St Paul’s Catholic School

Careers Policy

**Overview**

At St. Paul’s Catholic School, all students are given the information, guidance and skills they need to make the best choices for their future so that every student, regardless of background or personal circumstance can achieve and aspire to be the best they can be and achieve their full potential. All careers research indicates that parents/carers are the number one influence in the career plans of their child and from Year 7 – 13. Our students are offered a variety of opportunities to develop their career aspirations in a range of creative ways throughout their time at St. Paul’s.

We are committed to meeting all aspects of the Gatsby Career Benchmarks for outstanding careers provision and to address all requirements of the new Careers Strategy from the Department of Education. St. Paul’s Secondary School has an identified Assistant Principal with a responsibility of being a Careers Co-ordinator. In addition, we are committed to a model where all members of our School community play an important role in shaping the future for all of our young people.

Students have access to a range of careers support delivered through a variety of ways including: the tutor program, the curriculum, interactive workshops, drama productions, careers fairs, employer talks, guest speakers, business mentoring and trips to colleges and universities, as well as through a dedicated ‘Careers week’. All Year 11 students have a one to one guidance appointment. and students can request a guidance appointment at any time throughout their academic life. Students are offered support at key transition points such as Year 8 Pathways, Year 11 career planning and throughout their time in the 6th Form.  Parents are welcome to raise any questions about careers with staff at the school as well as being able to make an appointment and speak to a careers guidance specialist. Careers staff will also be available at parent evenings to provide any further careers support.

**Vision**

At St Paul’s we are proud of our school’s mission statement; ‘to celebrate our diversity’ and ‘to seek high expectations of ourselves and of others.’ This is grounded in the belief that every student, regardless of background or personal circumstance can achieve and aspire to be the best they can be. Our vision for Careers and Employability provision is a key part of the overall vision of the school.

St. Paul’s has a very positive careers provision and we are highly ambitious for all members of our school community. We will continually strive to build on our fully comprehensive and inclusive approach to careers and employability from Year 7 – 13. Central to our vision is the aspiration that our students are able to compete for employment in a global market whilst enjoying fulfilling and productive career paths and making a major contribution to their community.

**Current Provision**

Currently, students at St. Paul’s have a broad range of opportunities to learn about a variety of career pathways through a range and variety of experiences. This ranges from: HE fairs, assemblies; specialist talks; trips and excursions and through our careers week whereby every subject delivers lessons to educate young people on the career opportunities pertinent to their subject area. In addition, there are a range of different opportunities (detailed below) which are also integrated into the students’ school experience to guide their career options.

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|  | **External excursions and opportunities** | **Extra-Curricular Opportunities** | **Enhanced curriculum learning** |
| **Year 7** | University Experience Days  Trips and excursions linked to career opportunities  Briars residential focusing on core values and integrity of the individual | Think days focusing on character values and employability skills  PSHE learning incorporating future goal mapping and planning | Curriculum related learning through careers week  Author visits and creative writing opportunities to enhance literacy skills for the workplace. |
| **Year 8** | University Experience Days  Trips and excursions linked to career opportunities | Think days focusing on character values and employability skills  PSHE learning incorporating future goal mapping and planning | Curriculum related learning through careers week  STEM workshops delivered by DMU |
| **Year 9** | University Experience Days  Targeted group support to improve aspiration and motivation for success.  Trips and excursions linked to career opportunities | Think days focusing on character values and employability skills  Vocations panel  PSHE learning incorporating future goal mapping and planning | Curriculum related learning through careers week |
| **Year 10** | University Experience Days  Trips and excursions linked to career opportunities  All students have at least two industry visits  WOW week including: budgeting activities, CV and personal statement writing | Think days focusing on character values and employability skills  Mock interview experience  PSHE learning incorporating future goal mapping and planning | Curriculum related learning through careers week |
| **Year 11** | University Experience Days  Trips and excursions linked to career opportunities  Progression HE evening  Apprenticeship workshops and CV writing | Think days focusing on character values and employability skills  6th form Taster Day/preparing for interviews  PSHE learning incorporating future goal mapping and planning  One to one interviews/advisory sessions.  Positive Steps@16 (PS16) application process | Curriculum related learning through careers week |
| **Year 12** | University trips and experiences  Apprenticeship workshops and CV writing  HE Fair  Work experience | PSHE learning incorporating future goal mapping and planning  UCAS preparation | Curriculum related learning through careers week |
| **Year 13** |  | PSHE learning incorporating future goal mapping and planning  One to one interviews/advisory sessions  UCAS application process | Curriculum related learning through careers week |

**At St. Paul’s we are committed to implementing the Eight Gatsby Benchmarks across Years 7-13, the benchmarks are detailed below:**

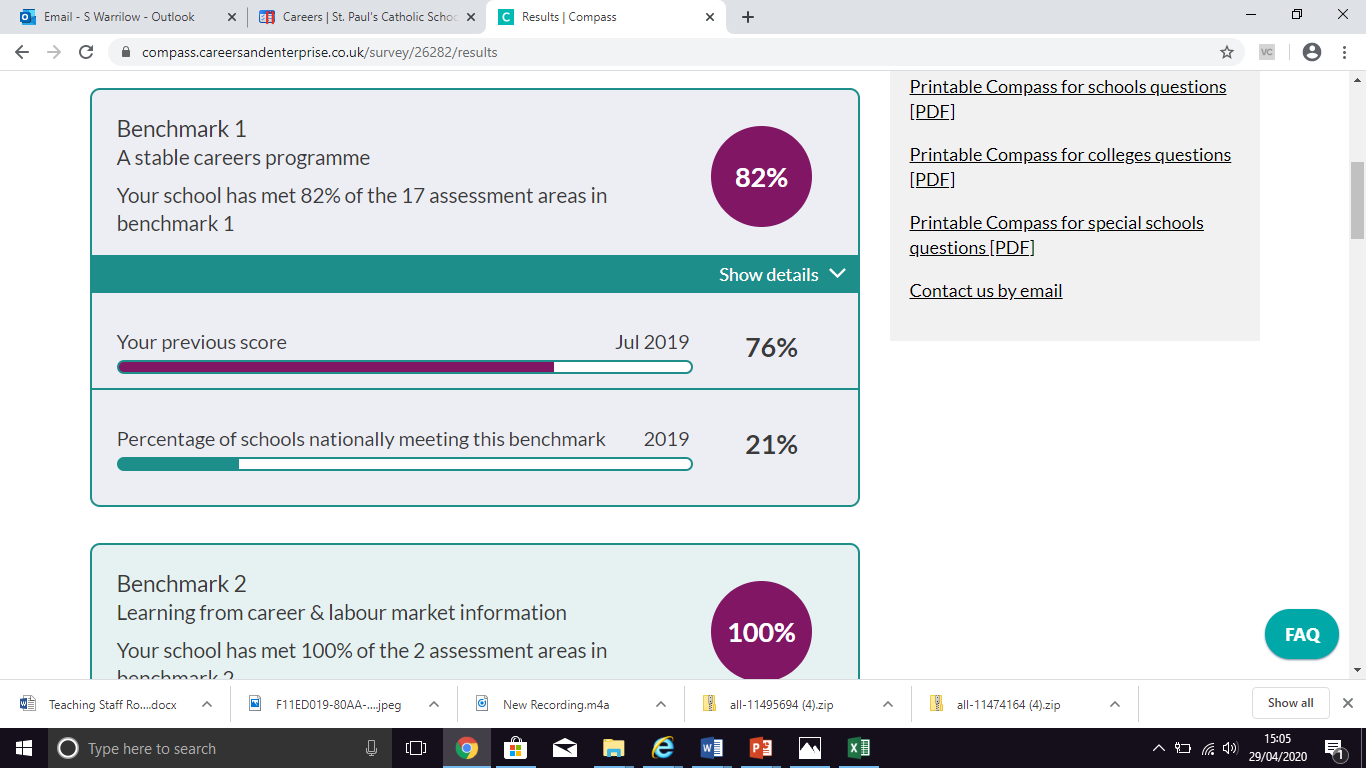
1. A stable careers programme  
2. Learning from career and labour market information  
3. Addressing the needs of each pupil  
4. Linking curriculum learning to careers  
5. Encounters with employers and employees  
6. Experiences of workplaces  
7. Encounters with further and higher education  
8. Personal guidance

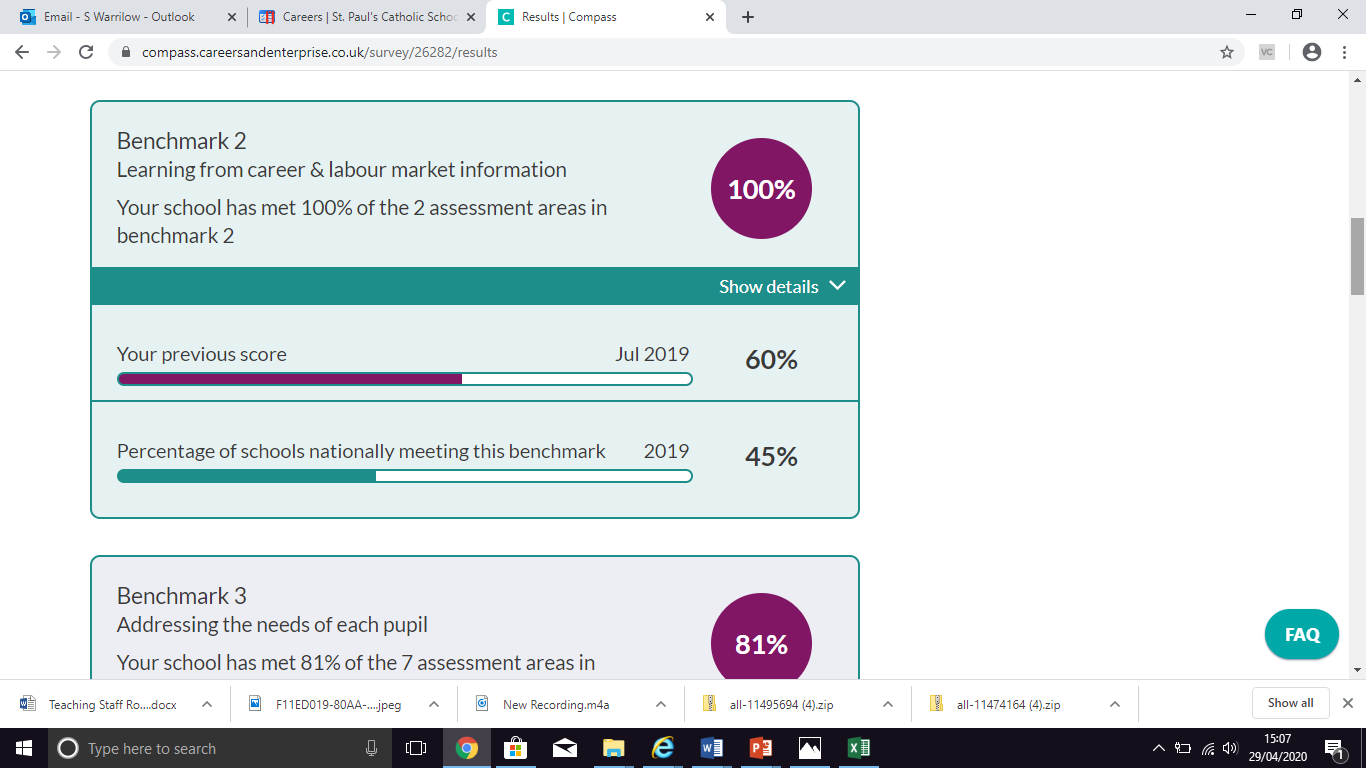
For further information and a comprehensive overview of each of The Gatsby Benchmarks, please see:

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

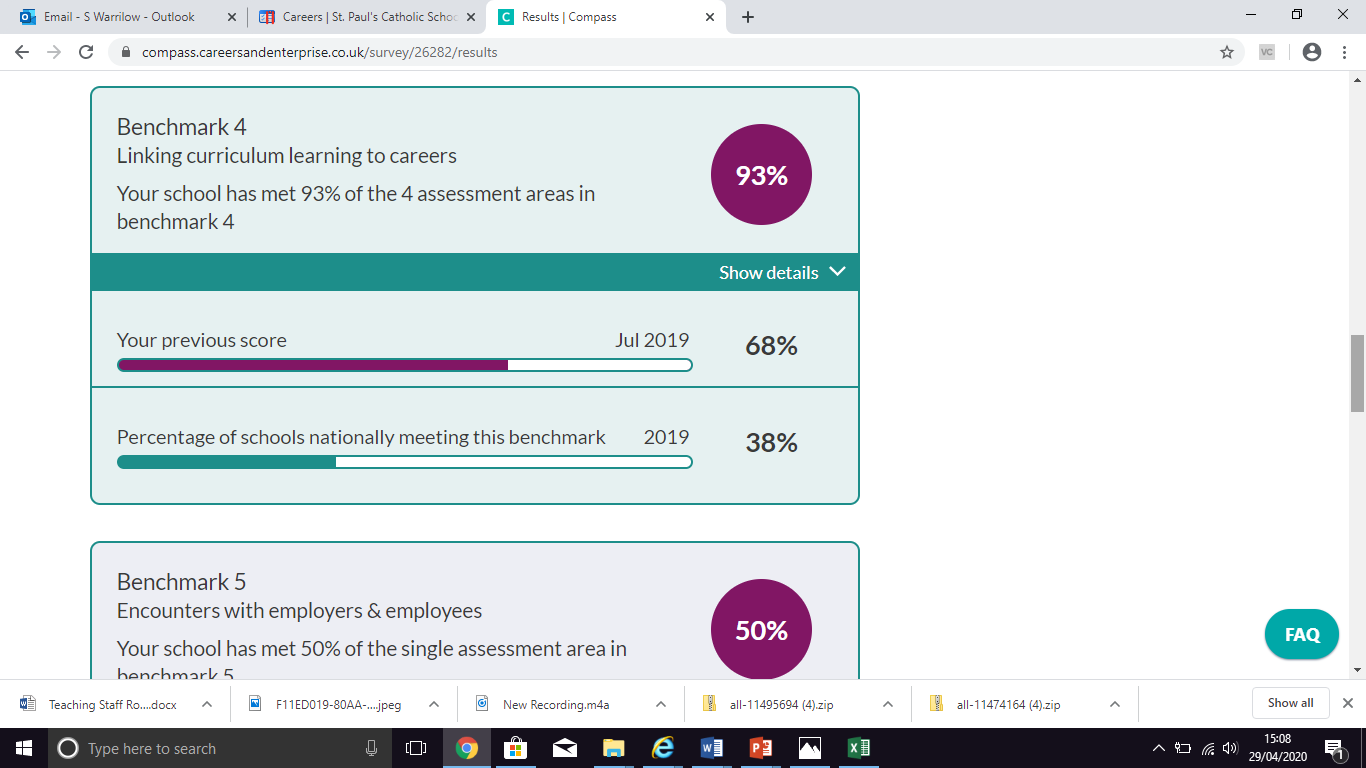
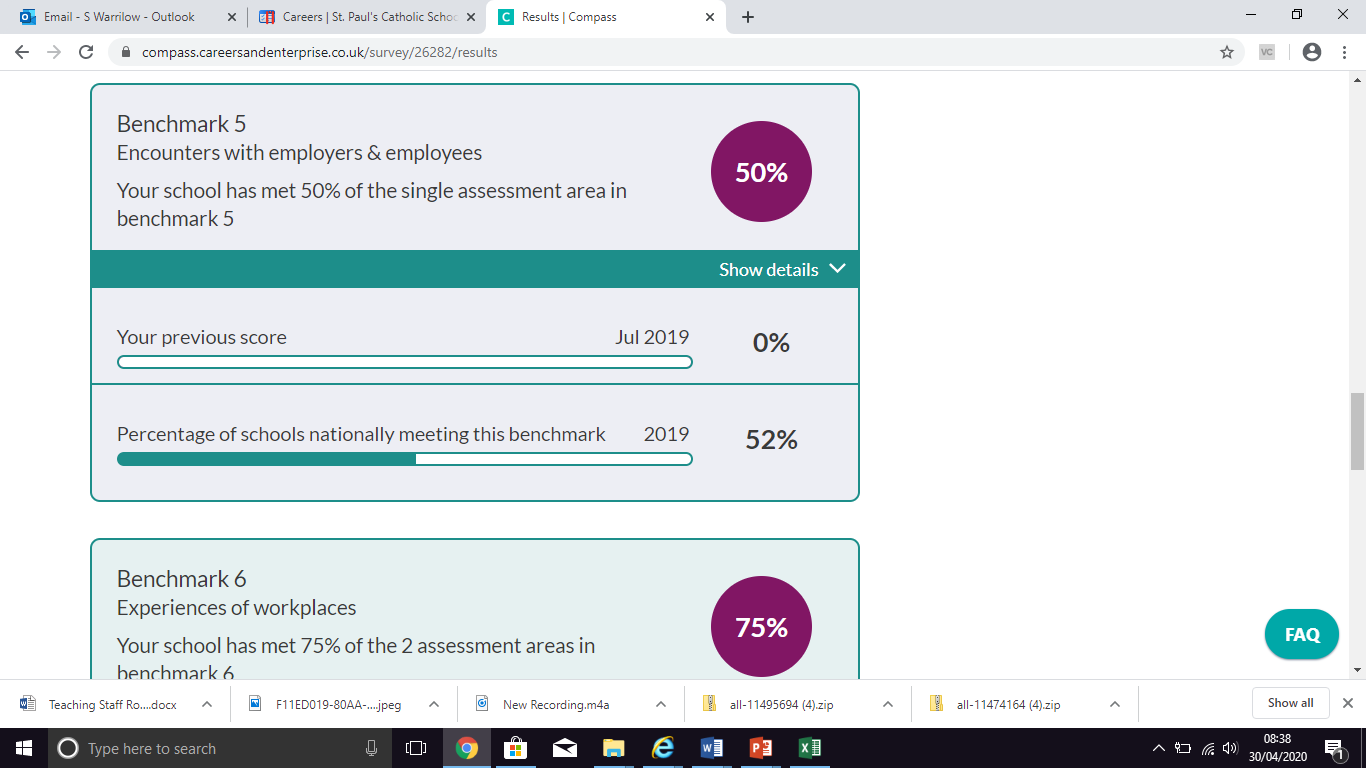
Compass is a self-evaluation tool, created in partnership with The Careers and Enterprise Company, which helps schools to gain a greater understanding of how their provision of career education and guidance compares to the model of good practice set out in Gatsby's Good Career Guidance benchmarks**.**

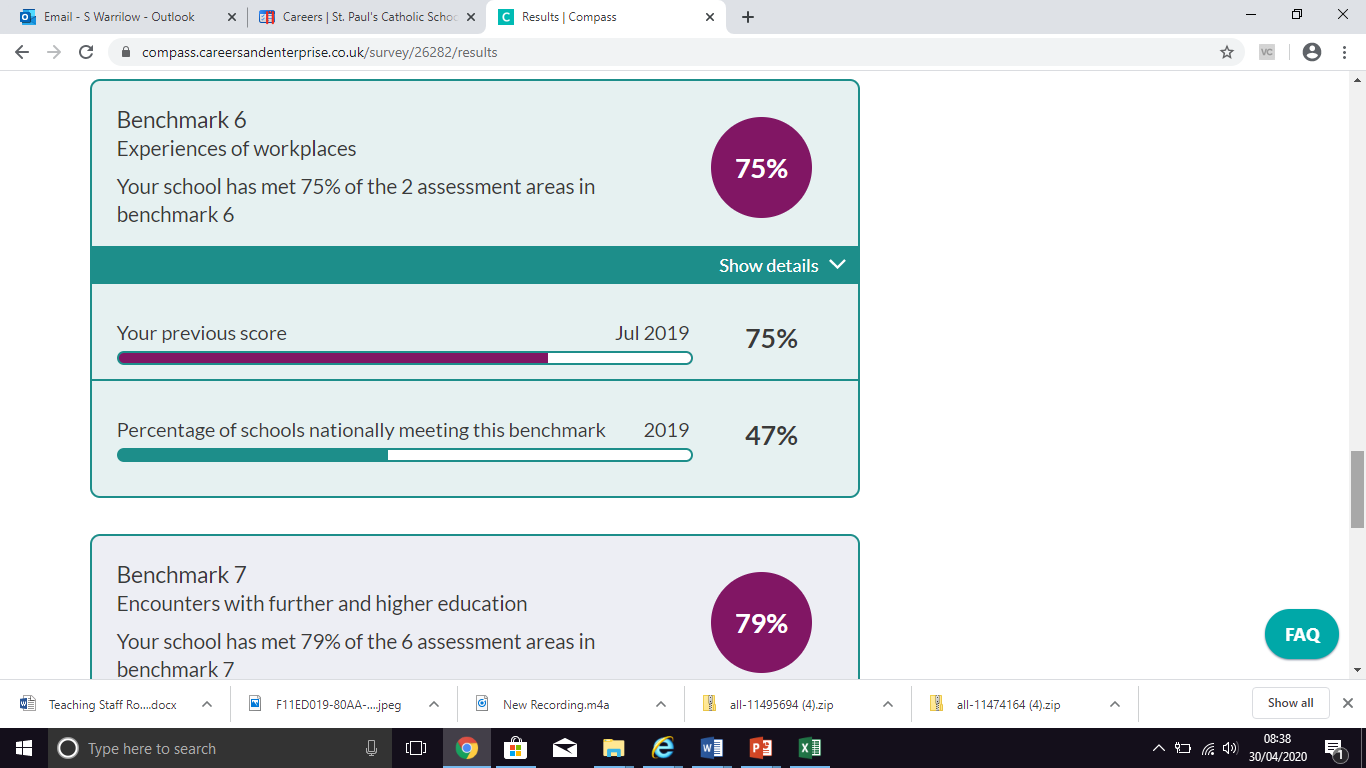
The results show St. Paul’s Secondary School careers provision mapped against the Gatsby Benchmarks (analysis carried out in March 2020). The Compass tool is scheduled to be completed again in November 2020 with our Enterprise Advisor where we expect to see further progress has been made from the current results.

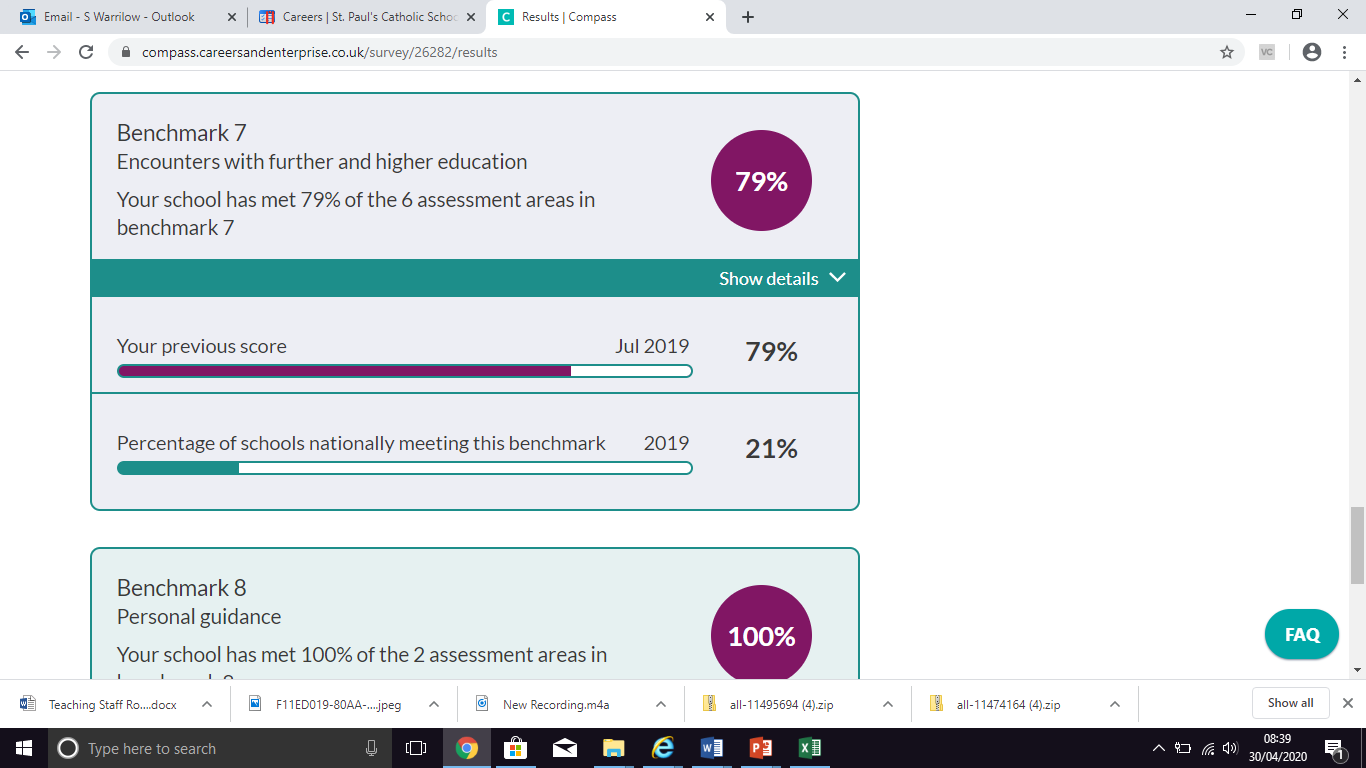


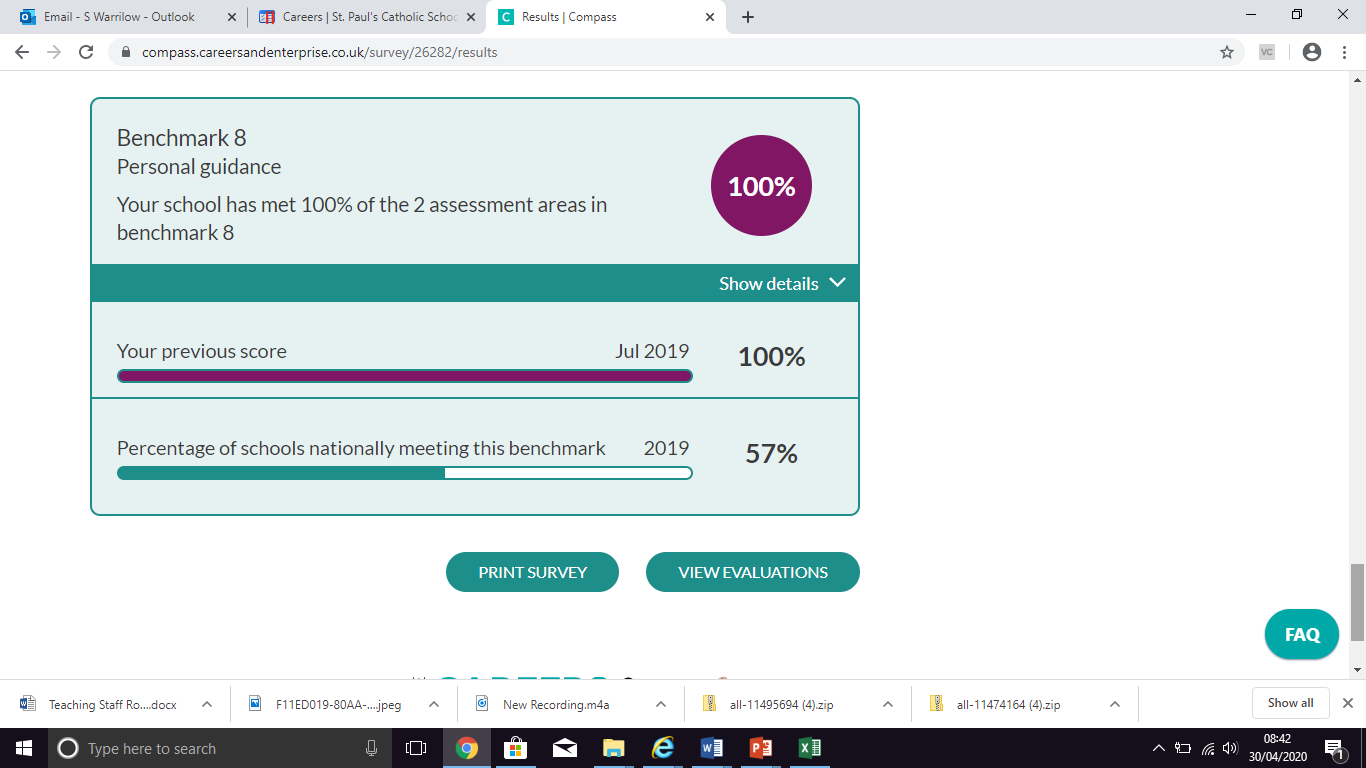












Section 4

Objectives and Action Plan

**Section 4: Objectives and action plan**

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| How we are providing good career guidance  (Gatsby Report 2014) | | Short term priorities  Targets for the academic year 2017-2018 | Medium term goals  Targets for the academic years 2020-21 (the outcome of CELP work and impact it has on the school) | Long term goals  Targets for the academic years 2021-2022 and onwards (the outcome of CELP work and impact it has on the school) |
| Benchmark | |
| 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 pupils, parents, teachers, governors and employers. | Introduction and staff training on careers teaching integrated into the delivery of the curriculum in all subjects.  An evaluation and review of the delivery using the **Compass tool** to be completed Nov **2020** by **(SWR, TGH) (Careers Co-ordinator)**  Compass results to be published on the website. | Delivery of regular staff training via the Weds morning CPD and organisations such as Future First and Teach First used to enhance the use of volunteers to connect careers with the classroom. **(SWR/TGH)**  An evaluation and review of progress made using the Compass tool to be completed Nov 2020 by **SWR/ TGH.**  Feedback to be collected from all stakeholders: students; staff; parents; employer links annually. **(SWR)** | Careers provision is fully integrated into the curriculum 11-18 to ensure that all students have at least two careers encounters every year throughout their education at St. Paul’s. **(SWR/TGH)**  An evaluation and review of the delivery using the Compass tool to be completed July 2021 by **SWR/ TGH.**    Feedback to be collected from all stakeholders: students; staff; parents; employer links annually **(SWR)**  **CAR and DAR’s to incorporate a careers leaning foci (SW/AC/SL)** |
| 2. Learning from  career and  labour market  information | Every pupil, 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. | Ensure ‘Next Steps Event’ for all Year 11 parents and students to include representatives from school 6th form; College and apprenticeship/work-based training)  Progress monitored using the Compass tool Jan 2021 Compass Nov 20 **SWR and TGH.** | High quality careers and employability information on school website for all stakeholders **(TGH./NG)**  Increase availability of information about future study options and labour market opportunities and information (LMI) at parents’ evenings and school events. **(SWR/TGH)**  Progress monitored using the Compass tool July 2021. | Information and opportunities for all stakeholders fully embedded on website and calendared at parental and student events. **(SWR/TGH)**  Progress monitored using the Compass tool July 2021 by **SWR and TGH** |
| 3. Addressing  the needs  of each pupil | Pupils have different career guidance needs at different stages.  Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout. | Careers programme will ensure that 100% of students are given specific guidance about choices through one to one tutor meetings for Year 8 Pathways; Year 11 career planning through PSHE, assemblies and in Years 12 and 13 by July 2021 **(SWR and TGH)**  Progress monitored using the Compass tool July 2021 by **SWR/TGH**  One to one interviews with all Year 11 underperforming students. **(DR)** | Careers programme will develop to ensure that students are given specific guidance about choices at all years – specifically Year 8, Year 11 career planning and in Years 12 and 13 **(SWR/TGH)**  Progress monitored using the Compass tool **July 2021 and 2022** by **SWR and TGH.** | An over-arching Careers programme will ensure that students are given specific guidance about choices in all years in order to develop informed choices at all key points by July 2021. **SWR/TGH)**  Progress monitored using the Compass tool July 2021 by **SWR and TGH** |
| 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 | Organise a section on careers in staff inset January 2021 impacting on all staff, where representatives from local businesses meet staff with networking opportunity for possible future curriculum links. **(SWR/TGH)**  Develop partnerships via LLEP.  Progress monitored using the Compass tool July 2021 by **SWR & TGH** | Business breakfast established as an annual event to further partnerships between business and staff at the school. **(SWR/TGH)**  Develop links between LLEP advisor and business associates with specific areas of the curriculum e.g. Maths **(SWR/TGH)**  Further develop the role of the Enterprise Advisor to support the curriculum. **(TGH)**  Progress monitored using the Compass tool July 2019 and 2020 by **SWR and TGH** | Student, staff and parental engagement with business partners established throughout the school in an overarching program that is shared and understood by all stakeholders.  **(SWR)**  Progress monitored using the Compass tool July 2021 by **SWR/ TGH.**  CAR and DAR reviews to incorporate careers QA **(SL/SW/AC)** |
| 5.Encounters  with employers  and employees | Every pupil 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. | 100% students in Year 10 and 11, 12 and 13 have attended a career talk with an employer volunteer by June 2021. **(TGH/SWR)**  Progress monitored using the Compass tool July 2021 **(SWR/TGH)** | 100% students in Year 8, 10 and 11, 12 and 13 have attended at least one career talk per year, with an employer volunteer by July 2022. **(SWR/TGH)**  Further embed careers and employability activity into the calendared ‘Careers Week’ **(SWR/TGH)**  Progress monitored using the Compass tool July 2020 by **SWR & TGH.** | 100% students in Years 7-13 have attended at least one career talk per year with an employer volunteer by July 2020. **(SWR/TGH)**  Progress monitored using the Compass tool July 2021 by (**SWR/TGH)** |
| 6.Experiences of  workplaces | Every pupil 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. | Ensure the current Year 12 have a work experience placement.  Review WOW week and opportunities. To consider more engagement with targeted KS4 students.  Review work experience in Year 12 to develop higher quality placements through networking. **(SWR/TGH)**  Progress monitored using the Compass tool July 2021 by (**SWR/TGH)** | Ensure that all students are given appropriate work experiences in Year 10 WOW week.  Seek to introduce some bespoke work placed learning opportunities for targeted KS4 students.  **(SWR/TGH)**  Progress monitored using the Compass tool July 2020 by SWR/TGH**.** | Opportunities fully embedded with between the LLEP and St Pauls.  Progress monitored using the Compass tool July 2021 by SWR/TGH |
| 7.Encounters  with further  and higher  education | All pupils 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. | 100% Year 12 students to visit at least one university by July 2021.  **(SWR/TGH)**  100% Year 13 students to have had an encounter with a representative from a university by July 2021. **(SWR/TGH)**  Progress monitored using the Compass tool July 2021 by SWR/ TGH | Year 12 students to have the opportunity to visit at least two universities including a Russell Group university by July 2021. **(SWR/TGH)**  100% Year 13 students to have had at least two encounters with a representative from a university and apprenticeship provider by 2021. **(SWR/TGH)**  Progress monitored using the Compass tool July 2020 by SWR/ **TGH** | 100% Year 12 students to visit at least two universities including a Russell Group university by July 2020.  The majority will have more visits by 2020. **(SWR/TGH)**  100% Year 13 students to have had multiple encounters with representatives from university and apprenticeship providers by 2020 (SWR/TGH)  Progress monitored using the Compass tool July 2021 by **SWR/TGH** |
| 8.Personal  guidance | Every pupil 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 pupils but should be timed to meet their individual needs. | Ensure all Year 8, 11, 12 and 13 students have opportunities for guidance interviews with a career adviser or member of staff experienced in offering quality impartial advice. **(TGH/SWR)**  Progress monitored using the Compass tool July 2021 by SWR **and TGH** | Develop the opportunities for all students 11-13 to have a guidance interview with a career adviser.  Ensure all students from 7-13 have the opportunity to request a guidance interview with a careers adviser if desired.  Progress monitored using the Compass tool July 2020. SWR/TGH | 100% students Years 11-13 to have at least one guidance interview per year with a careers adviser.  Ensure all students from 7-13 have the opportunity to request a guidance interview with a careers adviser if desired or member of staff experienced in offering quality impartial advice.  Progress monitored using the Compass tool July 2021 by **SWR/TGH** |

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| **Section 5: Monitoring and evaluating** |
| **Monitoring will be carried out via:**   * Fortnightly line meetings between the Careers Co-ordinator Leader Taz Gahir and Sarah Warrilow Assistant Principal * Annual monitoring visit from the link governor. * Half-termly Student Voice meeting on CEIAG (students from 7-13) led by Sarah Warrilow (Careers Leader) * Half-termly meetings with Enterprise Advisor (Ben MacCann) and Enterprise Co-ordinator (Nacho Galvez) * Termly completion of Compass tool to measure progress against the Gatsby benchmarks and published on website for all stakeholders to see – Taz Gahir and Sarah Warrilow * Use of Parents Evenings to collect feedback on careers provision **(SWR)** * Annual Business Breakfast to collect feedback from staff and employer links **(SWR)** * 3 meetings with LLEP Business Adviser with minutes and action points (**SWR, Nacho)**   **Evaluation will take place as:**   * Part of the annual School Improvement Plan (SIP) review and target setting process * Once a term on SLT meeting agenda as part of the QA cycle (SWR as Careers Leader to present) * An annual report for governors (SWR as Careers Leader to produce) * SWR to attend Parents Forum annually to lead on CEIAG * Annual evaluation with Enterprise Advisor and Business Champion * Use of Compass tool to measure progress against the Gatsby benchmarks – SWR and TGH three times a year per calendar * Feedback collected from all stakeholders: students; staff; parents; employer links annually (SWR), student voice to be termly * Year 11 and staff review of the Taster Day * Evaluation of Careers Week * Annual impact report on the strategy (SWR as Careers Leader to produce). |