

Careers Policy



St Paul's Catholic School & Sixth Form



Approved by: Governing Body
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—ST THOMAS—
AQUINAS
CATHOLIC MULTI-ACADEMY TRUST



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Overview

At St. Paul's Catholic School, we equip every student with the knowledge, guidance, and skills needed to make informed decisions about their future, ensuring all students—regardless of background—can reach their full potential. Research shows parents/carers are the biggest influence on a child's career choices, and from Year 7 to Year 13, our students are given diverse opportunities to explore their aspirations in creative and engaging ways.

We are fully committed to the Gatsby Career Benchmarks and the Department for Education's Careers Strategy. Careers provision is overseen by an Assistant Principal and a designated Careers Leader, with the whole school community playing a role in supporting students' future pathways.

Careers support is delivered through PHSE lessons, the wider curriculum, workshops, drama, fairs, employer talks, mentoring, university visits, and a dedicated Careers Week. Every Year 11 student receives a one-to-one guidance appointment with both the Careers Leader and an external Level 6 advisor, as per Gatsby Benchmark 8. Additional guidance is available upon request at any stage.

Support is also provided at key transition points, including Year 8 Pathways, Year 11 Post-16 planning, and throughout Sixth Form. Parents are encouraged to engage with the school on career matters and can meet the Careers Leader during parent events or by appointment.



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.



Gatsby Benchmarks

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.gatsbybenchmarks.org.uk/>

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.

Our Careers Leader and Assistant Principal meet and evaluate the Careers Program and activities within Compass+ at least once each term where the results are reviewed, and an action plan is set in areas where we are not fully meeting the preferred benchmark score of 100% (by the end of 2024-2025 academic year average achievement of the Benchmarks nationally stood at 5.5 out of 8)

Year Group	Advent Term (Autumn)	Lent Term (Spring)	Pentecost Term (Summer)
Year 7	<ul style="list-style-type: none"> • Opportunities for students to attend Widening Participation events at local colleges and universities • St Paul's Careers Week – All students are taught about different career pathways relating to their subject lessons across the curriculum. A full week of activities and assemblies over all year groups with opportunities to engage with higher education, apprenticeships and employers 	<ul style="list-style-type: none"> • Assemblies/Group sessions with professionals from different career areas. • Opportunities for students to attend Widening Participation events at local colleges and universities 	<ul style="list-style-type: none"> • Opportunities for students to attend Widening Participation events at local colleges and universities

Year Group	Advent Term (Autumn)	Lent Term (Spring)	Pentecost Term (Summer)
Year 8	<ul style="list-style-type: none"> • Opportunities for students to attend Widening Participation events at local colleges and universities • St Paul's Careers Week – All students are taught about different career pathways relating to their subject lessons across the curriculum. A full week of activities and assemblies over all year groups with opportunities to engage with higher education, apprenticeships and employers 	<ul style="list-style-type: none"> • Assemblies/Group sessions concentrating on apprenticeships and technical qualifications (to be completed before options program begins) • Opportunities for students to attend Widening Participation events at local colleges and universities. 	<ul style="list-style-type: none"> • Careers and options tutor interviews for all Year 8 students. • KS4 Options event • Options evening to include careers presence -Overview of post 16 options for pupils and parents/carers, to include: A levels, Applied General Qualifications (e.g., BTECs), technical/vocational qualifications, apprenticeships, traineeships and supported internships.
Year 9	<ul style="list-style-type: none"> • St Paul's Careers Week – All students are taught about different career pathways relating to their subject lessons across the curriculum. A full week of activities and assemblies over all year groups with opportunities to engage with higher education, apprenticeships and employers 	<ul style="list-style-type: none"> • Opportunities for students to attend Widening Participation events at local colleges and universities or workplaces (particularly those offering apprenticeships) • Assemblies/Group sessions with professionals from different career areas. 	<ul style="list-style-type: none"> • Opportunities for students to attend Widening Participation events at local colleges and universities or workplaces (particularly those offering apprenticeships)

Year 10	<ul style="list-style-type: none"> • St Paul's Careers Week – All students are taught about different career pathways relating to their subject lessons across the curriculum. A full week of activities and assemblies over all year groups with opportunities to engage with higher education, apprenticeships and employers • Higher education fair with reps from various fields 	<ul style="list-style-type: none"> • Mock interview experience • Assemblies/Group sessions with professionals from different career areas, information about apprenticeships and technical qualifications. • Opportunities for students to attend Widening Participation events at local colleges and universities 	<ul style="list-style-type: none"> • Students take part in a work experience week this is set up via the support of the LEBC • Assemblies/Group sessions with professionals from different career areas, information about apprenticeships and technical qualifications • 6th Form taster day offering sample A Level lessons for Post-16 planning
Year 11	<ul style="list-style-type: none"> • 6th Form taster day – students are provided with A Level taster lessons to inform Post 16 choices • One to one interview conducted offering impartial advice and guidance on careers and course routes • Progression evening for all students to learn about routes into work, options, choices and pathways in relation to post 16 and post 18 study (including apprenticeships) • Higher education fair offering students the opportunity to speak to a range of 	<ul style="list-style-type: none"> • One to one support for all students to support their PS16 application and impartially support students to review the choices made • Apprenticeship and alternative routes sessions for students to guide on the application process • Students attend Widening Participation events at local universities offering students advice and guidance on Higher Education Students attend Widening Participation events ran by Oxbridge Universities offering students advice and guidance on the application process 	<ul style="list-style-type: none"> • One to one support for all students to support their progressing PS16 applications and interviews.

	<p>representatives from across all fields of post 16 study.</p> <ul style="list-style-type: none"> • Sixth Form Taster Day: All students are provided with A Level taster day/ lessons to inform Post 16 choices. • St Paul's Careers Week – All students are taught about different career pathways relating to their subject lessons across the curriculum with a full week of activities and assemblies throughout the year. 	<ul style="list-style-type: none"> • Assemblies/Group sessions with professionals from different career areas, information about apprenticeships and technical qualifications 	
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Year 12	<ul style="list-style-type: none"> • One to one interview are conducted offering impartial advice and guidance on careers and course routes • Progression evening for all students to learn about routes into work, options, choices and pathways in relation to post 18 study • Students are taught about careers linked to subjects. Departments map out careers and the discussion of post 16/18 opportunities in their respective areas. This has included careers boards specific to departments. • Students access and learn to partake and set up their own work experience week 	<ul style="list-style-type: none"> • Students attend Widening Participation events at local universities offering students advice and guidance on Higher Education • Students attend Widening Participation events ran by Oxbridge Universities offering students advice and guidance on the application process • All students attend a UK University and Apprenticeship fair to support post 18 choices 	<ul style="list-style-type: none"> • Students have access to Alumni from various back grounds who host assemblies and work with departments to form bespoke lesson packages and discussions around various career options. We have links with PWC in accounting and computing • Students are offered tailored one to one support when accessing UCAS choosing their post 18 options for university
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Year 13	<ul style="list-style-type: none"> • One to one interviews are conducted offering impartial advice and guidance on careers and course routes • Progression evening for all students to learn about routes into work, options, choices and pathways in relation to post 18 study • Students are taught about careers linked to subjects. Departments map out careers and the discussion of post 16/18 opportunities in their respective areas. This has included careers boards specific to departments. (all year) • Students are offered tailored one to one support when accessing UCAS choosing their post 18 options for university • Apprenticeship drop-in sessions are available once a week without appointment to discuss research, interview skill, presentations and aptitude test 	<ul style="list-style-type: none"> • Students are provided with external university speakers who discuss and go through student finance and the finance available to them post 18 • Apprenticeship drop-in sessions are available once a week without appointment to discuss research, interview skill, presentations and aptitude test 	<ul style="list-style-type: none"> • Apprenticeship drop-in sessions are available once a week without appointment to discuss research, interview skill, presentations and aptitude test
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Section 4: Objectives and action plan

How we are providing good career guidance (Gatsby Report 2025) Benchmark		Short term priorities Targets for the academic year 2024-2025	Medium term goals Targets for the academic years 2024-2026	Long term goals Targets for the academic years 2026 onwards
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.	Review of the careers teaching integrated into the delivery of the curriculum in all subjects. (ZM/FB/HOF's)	Periodic delivery of staff training via CPD and organisations suggested by the Careers and Enterprise Company to connect careers with the classroom. (ZM/FB)	To make sure that careers provision continues to be fully integrated into the curriculum 11-18 to ensure that all students have accessed all of the required touchpoints, visits and support throughout their time at St Paul's (ZM/FB)
		An evaluation and review of the delivery using the Compass tool to be completed by the end of each term (ZM/FB)	An evaluation and review of the delivery using the Compass tool to be completed by the end of each term (ZM/FB)	An evaluation and review of the delivery using the Compass tool to be completed by the end of each term (ZM/FB)
		Compass results to be published on the website (ZM/CM)	Compass results to be published on the website (ZM/CM)	Compass results to be published on the website (ZM/CM)
		Develop St Paul's Careers Week making sure all subjects embed careers learning throughout the week (ZM/FB)	Embed St Paul's Careers Week within all subjects ensuring the event is fully co-ordinated within all subjects (ZM/FB)	Continue to grow St Paul's Careers Week within all subjects ensuring the event is fully co-ordinated within all subjects (ZM/FB)
		Feedback to be collected from all stakeholders: students; staff; parents; employer links annually. (ZM/FB)	Feedback to be collected from all stakeholders: students; staff;	

			parents; employer links annually. (ZM/FB)	Feedback to be collected from all stakeholders: students; staff; parents; employer links annually. (ZM/FB)
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.	<p>Annually review and update high quality careers and employability information on school website for all stakeholders (ZM/TGH/CM)</p> <p>Make sure that we have providers from a wide variety of education/apprenticeship providers and employers exhibiting at the annual Future Choices event for Years 10-13. (ZM)</p> <p>Arrange appropriate visits for each year group by employers/colleges/apprenticeship providers to make sure all students (Yr 7-13) receive the required number of touchpoints by published dates. (ZM)</p> <p>Publish a weekly email to appropriate year groups which includes information regarding post</p>	<p>Annually review and update high quality careers and employability information on school website for all stakeholders (ZM/TGH/CM)</p> <p>Increase availability of information about future study options and labour market opportunities and information (LMI) at parents' evenings and school events. (ZM)</p> <p>Publish a termly Careers Newsletter to celebrate previous activities, information on the careers program for the following term, links to careers based extra-curricular activities (ZM)</p>	<p>Annually review and update high quality careers and employability information on school website for all stakeholders (ZM/TGH/CM)</p> <p>Arrange apprenticeship information events for parents and students in Years 11/12 and 13 to lay out all next step options. (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>

		<p>16 and 18 choices, coaching and support (such as webinars) (ZM)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	
3. Addressing the needs of each pupil	<p>Pupils have different career guidance needs at different stages.</p> <p>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.</p>	<p>Careers programme will ensure that 100% of students are given specific guidance about choices through one to one tutor meetings for Year 8 Pathways before; Year 11 career planning through PSHE, assemblies and in Years 12 and 13 by mid-January of each year (ZM/FB)</p> <p>Additional guidance for students needing extra support as identified by the Careers Leader, HOY and any member of staff who feel a student needs more support (ZM)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>Careers programme will continue developing 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 (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>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. (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the</p>	<p>Organise CPD on Benchmark 4 in agreement with Principal/ Vice Principal to highlight the benchmark, encourage and if required facilitate possible future curriculum links with outside</p>	<p>Investigate possibility of a Careers Hub which allows all teaching staff easier access to the Careers Leader in a more visible area and to create a</p>	<p>Create a Careers Hub which allows all teaching staff easier access to the Careers Leader in a more visible area allowing constant access to relevant</p>

	<p>relevance of STEM subjects for a wide range of future career paths</p>	<p>businesses and employers. (ZM/FB)</p> <p>Arrange drop-in sessions for teachers/curriculum leaders to discuss integration of careers within the curriculum to make sure we are meeting BM 4 (ZM)</p> <p>Develop partnerships via LLEP (ZM/FB/NG)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>specific 'library' for resources. (ZM/FB/SLT)</p> <p>Business breakfast to be established as an annual event to further partnerships between business and staff at the school. (ZM/FB)</p> <p>Develop links between LLEP advisor and business associates with specific areas of the curriculum e.g. Maths (ZM/FB/NG)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>teaching materials and support. (ZM/FB/SLT)</p> <p>Student, staff and parental engagement with business partners established throughout the school in an overarching program that is shared and understood by all stakeholders. (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>
5.Encounters with employers and employees	<p>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,</p>	<p>All students to have received the required number of employer and employee contacts in a timely manner in line with the provider access policy (and as outlined by government guidance) (ZM/FB)</p> <p>Weekly distribution of 'Job of the week' to be incorporated within Form Time (ZM)</p>	<p>All students to have received the required number of employer and employee contacts in a timely manner in line with the provider access policy (and as outlined by government guidance) (ZM/FB)</p> <p>Further embed careers and employability activities into the calendared 'Careers Week' (ZM/FB)</p>	<p>All students continue to receive and exceed the required number of employer and employee contacts in a timely manner in line with the provider access policy (and as outlined by government guidance) (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>

	mentoring and enterprise schemes.	Progress monitored using the Compass+ at the end of each term (ZM/FB)	Progress monitored using the Compass+ at the end of each term (ZM/FB)	
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.	<p>Ensure the current Year 12 have a work experience placement through Self placement (ZM/FB)</p> <p>Year 10 Work Experience week cost is financed via parent payment minimising the use (and cost) of LEBC led activities. (ZM/FB/ZC)</p> <p>Arrange more engagement and trips with targeted KS4 students (ZM/HOY)</p> <p>Review work experience in Year 12 to develop higher quality placements through self placement and Unifrog (ZM /FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>To run Year 12 work experience in house allowing students to self-place achieving a higher quality and more targeted experience (ZM/FB)</p> <p>Introduce more bespoke work placed learning opportunities for all KS4 students. (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>Work experience for year 10 conducted through LEBC for year 10 and Year 12 will use UNIFROG to gain self placements (ZM/FB)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>

<p>7.Encounters with further and higher education</p>	<p>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.</p>	<p>100% Year 12 and 13 students to visit at least one University and Apprenticeship Fair each academic year. (ZM/FB)</p> <p>100% Year 13 students to have had an encounter with a representative from a university and apprenticeship provider each academic year (ZM/FB)</p> <p>100% Year 10/11/12/13 to have the opportunity to attend the Futures Fair at St Paul's where FE Colleges, Universities. Employers and Apprenticeship providers are available for students to discuss Post 16 and 18 options (ZM/FB)</p> <p>Arrange FE visits with targeted KS4 students (ZM)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>Year 12 students to have the opportunity to visit at least one university each academic year. (ZM/FB)</p> <p>Year 13 students to have had at least two encounters with a representative from a university and apprenticeship provider before the end of January each year. (ZM/FB)</p> <p>100% Year 10/11/12/13 continue to have the opportunity to attend the Futures Fair at St Paul's where FE Colleges, Universities. Employers and Apprenticeship providers are available for students to discuss Post 16 and 18 options (ZM/FB)</p> <p>Arrange FE taster days with targeted KS4 students (ZM)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>Year 12 students to visit at least two universities or apprenticeship providers including a Russell Group university each academic year. (ZM/FB)</p> <p>Year 13 students to have had multiple encounters with representatives from university and apprenticeship providers by the end of January each year (ZM/FB)</p> <p>100% Year 10/11/12/13 continue to have the opportunity to attend the Futures Fair at St Paul's where FE Colleges, Universities. Employers and Apprenticeship providers are available for students to discuss Post 16 and 18 options (ZM/FB)</p> <p>Arrange FE visits and taster days making sure 100% of KS4 students have accessed at least one visit before the end of January in Year 11 (ZM/FB)</p>
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				Progress monitored using the Compass+ at the end of each term (ZM/FB)
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.	<p>All students from year 7-13 can request a one-to-one session with the Careers Leader at any time throughout the academic year as they feel necessary (ZM)</p> <p>All students by the time they reach January of Year 11 to have an appointment with the St Paul's Careers Leader AND an external L6 Careers Advisor meeting 100% of Gatsby Benchmark 8 (ZM)</p> <p>All students in Year 12 to be able to request an appointment with the St Paul's Careers Leader AND an external L6 Careers Advisor meeting 100% of Gatsby Benchmark 8 (ZM)</p> <p>Careers Leader to run regular drop in sessions during break and/or lunch for Years 7-11 (ZM)</p> <p>Careers Leader to spend at least half a day each week in Sixth Form office for drop in sessions open to all Year 12/13 (ZM)</p>	<p>Investigate possibility of a Careers Hub which allows all students easier access to the Careers Leader in a more visible area (ZM/FB/SLT)</p> <p>All students from year 7-13 can request a one-to-one session with the Careers Leader at any time throughout the academic year as they feel necessary (ZM)</p> <p>All students by the time they reach January of Year 11 to have an appointment with the St Paul's Careers Leader AND an external L6 Careers Advisor meeting 100% of Gatsby Benchmark 8 (ZM)</p> <p>All students in Year 12 to be able to request an appointment with the St Paul's Careers Leader AND an external L6 Careers Advisor meeting 100% of Gatsby Benchmark 8 (ZM)</p>	<p>Create a Careers Hub which allows all students easier access to the Careers Leader in a more visible area (ZM/FB/SLT)</p> <p>All students from year 7-13 can request a one-to-one session with the Careers Leader at any time throughout the academic year as they feel necessary (ZM)</p> <p>All students by the time they reach January of Year 11 to have an appointment with the St Paul's Careers Leader AND an external L6 Careers Advisor meeting 100% of Gatsby Benchmark 8 (ZM)</p> <p>All students in Year 12 to be able to request an appointment with the St Paul's Careers Leader AND an external L6 Careers Advisor meeting 100% of Gatsby Benchmark 8 (ZM)</p>

		Progress monitored using the Compass+ at the end of each term (ZM/FB)	<p>Careers Leader to run regular drop in sessions during break and/or lunch for Years 7-11 (ZM)</p> <p>Careers Leader to spend at least half a day each week in Sixth Form office for drop in sessions open to all Year 12/13 (ZM)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>	<p>Careers Leader to run regular drop in sessions during break and/or lunch for Years 7-11 within a Careers Hub (ZM)</p> <p>Careers Leader to run drop in sessions open to all Year 12/13 for half a day each week within a Careers Hub (ZM)</p> <p>Progress monitored using the Compass+ at the end of each term (ZM/FB)</p>
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Section 5: Monitoring and evaluating

Monitoring will be carried out via:

- Regular line meetings between the Careers Leader Zoe McDonagh and Faiza Bhana Assistant Principal
- Annual monitoring visit from the link governor.
- Half-termly Student Voice meeting on CEIAG (students from 7-13) led by Zoe McDonagh and Faiza Bhana.
- Termly meetings with LLEP Co-ordinator
- Termly completion of Compass tool to measure progress against the Gatsby benchmarks and published on website for all stakeholders to see **(ZM/FB)**
- Use of Parents Evenings to collect feedback on careers provision **(ZM/FB)**
- Use of Microsoft Forms for all stakeholders after events and once each academic year **(ZM/FB)**

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 **(FB to present)**
- An annual report for governors

- Use of Compass tool to measure progress against the Gatsby benchmarks – **ZM and FB** once each term
- Feedback collected from all stakeholders: students; staff; parents; employer links annually (**ZM/FB**), student voice to be termly
- Year 11 and staff review of the Taster Day.
- Evaluation of Careers Week
- Report collating feedback to be produced in the Summer Term each year (**ZM and FB**)