trips that support students in developing their understanding of a range of different subjects. This is also supported through the College's scheduled Activity Days.
- Developmental opportunities provided by external bodies, such as Apprentice Support and Knowledge for Schools (ASK), Fantastic Futures, Study Higher, National Citizen Service, Swindon and Wiltshire Enterprise Partnership, Oxford Pathways, university and college experience days.
- Opportunities to develop their entrepreneurial skills through the Duke of Edinburgh Award, Young Enterprise and the Chaplaincy programme which includes fund-raising for charities. This is applicable throughout their time at St. Joseph's.
- Bespoke intervention from the Get Ahead Programme, run by New College, to prevent any student potentially not being in education or employment (NEET).

Pupil Premium Grant (PPG)

The Governors at St. Joseph's are committed to directing the College to use the grant to promote the best teaching and learning that is possible that will "close the gaps" for the students who are eligible for this money to be used on their education. This equally applies to socially disadvantaged students who do not register for or qualify for free school meals.

The College actively pursues external opportunities that are available for disadvantaged students and is proactive in ensuring that these students are identified and are encouraged and inspired to participate in these extra-curricular activities. Examples of provider access that the College promotes:

- Study Higher - Design your Future Programme
- STEP – Swindon Ten to Eighteen Project
- SMASH – Swindon Mentoring and Self Help
- Alive and Kicking - Wellbeing Project
- Links to Work
- University and other higher education visits
- Fantastic Futures – including the INVOLVE project

As with all students, personalised support is offered to students who are socially disadvantaged.

Students with Special Educational Needs or Disabilities (SEND)

Students with SEND needs are given personalised support, starting from KS2 to secondary transition. Throughout their time at St. Joseph's, SEND students continue to receive personalised support from the SENCO, the Curriculum Support Team and the Careers Leader. This is augmented by support from external bodies as identified by the

above staff to meet the individual needs of the student. Examples of this type of provider access:

- Crowdy's Hill Special School
- Richard Jefferies Museum
- Swindon Town Football in the Community
- Catch 22
- Green Labyrinth
- Oakfield Project
- Swindon College
- New College

Careers Leader

The College has appointed an assistant principal to lead all areas of the College in its careers education, information, advice and guidance, and is also the named the Careers Leader, thereby supporting careers education as one of its priorities on the College Improvement Plan (CIP). This person leads the Careers Development Plan for the College, in accordance with statutory guidance and supported by the Gatsby Benchmarks for monitoring and accountability purposes.

The Careers Leader is Mrs Kathryn Sanders, Assistant Principal

7.0 Careers Curriculum

The careers curriculum at St. Joseph's follows the strands outlined below.

1. Developing yourself through careers, employability and enterprise education:
 - a. Self-awareness
 - b. Self-determination
 - c. Self-improvement as a learner
2. Learning about careers and the world of work
 - a. Exploring careers and career development
 - b. Investigating work and working life
 - c. Understanding business and industry
 - d. Investigating jobs and labour market information (LMI)
 - e. Valuing equality, diversity and inclusion
 - f. Learning about safe working practices and environments
3. Developing your career management, employability and enterprise skills
 - a. Making the most of careers information, advice and guidance
 - b. Preparing for employability
 - c. Showing initiative and enterprise
 - d. Developing personal financial capability
 - e. Identifying choices and opportunities
 - f. Planning and deciding
 - g. Handling applications and selections
 - h. Managing changes and transitions

See Appendix 1 for provision for each year group.

8.0 Linking curriculum learning to careers

The careers curriculum is taught during PHSE and Citizenship and ‘through other subjects’ to promote the career learning, development and wellbeing of students. The

- See Appendix 1 for details of “other subjects” provision.

9.0 Monitoring and evaluation

The Careers Leader will with the PSHE curriculum group and with Senior Leaders of subject areas to devise the careers education programme in St. Joseph’s.

Throughout the year, there are learning walks during Citizenship sessions that ensure that the scheduled careers sessions are being taught. All resources are provided for tutors to use during Citizenship sessions.

All evaluation of the programme will be achieved through destination data (where students attend for training/education post-16), participation on trips to providers and participation in other provider events by both students and parents/carers. Stakeholder feedback will also be sought through surveys; the information collated will be used to support changes in provision and delivery.

10.0 Provider Access Policy Statement

This policy statement sets out the College’s arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the College’s legal obligations under Section 42B of the Education Act 1997.

Students in Years 8 – 11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through options events, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

11.0 Management of provider access requests

Procedure

A provider wishing to request access should contact:

Kathryn Sanders
Assistant Principal and Careers Leader
Tel: 01793 236041
E-mail: KSanders@stjosephscollege.net

Opportunities for access

A number of events, integrated into the College’s careers programme, will offer providers an opportunity to come into the College and speak to students and/or their

parents/carers. Details of current opportunities for provision are shown in Appendix 1, which is also published on the College's website.

Please speak to the Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The College will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projection and other specialist equipment as required to support provider presentations. This will be discussed and agreed in advance with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is situated in the Library.

Appendix One

Careers Learning Outcomes and Activities in PSHE and Curriculum

Any careers programme constantly evolves to meet the demands of students and other stakeholders, ensuring that the best possible provision is offered. Consequently, this appendix will be updated as provision is adapted. These updates will also be replicated on the College's website.

Area of learning	Category	Learning outcome	Lesson in SOW
Developing yourself through careers, employability and enterprise education	1. Self-awareness	Describe yourself, your strengths and preferences	Y7
			<ul style="list-style-type: none"> PSHE - Life skills ground rules PSHE - Who am I?
			Y8
			<ul style="list-style-type: none"> PSHE - Looking after yourself
			Y9
	2. Self-determination	Focus on the positive aspects of your wellbeing, progress and achievements	Y10
			<ul style="list-style-type: none"> PSHE - Vocation, vocation, vocation
			Y11
			<ul style="list-style-type: none"> Academic tutoring interviews
			Y7
	3. Self-improvement as a learner	Explain how you are benefiting as a learner from careers, employability and enterprise activities and experiences	Y7
			<ul style="list-style-type: none"> PSHE - Getting to know you PSHE - Building character PSHE - Resilience, grit, determination Drama – deal with rejection; be professional in production
Y8			
<ul style="list-style-type: none"> Drama – deal with rejection; be professional in production 			
Y9			
4. Exploring careers and career development	Describe different explanations of what careers are and how they can be developed	Y7	
		<ul style="list-style-type: none"> Self-improvement as a learner embedded into curriculum PSHE - Growth mind-set 	
		Y8	
		<ul style="list-style-type: none"> Self-improvement as a learner embedded into curriculum 	
		Y9	
Learning about careers and the		Y10	
		<ul style="list-style-type: none"> Self-improvement as a learner embedded into curriculum 	
		Y11	
		<ul style="list-style-type: none"> Self-improvement as a learner embedded into curriculum 	
		Y7	
			<ul style="list-style-type: none"> English – Mock Trial (law courts) Religious Education – vocations in the Church, Jesus through journalism

			<ul style="list-style-type: none"> • Design and Technology – architecture modelling activity • Music – Composers and their careers; being a professional musician vs. an amateur musician. • Science – astronomy, astronauts and the International Space Station
			<p>Y8</p> <ul style="list-style-type: none"> • English – Mock Trial (law courts) • Geography – role play for wind farm planners • Religious Education – as a travel agent, plan a pilgrimage • Design and Technology – electrical engineering through CAD; board game industry • Music – Video gaming music: composing music and research composers successful in this area • Science – astronomy, astronauts and the British space industry
			<p>Y9</p> <ul style="list-style-type: none"> • PSHE - Step into the NHS • Geography – meteorologist work and weather presenting • History – journalistic writing • Religious Education – Islam to explore social work, police service, graphic design, retail, journalism, butchery • Religious Education – Sanctity of life: medical professions, lawyer, politician • Design and Technology – manufacture in the toy industry • Music – belonging to a band: opportunities for the professional musician; careers in music through performing and composing; planning a pop museum • Duke of Edinburgh Award – volunteering in different roles in the community • Science – Cadbury World trip to explore science and technology roles in the factory, including health and safety
			<p>Y10</p> <ul style="list-style-type: none"> • Religious Education – promoting Catholic beliefs: tourist adviser, author, social work, teaching, armed forces, pilgrimage, charity work and campaigner for social justice • Geography – rivers and coasts: council decision making • Science and English Murder Mystery – roles of the forensic scientist, journalist and law occupations • Science – role of the radiographer • Science – nuclear medicine
			<p>Y11</p> <ul style="list-style-type: none"> • Adviza individual interviews • Academic Tutoring •
5.	Investigating work and working life	Give examples of different kinds of work and why people’s satisfaction with their working lives can change	<p>Y7</p> <ul style="list-style-type: none"> • Food Technology – food and hospitality industries • Music – visiting composer discussions; performing to audiences • Performing Arts Dept. – performances in front of professional panel; College production
			<p>Y8</p> <ul style="list-style-type: none"> • Religious Education – marriage guidance, schools liaison officer • Food Technology – food and hospitality industries • Music – visiting composer discussions; performing to audiences • Performing Arts Dept. – performances in front of professional panel; College production
			<p>Y9</p> <ul style="list-style-type: none"> • PSHE - Campaign to make an impact

			<ul style="list-style-type: none"> • Music – visiting composer discussions; performing to audiences • Performing Arts Dept. – performances in front of professional panel; College production • Science – careers in medicine with organ transplants and surgery
			<p>Y10</p> <ul style="list-style-type: none"> • Design and Technology – supply chain and logistics of product life-cycle: extraction of raw materials through to recycle; explicit links to all industries and all occupations • Food Technology – food and hospitality industries • Curriculum Support – PSD Level 2 and BTEC Level 2 modules on employment, leadership and financial matters • Music – visiting composer discussions; performing to audiences • Performing Arts Dept. – performances in front of professional panel; College production
			<p>Y11</p> <ul style="list-style-type: none"> • Geography – displays on Geography related careers in classrooms. • Design and Technology – supply chain and logistics of product life-cycle: extraction of raw materials through to recycle; explicit links to all industries and all occupations • Food Technology – food and hospitality industries • Music – visiting composer discussions; performing to audiences • Performing Arts Dept. – performances in front of professional panel; College production • Science – petrochemical careers • Science – genetic testing and IVF medical careers; research on stem cell treatments as a scientist
	6. Understanding business and industry	Give examples of different business organisational structures	<p>Y7</p> <p>Y8</p> <ul style="list-style-type: none"> • History – development of entrepreneurship in Industrial Revolution • Science – electricians: national grid, plugs and wires <p>Y9</p> <ul style="list-style-type: none"> • Media and free press • Methods of campaigning • History – 1920s/30s economy and production line systems • Food Technology – supply chain of food: crop to the plate <p>Y10</p> <ul style="list-style-type: none"> • Mathematics – STEM related workshops on Activity Day/STEM enrichment activities • Science – role of the pharmaceutical industry: drug trials, clinical testing • Science – industrial chemical processes • Science – use of science in industry: extraction of aluminium and electrolysis • Science – national grid and energy consumption • Science – nuclear physics: reactors and working at the power plant <p>Y11</p> <ul style="list-style-type: none"> • History – German hyperinflation, economic recovery, impact on employment • Science – water treatment, sewage treatment • Science – analysis of Haber Process, making fertiliser • Science – ecology and environmental impact assessments • Science – farming: exploiting characteristics of plants and animals to maximise profit

			<ul style="list-style-type: none"> • Science – gaming industry and impact of force and reaction times on game design • Science – car safety and crash testing
	7. Investigating jobs and labour market information (LMI)	Be aware of what LMI is and how it can be useful to you	Y7 <ul style="list-style-type: none"> • Careers Week activities • Science – raise profile of NERC and Swindon employers Y8 <ul style="list-style-type: none"> • Careers Week activities • Science – raise profile of NERC and Swindon employers Y9 <ul style="list-style-type: none"> • Careers Week activities • Science – raise profile of NERC and Swindon employers Y10 <ul style="list-style-type: none"> • Careers Week activities • Science – raise profile of NERC and Swindon employers • Science – pharmaceuticals: Patheon/Catalent Y11 <ul style="list-style-type: none"> • Careers Week activities • Science – raise profile of NERC and Swindon employers
	8. Valuing equality, diversity and inclusion	Identify how to stand up to stereotyping and discrimination that can be damaging to you and those around you	Y7 <ul style="list-style-type: none"> • PSHE - Holocaust Memorial Day • PSHE - International Women’s Day • PSHE - National identity – St. George’s Day Y8 <ul style="list-style-type: none"> • PSHE - Black History Month • PSHE - Holocaust Memorial Day • PSHE - Human Rights • PSHE - Modern Slavery • History – Campaign for rights – trade union, women’s’ rights. Y9 <ul style="list-style-type: none"> • PSHE - Holocaust Memorial Day • PSHE - Understanding and preventing extremism Y10 <ul style="list-style-type: none"> • PSHE - Holocaust Memorial Day • PSHE - Equality and Rights • PSHE - Disrespect Nobody • PSHE - The History of Pride Y11 <ul style="list-style-type: none"> • PSHE - Holocaust Memorial Day • PSHE - Radicalism and Extremism
	9. Learning about safe working practices and environments	Be aware of laws and bye-laws relating to young people’s permitted houses and types of employment; know how to minimise health and safety risks to you and those around you	Y7 <ul style="list-style-type: none"> • Science – health and safety in practical work in the laboratory Y8 <ul style="list-style-type: none"> • Science – health and safety in practical work in the laboratory Y9 <ul style="list-style-type: none"> • Science – health and safety in practical work in the laboratory Y10 <ul style="list-style-type: none"> • Science – health and safety in practical work in the laboratory Y11 <ul style="list-style-type: none"> • Science – health and safety in practical work in the laboratory
Developing your career management and employability	10. Making the most of careers information, advice and guidance	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Y7 <ul style="list-style-type: none"> • RE and Chaplaincy – SVP enrichment • Chaplaincy Group – Chaplaincy careers Y8 <ul style="list-style-type: none"> • RE and Chaplaincy – SVP enrichment • Chaplaincy Group – Chaplaincy careers Y9 <ul style="list-style-type: none"> • RE and Chaplaincy – SVP enrichment • Chaplaincy Group – Chaplaincy careers

		<p>Y10</p> <ul style="list-style-type: none"> • Adviza interview • Academic tutoring interview • RE and Chaplaincy – SVP enrichment • Chaplaincy Group – Chaplaincy careers <p>Y11</p> <ul style="list-style-type: none"> • Adviza interview • Academic tutoring interview • RE and Chaplaincy – SVP enrichment • Chaplaincy Group – Chaplaincy careers
11. Preparing for employability	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	<p>Y7</p> <ul style="list-style-type: none"> • School Leadership Log <p>Y8</p> <ul style="list-style-type: none"> • School Leadership Log <p>Y9</p> <ul style="list-style-type: none"> • School Leadership Log • Good Communication <p>Y10</p> <ul style="list-style-type: none"> • School Leadership Log <p>Y11</p> <ul style="list-style-type: none"> • School Leadership Log
12. Showing initiative and enterprise	Recognise when you are using qualities and skills that entrepreneurs demonstrate	<p>Y7</p> <ul style="list-style-type: none"> • PSHE - Alan Sugar Apprenticeship Challenge <p>Y8</p> <ul style="list-style-type: none"> • PSHE - Let's fight it together • Religious Education – wedding planning <p>Y9</p> <ul style="list-style-type: none"> • PSHE - Make an impact • MFL – Apprentice-style activity for groups to launch product for French and Italian companies <p>Y10</p> <ul style="list-style-type: none"> • PSHE - My Department would like to £££££ <p>Y11</p> <ul style="list-style-type: none"> • Student Leadership – planning a disco for lower years
13. Developing personal financial capability	Show that you can manage your own budget and contribute to household and school budgets	<p>Y7</p> <ul style="list-style-type: none"> • Mathematics – personal finance modules, using percentage calculations and fraction calculations for retail sales and promotions <p>Y8</p> <ul style="list-style-type: none"> • PSHE - The World of Money • Mathematics – personal finance modules, including percentage change for house prices and car depreciation <p>Y9</p> <ul style="list-style-type: none"> • PSHE - Campaign to make an impact <p>Y10</p> <ul style="list-style-type: none"> • PSHE - Tax Facts • P)SHE - Public Spending • PSHE - Money and Me • PSHE - Budgets • PSHE - Bank accounts <p>Y11</p> <ul style="list-style-type: none"> • Mathematics – at end of course, all students will have covered simple and compound interest to understand how financial systems work in employment and in banks.
14. Identifying choices and opportunities	Know how to identify and systematically explore the options open	<p>Y7</p> <p>Y8</p> <p>Y9</p> <ul style="list-style-type: none"> • Options Evening and preparation for options

		to you at a decision point	<ul style="list-style-type: none"> History – advice on careers relating to History: law, policing, journalism, etc. Curriculum Support – visit to careers fair, completion of CV, post 16 options (SEND)
			Y10 <ul style="list-style-type: none"> PSHE - Post 16 options and applications PSHE - University myth busting PSHE - Useful career sites Post 16 Evening
			Y11 <ul style="list-style-type: none"> PSHE - GCSEs and beyond PSHE - University myth busting Post 16 Evening
	15. Planning and deciding	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Y7 Y8 Y9 <ul style="list-style-type: none"> Options Evening MFL – outreach from University of Bath Mathematics – High attainers visit mathematical institute to explore mathematics and careers Y10 <ul style="list-style-type: none"> Adviza interview Academic tutoring interview Y11 <ul style="list-style-type: none"> Adviza interview Academic tutoring interview MFL – Careers and future jobs
	16. Handling applications, selections and interviews	Know how to prepare and present yourself well when going through a selection process	Y7 <ul style="list-style-type: none"> PSHE - Creative CV Y8 <ul style="list-style-type: none"> Applying for student leadership Y9 <ul style="list-style-type: none"> Applying for student leadership Y10 <ul style="list-style-type: none"> Applying for student leadership Y11 <ul style="list-style-type: none"> Applying for student leadership Applying for Colleges ASK session on applying for apprenticeships Adviza interview Nationwide CV Writing and Prepare for Interview
	17. Managing changes and transitions	Show that you can be positive, flexible and well-prepared at transition points in your life	Y7 <ul style="list-style-type: none"> Blog/guide for Year 6s new to St. Joseph's Y8 Y9 <ul style="list-style-type: none"> Options Evening Y10 <ul style="list-style-type: none"> PSHE - Post 16 options and applications PSHE - University myth busting PSHE - Useful career sites Post 16 Evening Y11 <ul style="list-style-type: none"> PSHE - Post 16 options and applications PSHE - University myth busting Post 16 Evening

