

Aims

Careers education, information and guidance (CEIAG) programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. The CEIAG programme is designed to be progressive from Year 7 to Year 13 and support students in making 14-19 choices.

At The Holy Family Catholic school we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Through careers education and guidance it is hoped that pupils will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and abilities. Students can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

To help us do this we link our careers guidance to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) and the new Statutory Guidance for careers (January 2018). These all 8 benchmarks out lined below:

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 workplaces
7. Encounters with further and higher education
8. Personal guidance

In particular, we intend our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one and that most of our pupils will make their final choices only after completing their higher education course.

Commitments

The Governing Body and staff are committed to:

The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.

- Encouraging pupils to achieve and to be ambitious.
- Involving pupils, parents and carers in the further development of careers work.
- Working with support agencies so that no pupil is disadvantaged in gaining access to education, training or work.

Provision

Careers includes both education, information and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work.

Through guidance pupils are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Careers education forms an integral part of the curriculum in the PSHE programme.

- Self-development - understand themselves and be aware of their strengths and areas for development to inform future learning, work choices and progression routes.
- Positive self-esteem – understand themselves and the influences on them and how best to manage these influences to maximise their potential.

- Career exploration - investigate opportunities in learning and work through a wide range of resources (computer programmes, internet, books, leaflets and impartial careers guidance).
- Career management - make and adjust plans, to manage change and transition in learning, work and career choices.

Careers guidance is supported by the work form tutors do in tutorial time and PSHE time. All staff are involved in guidance to an extent e.g. support during selection of KS4 options and UCAS Progress and UCAS applications. Careers guidance interviews takes place on a one to one basis for a number of identified students and those who request a careers appointment and is one aspect of the school's pastoral/careers guidance. Careers information and resources are available in school for students to access.

Our CEIAG programme aims to guarantee all students who leave The Holy Family school at the end of Year 11 have an offer of a place to move onto.

Key stage 3 provision includes:

- Allotted time through PSHE lessons for self-development focussing on lifestyle and progression.
- Access to careers software via PSHE lessons and Form time.
- Direction towards careers resources available in school.
- Assemblies and other information on KS4 options, including vocational and alternative courses.
- Taster sessions for all KS4 option subjects that they have not previously studied at KS3.
- Appropriate career and aspiration based activities.
- Cross curricular displays highlighting appropriate career pathways.
- Individual pathway/options interviews with a member of senior staff.
- A structured and intensive programme of support and guidance for selecting KS4 options.
- Targeted offsite provision where appropriate.

By the end of key stage 3 all students will have:

- An awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- An increased understanding of the full range of 14-19 opportunities for progression.
- An awareness and understanding of some of the qualities, attitudes and skills needed for employability.
- Had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for KS4 options.
- Received detailed and appropriate support, advice and guidance on KS4 options.
- Been supported in their application to their chosen KS4 options.
- Attended assemblies, practical sessions and teacher led advice sessions relevant to KS4 option choices.
- Had an individual options interview from senior members of staff to support them in their decisions regarding KS4 option choices.
- An enhanced awareness of economic issues and how best to manage and overcome them.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.

Key stage 4 provision includes:

- College presentations.
- Career-base presentations.
- Careers interview for all Y11 students.
- Information on college open days.
- Enterprise activities and career based sessions from alternative providers.
- Supported personal statement sessions within allocated curriculum time.
- Parent evenings and some assemblies are supported by external, independent careers advisor.
- Close and continued monitoring and support for vulnerable students.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.
- Individual mentoring for identified vulnerable and SEND students.
- Targeted academic intervention to support achievement for those identified.
- Independent careers support, guidance and awareness through PSHE and other subject areas across the curriculum.
- Post 16 opportunities evening involving college and other external providers.
- Targeted work experience where appropriate.
- Targeted offsite vocational placements where appropriate.

By the end of key stage 4 all students will have:

- Enhanced self-knowledge, career management and employability skills.
- Effectively used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experienced the world of work through work experience if appropriate.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Opportunity to complete work experience/voluntary work in area of interest.

Equal opportunities

The Holy Family Catholic school is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. 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.

Relationship to other parts of the curriculum and other policies

Careers education is conducted in accordance with the School's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

Parents and Carers

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

Management

The PSHE coordinator contributes to the delivery of the careers programme within PSHE. The careers coordinator oversees CEIAG, manages the delivery of the work experience programme and oversees careers appointments for the careers advisor. A member of the leadership team has a holistic overview of CEIAG/ PSHE and all the components.

Resources

The school has accessible careers resources on display as well as access to a private office for careers interviews. Careers interviews may be booked through the careers coordinator who has an open door policy. Past students and parents are a valuable resource and come into help with careers work. We are also grateful for the support we have had from local and national industries and higher education institutions.

Monitoring, evaluation and review

The careers programme is monitored regularly and amended. Pupils' and parents' opinions are actively sought and included in the evaluation and review. HFCS will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.