



St Nicholas Catholic High School

**Careers Education, Information and
Guidance & Provider
Access Policy**

2022/2023

Rationale

We aspire to embrace the Gospel and its values and part of this ensures we recognise the worth all of our students and encourage them to reflect upon their prospects and the path which they choose to follow. It is essential, therefore that there are opportunities for students to have access to independent careers advice throughout their time at school.

Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the Education Act 1997.

In line with the Baker Clause, the statutory duty requires that all registered pupils at the school are provided with independent careers guidance from year 7 to year 11. The school is compliant with the guidelines set out by the Department of Education in the "Careers guidance and access for education and training providers" document published in October, 2018.

This policy shows how our school complies with these requirements.

St Nicholas Catholic High School is committed to providing all students in Years 7-13 with a programme of careers activities and supporting activity. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks¹²

1. 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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. 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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. 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.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. 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.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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5. 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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. 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	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

St Nicholas Catholic High School is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. All students are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical course

Provision

In September 2019 St Nicholas Catholic High School obtained a 'Stage 1 – Quality in Careers Award' and Stage 2 was awarded in November 2019. We achieved Stage 3 in February 2022 and are awarded that we are "making good progress towards meeting all the accreditation criteria incorporating the Gatsby Benchmarks for the national quality award its careers education, information, advice and guidance provision."

Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life.
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary Provision Careers provision is mapped against the Gatsby benchmarks.

Careers programme

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught as part of the pastoral programme in Years 7 through to Year 13, which is predominantly form tutor led. Careers information is available in the main library, display boards, the 6th Form library and through different digital formats. Unifrog is an online platform used by the students. They provide access to information on specific jobs as well as apprenticeships, universities, labour market information, career pathways and UCAS applications.

At Key Stage 3, this includes careers research with an aim to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided. In mission days, students have the opportunity to experience external local employers and educational providers as well as start their independent careers research. Year 9 students also take part in an experience of the workplace, visiting local employers to explore key routes into work sectors and exploring local market information.

At Key Stage 4, pupils continue research careers and pathways into the sixth form, higher education and apprenticeships through the pastoral curriculum, Mission Days and Careers Day. They develop skills in CV and cover letter writing, presentations and interview technique. This includes mock interviews; supported by a parent information evening; assemblies on apprenticeships, T-Level options, A-level options and an A-level options evening for parents and pupils. Individual interviews are held with an independent careers practitioner, who provides guidance on all post 16 options.

At Key Stage 5, a series of careers sessions are delivered from universities, employers and apprenticeship providers. Some of these sessions, together with form time, are devoted to the topic of UCAS applications and interview skills. In addition, Year 12 has a week of work experience; pupils are involved in voluntary community and charity work; and there are sessions on all post 18 options; careers planning and social media and networking. The Employer Readiness Programme also runs in year 13 and works with those students looking at non-university options.

Individual one to one careers meetings are held with an independent Level 6 qualified careers practitioner from a Matrix accredited organisation. We make sure that all students are able to receive at least one meeting before finishing in Year 11 and at least one meeting in the sixth form. Several special events are held, for example careers fairs, university trips, employer experiences and themed weeks including apprenticeship week and careers weeks.

Roles and Responsibility

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area once a term and at transition points. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to 5.

Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and interview practice during Year 10. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed. Feedback is used to further improve the careers programme.

Careers and SEND Provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate and bespoke intervention. Pupils with SEND have an interview with the internal careers leader in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. In term 3.2, pupils with SEND will take part in a careers module, looking at job applications, CVs, college visits and applications. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the careers fair, workplace visits and mock interviews. In addition, we work closely with universities and the local FE College. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active link governor.

Entitlement

Pupils attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a meaningful experience of the workplace in Year 9 and a minimum of one week's work experience in Year 12, with the opportunity for a second.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line platforms Unifrog.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and future the Careers fairs.
- Use study and research spaces such as the main school library and sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

Management of provider access requests

A provider wishing to request access should contact:

Name: Sarah Stobbs Careers Coordinator

Telephone: 01606 706000

Email: s.stobbs@st-nicholas.cheshire.sch.uk

Granting and refusing access

We will grant access requests that meet the following criteria:

- Requests from Ofsted registered 11-19 providers
- That are reasonable and do not impact on existing educational provision for our students

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. The policy can be found on the school website.

Education and training providers will be expected to adhere to this policy.

Monitoring Arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by S Stobbs.

This policy will be reviewed by Nick Wallace, SLT Link for Careers.

Careers team

Leader of CEIAG: Mrs Stobbs

Assistant Head with responsibility for CEIAG: Mr Wallace

Governor with responsibility for CEIAG: Mr Kerrigan

Independent Careers Advisor: James Ridgway