



Saint Joseph's
CATHOLIC SCHOOL

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

Version 4.0 May 2019

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Monitoring Procedures:			
By Whom: Governors' Pastoral Committee	When: Biennially	How: Reports to the Pastoral Committee of Governors	
Evaluation:			
By Whom: FNO	When: Annually	How: Review of activities from working party, teaching staff, independent careers adviser, parents/carers and pupils.	
Revision History:			
Version	Approved and Ratified	Review Date	Additional notes
V 1.1			
V 2.0			
V 3.0			
V 4.0			

Vision Statement:
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p> <p>We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.</p> <p>We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.</p> <p>We are committed to aspiring for excellence in all that we do for the sake of the Gospel.</p> <p>Head teacher</p>

Rationale and Context for CEIAG

CEIAG has an important contribution to make to the education of all our pupils in order for them to make a successful transition from school to further education or employment with training. Statutory guidance from the DfE (January & October 2018) *Careers guidance and access for education and training providers* requires governing bodies to ensure that:

- Pupils are provided with independent careers guidance from Year 8 to 13.
- There is an opportunity for a range of education and training providers to access all pupils in year 8 too year 13 for the purposes of informing them about approved technical education qualifications or apprenticeships.
- A policy statement is published setting out their arrangements for provider access and ensure that it is followed – access our Provider Access Policy on the Careers Portal on the SJCS website.
- The eight Gatsby Benchmarks are implemented and met by the end of 2020:
 1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of the workplace
 7. Encounters with further and higher education
 8. Personal guidance
- For the employers encounters Benchmark (7), every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
- Every school must publish details of their careers programme for young people and their parents.

This policy document is in line with the guidance issued by the DfE, which relates to Sections 42A, 42B and 45A of the Education Act 1997. Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information (England) Regulations. St. Joseph's School endeavours to follow the Careers Enterprise and Employability Framework (CDI 2018).

St. Joseph's Catholic School has achieved the Career Mark Gold Award which recognises the high quality of provision of CEIAG in the school.

CEIAG make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. Good Careers Information, Advice and Guidance (CEIAG) is the key to social mobility. It is about showing young people, whatever their social and family background, the options open to them, and helps them make the right choices to set them on the path to rewarding future careers. A robust CEIAG programme enables pupils to develop personal insight, career knowledge, and career planning and management skills. It offers information and advice that is personalised, comprehensive and impartial.

School Background and Ethos

St Joseph's Catholic School is a vibrant and dynamic school with high expectations and great ambitions for every one of its pupils. It is committed to the formation of character and the acquisition of a value system that will enable their pupils to live life to the full. These values centre on developing a responsible character. Our aim is to help our young people develop the skills they need to be happy, successful individuals. The Careers Education programme is defined to prepare pupils for adult life by providing them with a better understanding of the world of work. It provides opportunities for pupils to learn from direct experience of work through Work Experience, it provides career events, enterprise activities and a broad differentiated curriculum enabling pupils to develop knowledge and understanding of the opportunities available to them.

The culture and ethos of the school is one where we all have high expectations of each other. Each child is unique, they are loved and valued. They deserve the best and that is what we aim to give them. They are our greatest ambassadors and they are supported by a team of staff united in encouraging, motivating and challenging each one of them to be the best they can be. The school's Vision Statement is attached as Appendix 1.

St Joseph's Catholic School is committed to providing a planned programme of Careers Education, Information, Advice and Guidance for all students in years 7–11 working alongside an independent careers adviser. It also has strong and effective pastoral and tutorial systems which ensures pupils receive support and guidance at transition points. Referral systems ensure that pupils requiring more specialist guidance can receive it from appropriate agencies.

The proportion of students with special educational needs (24.9%) is higher than the national average. The proportion eligible for pupil premium (30.18%) is higher than the national average.

Links with Other Policies

The CEIAG policy supports and is underpinned by the following school policies:

- Safeguarding Policy
- School Development Plan (currently being updated in line with the new National Framework)
- Special Educational Needs Policy
- Staff Development Policy
- Equality and Diversity Policy
- Staff Development
- Vision Statement (Appendix 1)
- Learner Entitlement (Appendix 2)

CEIAG – Aims

The CEIAG programme is designed to meet the needs of all pupils at St Joseph's Catholic School. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development.

The CEIAG programme makes a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

St Joseph's Catholic School CEIAG Policy has the following aims:

- To contribute to strategies for raising achievement by increasing motivation and attainment for all pupils and to help them understand themselves and develop their capabilities.
- To improve the transition from school to working life
- To encourage participation in continued learning including further/higher education or apprenticeships
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+ including technical training/education routes and apprenticeships that are appropriate to their longer-term aspirations and needs
- To develop enterprise and employment skills, relating these skills, attitudes, concepts, and knowledge learned in school to applications in the wider world
- To increase access and choices for all pupils
- To meet the needs of pupils through appropriate differentiation
- To focus pupils on their future aspirations improving employability through developing effective links with external partners
- To be aware of career opportunities available to them as individuals
- To have completed a Work Experience Placement

CEIAG – Objectives

- A programme of CEIAG with PSHE beginning in Year 7 and continuing through to year 11.
- Work-related learning is delivered through the PSHE programme, Work Experience, Mock Interview Day Preparation, Mock Interview Day, What Next? Future Choices and Guest Speakers, Enterprise Days. Although no longer statutory, St. Joseph's School fully supports the importance of CEIAG within its curriculum, offering a week's work experience for Y10 in the Summer Term.
- Open access to the careers resource area and careers resources within the careers area and on line.
- Individual and group support from an independent and impartial qualified guidance Careers Adviser or the Careers Lead/Co-ordinator, according to need.

Entitlement

Pupils are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into pupils' experience of whole curriculum and be based on a partnership with pupils and their parents and carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity, and also promote equality of opportunity, inclusion and anti-racism. The Learner Entitlement can be seen in Appendix 2 and can be accessed here.

Curriculum Delivery

Our independent, professionally qualified and impartial Careers Adviser is a regular visitor and conducts 1:1 interviews with all Y11 pupils and other targeted pupils throughout the year. We recognise the key role that parents and carers play in career choices and they are welcome to attend these interviews with their children. The Careers Adviser also leads group work sessions with pupils, attends careers events, planning events, curriculum, and parents' evenings. The work she does with the pupils is documented and pupils are tracked through the school to ensure that they make well informed choices post 16 and manage that transition successfully.

Pupils in Year 9, Year 10 and Year 11 are targeted for extra help by SENCO, Head of KS3 and KS4, Head of House and Careers co-ordinator.

Careers education is delivered through PSHE for years 7 to 11 and additionally for years 10 to 11 through assemblies, tutorials, local businesses involvement and 1:1 sessions. The delivery is both formal and informal and permeates the whole curriculum.

We resource careers information via a portal on the school website (Career Companion), paper-based materials including information leaflets and prospectuses are available from the designated careers area in school. This is accessible by pupils and parents/carers.

The outline programme for each year is set out in the Learner Entitlement Statement – Appendix 2 and can be accessed here.

Monitoring, Review and Evaluation

Careers Education is monitored and evaluated annually by the Careers Leader, Careers Co-ordinator and Careers Adviser using the CDI (2018) Framework for careers, employability, and enterprise education. When reviewing the programme, the School Improvement Plan is used to ensure that the careers department is fully supporting the whole school aims. The Careers Leader works with the programme tutors to evaluate the current programme and plan the next one. All trips and activities are evaluated by both the facilitator and pupils through questionnaires which are analysed, and the results form a part of the annual review. These outcomes identify areas for development, set goals and agree strategies to ensure they are effective.

Careers Guidance is monitored and evaluated annually through discussion with key staff, senior leadership team and by way of questionnaires to pupils post their 1:1 guidance interviews. The contract between the independent careers guidance adviser is also evaluated annually.

Evaluations are also given to pupils post careers events for feedback which is then used to enhance future provision.

Year 11 progression data is used to monitor the effectiveness of both careers education and careers guidance. This is also taken into consideration when reviewing the careers education programme.

Staffing

Responsibility for CEIAG within St Joseph's Catholic School is a partnership between the teaching staff, Careers Leader, Careers Co-ordinator, Pastoral Team and the Independent Careers Adviser who are responsible to the Head and Governor with responsibility for Careers. Work experience is planned and implemented by the Careers Co-ordinator.

All staff contributes to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by form teachers and complemented by external providers which include both external and internal visits. The careers programme is planned, monitored, and evaluated by the Careers Co-ordinator and overseen by the Careers Leader. The independent Careers Adviser provides specialist careers guidance. Careers information is available via the careers portal and all relevant FE & HE prospectuses and paper resources are available in the Careers designated area and the Resource Centre. Both areas are maintained by the Careers Co-ordinator. Careers information can be accessed via the internet.

Staff training needs are identified and form tutors are kept updated via small group sessions with our independent Careers Adviser. The school endeavours to meet training needs to ensure that staff is up to date with the latest requirements. Any external training is disseminated back to relevant staff.

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at open evenings.

Careers education is provided to all pupils and provision is made to allow all pupils to access the curriculum. Pupils are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.

Resources

Funding is allocated in the annual budget with the Careers Lead being responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Shared Resources Area for all staff to access.

Information and Implementation

i) Careers resources

- A wide range of materials and access to ICT
- Open throughout the school day
- Situated in the Careers Area in the Benedict Building

ii) Independent Careers Adviser

- Available to all pupils at lunchtime drop-in sessions
- Provides individual interviews with Year 11 and other identified pupils throughout the year
- Available at Parents/Carers Evenings from Year 8 onwards
- Available by request from Parents/Carers

iii) Parents/Carers Evenings

- Careers Adviser and Careers Lead are available at Parents/Carers Evenings and Options Evenings for Year 8 – 11.

iv) IT

- A range of software products are available for pupils to use. These include:
 - Careercompanion
 - Careerpilot
 - E-Clips
 - National Careers Service
 - I-could
 - Careersbox

Role of the Careers Leader

In line with current statutory guidance, Fran Nobis a member of the Senior Leadership Team is the Careers Leader whose role is to assist young people's career learning, planning and development by leading and managing the development of careers education, information and guidance (CEIAG). The Careers Leader advises the Senior Leadership Team and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

Key accountabilities:

- To support the development of effective and continually improving careers education, information and guidance for young people.
- To support pupils and parents through the delivery of high-quality careers guidance.
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development.
- To select and provide curriculum resources, activities, and services to meet young people's career needs.
- To ensure continuing professional development for themselves and others to secure high standards of career teaching, learning and guidance. To ensure the school meets the 8 Gatsby Benchmarks by the end of 2020.

St. Joseph's Catholic School has followed guidance produced by the Careers Development Institute (CDI) – 'Careers Leaders in Schools' – January 2017.

Recording Mechanisms for CEIAG

CEIAG is recorded through the following:

- Action Plans
- Record of all 1:1 interviews
- Tracking and Monitoring Sheets
- Destination Reports

Partnership Working

St. Joseph's Catholic School continues to strive to form effective partnership links with local employers, 14–19 providers in both education and training, HE providers, Wiltshire Council, Careers and Enterprise Company, Chamber of Commerce, Department for Work and Pensions, Careers South–West Enterprise, Amazing Apprenticeships, STEM, Prince's Trust, Solomon Theatre, Risky Business (Health & Safety Training), Five Rivers Recruitment and WON (Wessex Outreach Network).

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 designated Safeguarding Lead within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

Approval of Policy

The policy for CEIAG is reviewed every two years. This review involves all key stakeholders including school and our independent careers adviser. Policy review contributes to the CEIAG action plan and the school action plan.

This policy will be published on the school's website in a way that enables pupils, parents/carers, teachers and employers to access and understand it.

APPENDIX 1

Vision Statement



St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations, and to understand the value of service to others and their responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic wellbeing while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Rachel Ridley
Head teacher

APPENDIX 2

St Joseph's Catholic School – CEIAG Learner Entitlement

Overview

CEIAG is an important and integral part of the work and life of our school.

All learners have access to unbiased, free and impartial careers advice and are actively encouraged to take responsibility for their futures and plan and manage their own personal development and career progression. All this is currently delivered through a structured careers programme across all year groups. Learners have access to relevant up to date information via Career Companion; they are given opportunities to taste or try out possible careers through taster sessions and work experience and can take part in a full range of careers activities both in and out of school. All Year 10 and 11 learners attend a careers fair inviting a full range of employers, training providers, voluntary sector, 6th Form, Colleges and Universities attend. Our school is both flexible and adaptable in its approach to careers education. Individual learner's needs are constantly evaluated, and the programme changed or adapted to ensure that it is fit for purpose and supportive of equal opportunities. The most important aspect of CEIAG is to ensure that learners are prepared and supported to make well informed and realistic decisions post 16. Parents are actively encouraged to be involved in all aspects of their child's progression and future prospects. They have access to form tutors, subject leaders, heads of houses and specialist advisors, through parent's evenings, careers fairs, initiative evenings (e.g. Work Experience introduction) and progress review meetings. CEIAG is available to them direct; via Career Companion but 1-1 meetings can be arranged with specialists if required.

Curriculum

All learners experience a relevant and appropriate careers curriculum which promotes equal opportunities, British Values, challenges stereotypes, raises aspirations and encourages learners to reach their full potential. Learners are taught to take responsibility for their futures and encouraged to make full use of the learning opportunities, resources and events made available to them.

Key Stage 3

Learners in KS3 begin discovering and exploring options and pathways open to them. They learn about the value of investing in learning, career development and start planning for their future. All learners are catered for with specialist SEN support and higher attaining pupils identified and encouraged to raise aspirations and achieve their full potential.

Year 7

- Careers education programme delivered through fortnightly PSHE sessions by form teachers through structured lessons mapped against the CDI Framework for careers, employability, and enterprise education (January 2018)
- SEN pupils identified and supported by SEN team (information passed to outside agencies).
- Higher Attainers encouraged to raise aspirations through HA booklets and HA extra-curricular events.
- Higher Education awareness – Bath Spa University – targeted at Pupil Premium Pupils.
- Access to an independent and impartial careers adviser through lunchtime drop-in.
- Introduction to Progress Files.

Year 8

- Careers education programme delivered through fortnightly PSHE sessions by form teachers through structured lessons, including an introduction to the Buzz Test, mapped against the CDI Framework for careers, employability and enterprise education (January 2018).
- 1-1 with a Deputy Head to discuss personalised curriculum (Options). Parents are actively encouraged to attend the meeting. Predicted grades, subject preferences and suitability of courses

are discussed in line with learner's career plan. An interview can also be arranged with our independent and impartial careers adviser.

- Solomon Theatre Company highlighting Post 16 choices in Further Education & Higher Education progression routes and promoting apprenticeships.
- Embedding the importance of careers education by developing the skills they need to start planning and managing their own personal and career development.
- Various external and internal visits promoting STEM pathways.
- Higher Attainers encouraged to raise aspirations through team events, activities and curriculum-based booklets (History Club advising Salisbury Museum).
- Higher Education Awareness – Bath Spa University – targeted at Pupil Premium Pupils.
- Updating Progress Files.
- SEN learners have a transitional review – Outside agencies attend and compile an action plan – progress monitored into KS4
- Introduction to Careerpivot to support GCSE option choices.
- All year 8 pupils have access to 1:1 guidance interviews and lunchtime drop-in sessions with our impartial independent careers adviser.

Key Stage 4

Learners in KS4 concentrate on preparing for the “world of work” by exploring options and pathways open to them post 16. Pupils spend one or two weeks on work experience where they learn about the work placement, health and safety and experience what it's like to be an employee. Pupils are supported to make informed decisions when planning their future. All learners are catered for with specialist SEN support and able, talented and gifted pupils identified and encouraged to raise aspirations and achieve to their full potential.

Year 9

- Careers education programme delivered through fortnightly PSHE sessions by form teachers through structured lessons mapped against the CDI Framework for careers, employability, and enterprise education (January 2018)
- All Year 9 pupils have access to 1:1 guidance interviews and lunchtime drop-in sessions with our impartial independent careers adviser.
- Introduction to Careerpivot and Careerpivot sessions in school for awareness about Post 16 options.
- Range of structured lessons promoting British Values and Skills for Life, road safety, drug awareness, challenging stereotypes and looking at their “personal Curriculum” – delivered fortnightly through structured PSHE lessons.
- University visits to promote and raise awareness of Higher Education. Bath Spa University – for Pupil Premium pupils.
- Higher Attainers encouraged to raise aspirations through team events, activities and curriculum-based booklets in English Language, French, Spanish, History, Geography, Sociology and RE.
- Enterprise Day – Range of hands-on activities promoting apprenticeships and employment opportunities provided by local FE College and Training Providers. It also provides opportunities to experience STEM workshops with employers.
- Entry to the Salisbury Schools Challenge Competition, run and organised by the Salisbury Chamber of Commerce.
- Updating Progress Files.

Year 10

- Careers education programme delivered through fortnightly PSHE sessions by form teachers through structured lessons mapped against the CDI Framework for careers, employability, and enterprise education (January 2018).
- All year 10 pupils have access to 1:1 guidance interviews and lunchtime drop-in sessions with our impartial independent careers adviser.
- Range of structured lessons promoting British Values and Skills for Life delivered fortnightly through structured PSHE lessons.
- Interview preparation and Mock Interview Day– Learners are taught how to write a CV, letter of application and complete an application form. Their paperwork is then scrutinised by local businesses who then offer their services for Mock Interview Day where pupils go through the process of a formal interview.
- Health and Safety training completed for Work Experience
- Work Experience – A 1 week placement with an employer, experiencing the world of work – this is evaluated by the employer and a self-evaluation completed by the learner
- SEN, vulnerable and children in care have a 1–1 interview with an independent careers adviser – an action plan is compiled and their progression monitored to ensure sufficient IAG and support are in place for post 16 decisions.
- Learners tracked to ensure progress is being made and learners are on target to meet predicted grades.
- Encouragement to attend “raising awareness” events such as “Skills Taster Day”, “Careers Fair” – to promote awareness of future career opportunities.
- Women in Engineering Day at Chippenham College.
- GeoSciences day including workshops, S6C.
- Visit to Winchester University.
- Higher Attainers visit to Oxford University.
- Higher Attainers encouraged to raise aspirations through team events, activities and curriculum-based booklets in English Language, French, Spanish, History, Geography, Sociology and RE.
- Oxbridge Awareness Day – South Wilts Grammar School.
- Further Education & 6th Form visits for all pupils.
- Apprenticeship briefing sessions – ASK.
- Outside employers’ support for pupils producing personal statements and CV preparation alongside our independent Careers Adviser.
- Updating Progress Files.

Year 11

- Careers education programme delivered through fortnightly PSHE sessions by form teachers through structured lessons mapped against the CDI Framework for careers, employability, and enterprise education (January 2018).
- Range of structured lessons promoting British Values and Skills for Life delivered fortnightly through structured PSHE lessons.
- SEN, vulnerable and children in care have immediate access to any number of 1–1 interviews with our Independent Careers Adviser – Action plan compiled, and results shared with form tutor/careers coordinator to ensure any action points are addressed and any support required put in place.

- All year 11 pupils have access to 1:1 guidance interviews and lunchtime drop-in sessions with our impartial independent careers adviser.
- Learners tracked quarterly to ensure progress is being made and learners are on target to meet predicted grades– any additional support required is identified and put in place.
- Further Education, Higher Education and apprenticeship awareness sessions are arranged. Providers are invited to address the year group and promote their offer.
- Access to attend Careers Fair – to promote awareness of future career prospects
- Support via Careers coordinator/Independent Careers Adviser/Form Tutors to complete FE application forms.
- Regular monitoring by careers coordinator to ensure learners are fully prepared for post 16 decisions.
- Higher Attainers encouraged to raise aspirations through team events, activities and curriculum-based booklets in English Language, French, Spanish, History, Geography, Sociology and RE.
- Updating Progress Files.

All aspects of the curriculum are planned and delivered in accordance with the school development plan and careers policy.