



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Careers Education, Advice and Guidance Policy

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Post holder responsible	Assistant Principal, Raising Standards and Safeguarding
LGB Chairperson	Geoff Taylor Smith



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Careers Education, Advice and Guidance Policy has been approved and adopted by Hagley Catholic High School Governing Body on 10th October 2023 and will be reviewed in October 2025

Signed by LGB representative for Hagley Catholic High School:



Signed by Principal:



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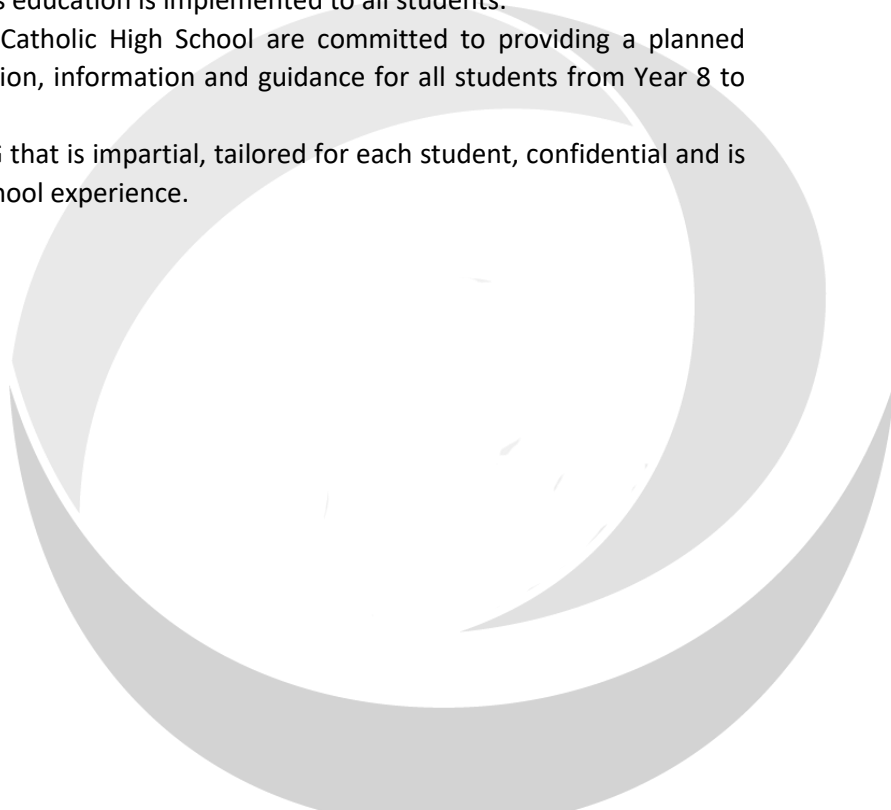
Statement of Intent

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 October 2018. The Careers programme will enable the students to develop their skills, linking curriculum learning to careers, for students to develop their skills in self-development/ careers exploration and personal guidance. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Hagley Catholic High School will provide students with a programme of careers education, information, advice and guidance.

Our aims are:

- ✓ To prepare students for life post-education, feel positive about this and aware of their options in the transition to post 16
- ✓ To ensure careers education is embedded into the Hagley experience from year 7 – 13 (please see appendix 3 for this)
- ✓ To develop employment skills and instil a healthy attitude towards work.
- ✓ To support students in accessing information on the full range of post-16 education and training opportunities including current information about labour market trends, occupations and lifestyles.
- ✓ To take part in one-week work experience.
- ✓ To facilitate a process of action planning and target setting and attend at least one careers/pathways interview
- ✓ To support inclusion, promote equality of opportunity and offer targeted support for vulnerable and disadvantaged young people
- ✓ To facilitate opportunities to attend sessions delivered by external agencies on education, careers and training.

Student entitlement

- ✓ The 1997 Education Act states that all registered students are provided with independent career guidance during the relevant phase of their education. From Years 9-11 students have access to careers education, information and guidance. Furthermore, the [14-19 White Paper](#) states that from Year 8 careers education is implemented to all students.
 - ✓ The Careers team at Hagley Catholic High School are committed to providing a planned programme of careers education, information and guidance for all students from Year 8 to Year 13.
 - ✓ Students are entitled to CEIAG that is impartial, tailored for each student, confidential and is integrated into their whole school experience.
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Legal Framework

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' 2018](#)
- ✓ 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](#)
- ✓ [\[Updated\] The School Information \(England\) \(Amendment\) Regulations 2018](#)

Our Careers Programme

- ✓ The school will have its own careers programme in place which meets the requirements of the eight [Gatsby Benchmarks](#). The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- ✓ A careers adviser is in role to provide individual, tailored careers guidance to students.
- ✓ Details of the school's careers plan will be published on the school website.
- ✓ The Careers Advisor, with support from SLT, will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

Key Stage 3

Our Key Stage 3 programme reflects a model of progression in learning about careers to enable learners to understand the importance of careers planning and the evolving nature of the working environment. By the end of Key Stage 3, all learners will know about: a range of careers; the skills and qualities needed for different careers; opportunities for apprenticeships and higher education. They will have the opportunity to reflect on their own strengths and weaknesses in relation to careers and make informed decisions about GCSE subject choices.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes work experience, which gives the opportunity to experience and reflect on the reality of working life as well as understanding and developing employability skills. By the end of Key Stage 4, learners will have considered their post-16 options in an increasingly tailored way, through external events, visiting speakers, 1:1 careers interviews and personalised action plans.

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. All students have access to Unifrog and e work closely with students to develop their UCAS applications.

Labour Market Information

- ✓ 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.
- ✓ 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.
- ✓ The school will provide students with the necessary links and information that will enable them to access this. Access will be monitored, via Unifriog, to review whether students are making the most of the service, and if not, what can be done to ensure they do.
- ✓ The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- ✓ To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. From year 7, 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.

Addressing the Needs of Students

- ✓ 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.
- ✓ Comprehensive and accurate records will be kept to support the career development of students. These will be stored securely in the careers office. The school will allow access to this information, should a student or their parent request it.
- ✓ Destinations data will be retained by the school for at least three years.
- ✓ 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.
- ✓ 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 Principal and careers leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

Students with SEND

- ✓ The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach and will inform students about the ways employees with SEND are supported and jobs adapted in the workplace.
- ✓ The careers leader 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.
- ✓ Regular consultation will occur in order to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students' needs based on their own aspirations and abilities.
- ✓ 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.

- ✓ The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.
- ✓ Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- ✓ 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.
- ✓ Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- ✓ 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.

Curriculum

- ✓ All teachers will be asked to support the career development of young people in their role and through their subject teaching where practicable.
- ✓ The school will ensure that every student is exposed to the world of work by the age of 14.
- ✓ 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.
- ✓ The school will engage with local employers, businesses and professional networks, inviting visiting speakers with whom students can relate to.
- ✓ 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. 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.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.

Work Experience

The school will ensure that all students have had at least one experience of a work placement by the age of 16, and where relevant, one further such experience by the age of 18. We work with Worcestershire Education Business Partnership (EBP) to support all aspects of work experience.

A flexible approach will be adopted for younger students, including the following:

- ✓ Workplace visits.
- ✓ Work experience (1-2 weeks).
- ✓ Job shadowing.
- ✓ Career-related volunteering and social action.
- ✓ "Business breakfast" networking mornings.

Information Sharing

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.

- ✓ The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.
- ✓ 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.

Monitoring and review

- ✓ The governing board, in conjunction with the Principal and careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.
- ✓ The Principal will make any necessary changes to this policy and will communicate these to all members of staff.
- ✓ The next review date for this policy Autumn 2020.

Roles and Responsibilities

The **Board of Directors** are 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.
- ✓ 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.
- ✓ Providing clear advice and guidance to SLT so they can ensure the strategy for careers education and guidance meets the school's legal requirements.

Senior leadership team (SLT) is responsible for:

- ✓ 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 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement

The **Careers Leader** is responsible for:

- ✓ Managing the provision of careers information.
- ✓ Liaising with their SLT link to implement and maintain effective careers guidance.

- ✓ Liaising with the relevant curriculum leader to ensure there is adequate provision in the curriculum for careers education.
- ✓ 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 providing initial information and advice.
- ✓ Monitoring 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.
- ✓ 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.
- ✓ 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 SENDCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.
- ✓ Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- ✓ Producing careers information and guidance and visual displays in school.
- ✓ Actively promoting the careers service in-house at appropriate events.
- ✓ Providing a scheduled open-door service for students to drop in and discuss their options.
- ✓ 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 designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Resources

The Careers office is based in The Sixth Form Study centre, resources include:

- Career information- brochures/books/leaflets.
- College and University prospectus.
- Access to ICT
- Open day information.
- Unifrog career development programme.

Cross-curricular Careers Work

Each department works closely with students to advice and guide them on specific career pathways and progression routes relating to their subject area. Each department are also involved in the pathway process in Year Nine.

Assessment, Monitoring and Review of Careers Education

- ✓ Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the Senior Leadership Team.
- ✓ When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Careers Education is fully supporting whole school aims.
- ✓ We use the Compass review tool to regularly evaluate progress against Gatsby Benchmarks
- ✓ We submit destinations data to Worcestershire annually.

The Programme Will Aim To

- ✓ Ensure all students reach an agreed level of personal achievement.
- ✓ Help students recognise their achievements.
- ✓ Increase their confidence, self-esteem and motivation.
- ✓ Increase awareness of opportunity.

Students Will

- ✓ Record their own learning and achievement.
- ✓ Be monitored by staff.
- ✓ Use individual self-assessment.
- ✓ Monitor themselves through checklists.

Evaluation

- ✓ Formal evaluation will take place after work experience and Year 9 Pathways, in the form of questionnaires issued to the students.
- ✓ Meetings with students will take on informal evaluations, discussing changes and giving feedback.



Appendix 1: Provider Access Policy Statement (The Baker Clause)

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide students in Years 7-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are students entitled to?

Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our careers leader, Mrs Copitch on 01562 883 193 or Ms N Hackett (Assistant Principal)

careers_hchs@emmausmac.com

nhackett@emmausmac.com

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers :

	Activities include but are not limited to:
Year 7	Careers Fridays; Visiting Speakers; STEM workshop
Year 8	Business breakfast – employer opportunity; Unifrog activities; STEM workshop
Year 9	Business breakfast; University visit(s);
Year 10	Work Experience; Barclays Life Skills Apprenticeship visit; mock interviews; Worcestershire Skills Show; CV and application workshop.
Year 11	One to one guidance; apprenticeship workshop; post 16 options assembly
Year 12	Unifrog skills based profile; one to one guidance; visits and virtual opportunities to sample different careers such as medicine; UCAS Next Steps programme; Apprenticeship Workshop (ASK)
Year 13	Mock interviews; work experience.

Premises and facilities

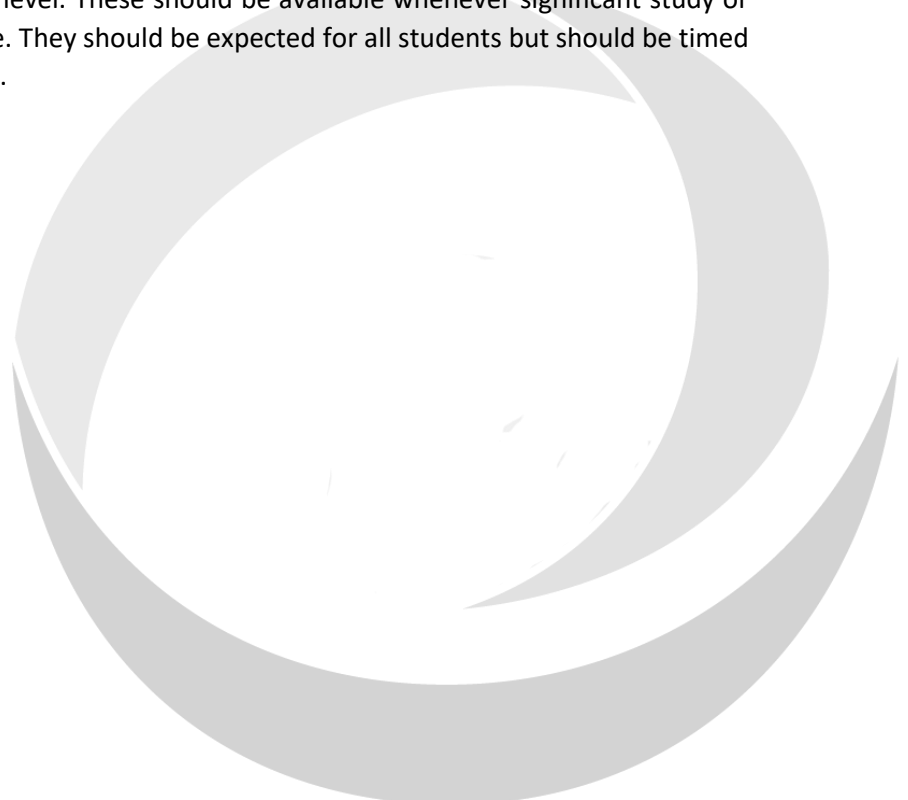
The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available

other specialist equipment to support

provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.

Appendix 2: The Gatsby Benchmarks for good Careers Guidance

- ✓ **A STABLE CAREERS PROGRAMME** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- ✓ **LEARNING FROM CAREER AND LABOUR MARKET INFORMATION** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- ✓ **ADDRESSING THE NEEDS OF EACH STUDENT** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- ✓ **LINKING CURRICULUM LEARNING TO CAREERS** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- ✓ **ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- ✓ **EXPERIENCES OF WORKPLACES** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- ✓ **ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- ✓ **PERSONAL GUIDANCE** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.



Appendix 3: Hagley Learning Journey Year 7 – 13. Activities may vary depending upon availability.



