

HOLY FAMILY CATHOLIC HIGH SCHOOL



CAREERS POLICY

POLICY DATE: SEPTEMBER 2019
REVIEW DATE: SEPTEMBER 2022

Policy for Careers

Contents

1. Introduction
2. Statutory Requirements
3. Gatsby Benchmarks
4. Careers Provision in School
5. Assessment of Pupil Progress and Measuring the Effectiveness of our Careers Provision
6. Work Experience
7. Monitoring of Careers Provision
8. Career Team's responsibilities
9. QCS (Quality in Careers) award

Careers

Together we step out in faith, knowing that Christ is with us and united as a holy family. We commit to ensure that each child realises their full potential, growing in wisdom and grace. Holy Family Catholic High School places Christ at the heart of everything we do and openly gives witness to the Catholic values of love, compassion, forgiveness and reconciliation in our daily work.

It is within this context that our Careers Policy is written, the aim of which is to safeguard each member of the school community in order that they can realise their full potential – spiritually, academically, socially, morally and culturally, and ‘grow in wisdom and grace’.

1. Introduction

This policy complies with the statutory requirement laid out in the DfE, ‘Careers guidance and access for education and training providers’, statutory guidance for governing bodies, school leaders and school staff October 2018

Careers Leadership and Management Team

Senior Leadership Lead: Mrs Donna Mitchell
Careers Leader: Mr Danny Devlin
PSHCE Co-ordinator: Mrs Michelle Selway
Independent Careers Adviser: Mrs Janis Wilson
Link Governor: Mr P A O’Neill

2. Statutory Responsibilities

The statutory duty requires that all registered pupils at the school are provided with independent careers guidance from year 8 to year 11.

The Board of Governors must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and pupils starting year 11 or below in September 2013 will need to continue until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular pupils must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our pupils' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

3. Gatsby Benchmarks

The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one.

The Gatsby Benchmarks are not a statutory framework but by adopting them at Holy Family we can be confident that we are fulfilling our legal duties. Government's expectation is that schools begin to work towards the Benchmarks from September 2018 and meet them by the end of 2020.

The Benchmarks are broken down into eight key areas, which are as follows:

1. A stable careers programme
2. Learning from careers 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

Compass is an online self-evaluation tool for schools, provided by the Careers and Enterprise Company, to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. The Careers Leader at Holy Family will use this tool termly to form a baseline and identify the opportunities to improve the careers programme based on the results, and track progress against the Benchmarks over time.

4. Careers Provision in School

Careers guidance is the responsibility of all members of staff at Holy Family. Staff should make the most of every opportunity to give quality, impartial advice and to address misconceptions or stereotypical views on careers or academic and/or vocational pathways. All staff have access to and have read the DfE's document 'Careers guidance and access for education and training providers' published in October 2018.

Within lessons teaching staff and teaching support staff should regularly highlight how the curriculum being covered links to certain careers and how the skills being developed in the classroom could be used in the child's future.

Careers links should be identified in schemes of work and staff should support the use the 'My future, My Career' template during the designated 'Career Days' once a term. See appendix A.

To maximise pupils' interactions with employers and employees each subject area arranges at least one meaningful interaction with an employer and/or employee each year. This is either in school or at the place of work. Year 9 pupils also take part in a speed networking conference within school where they have the opportunity to ask a whole range of employers about their particular industry.

Each subject area has a designated 'Career Ambassador' member of staff. Their role is to promote links to careers paths in their subject area. They are able to give their colleagues advice on linking careers to the subject curriculum and also provide guidance on links to employers, employees and Higher and Further Education providers. This group meet throughout the year to share good practice and peer mentor each other.

Our PSHCE curriculum has specific units of work with a careers focus, this is covered in both Key Stage 3 and 4. These sessions also involve using the online platform Unifrog which allows the pupils to explore the different pathways through education and prepare for their chosen career after they leave Holy Family.

Every pupil meets with our independent careers adviser in Year 8 and Year 11. Pupils are offered a one to one careers consultation that lasts approximately 20 to 30 minutes and parents are welcome to join their children for this session. Further follow up appointments can be made if required. A drop-in session with the careers adviser runs on a Tuesday lunchtime, where pupils are free to ask and questions they may have regarding their career plans.

Apprenticeships, Further and Higher Education

Pupils at Holy Family are encouraged to explore all possible pathways available to them once they leave school. To help pupils make the most appropriate decision for them we arrange for all Year 10 to visit several of our local post-16 providers for taster days, we arrange for the post-16 providers to deliver assemblies to our Year 11 pupils and pupils and parents are invited to a post-16 fair where a wide range of post-16 providers are available to answer questions about the courses and training they offer. Assemblies regarding apprenticeships are also delivered to Year 11 pupils and pupils from Year 10 and 11 are invited to attend national apprenticeship events.

Subject areas are encouraged to work with local Further and Higher Education establishments and make the most of any opportunities to visit them and give the pupils first-hand experience of these establishments.

It is our aim that every child will visit at least one Higher Education establishment during their time at Holy Family.

The National Careers Service

Pupils and their parents are encouraged to use the National Careers Service which offers information, advice and guidance on decisions regarding learning, training and work. The National Careers Service can be accessed via phone on 0800 100 900, or via their website, <https://nationalcareersservice.direct.gov.uk/>

Extra Support for Pupil with Additional Needs

At Holy Family we provide extra careers advice and support for our pupils with additional needs where appropriate.

This includes:

- Using the Specialist Careers Advisor service from North Yorkshire Local Authority
- Involving our independent careers advisor in the review process of pupils with an EHCP
- Providing additional workshops for small groups of pupils with our independent careers adviser
- Offering additional visits to post-16 providers

STEM

At Holy Family we ensure our pupils are aware of the wide range of career paths that involve STEM (science, technology, engineering and maths) subjects. We aim to give pupils as many opportunities as possible to engage with STEM centred employers and post-16 providers. We are also aware of the need to promote STEM careers with girls in particular, as they are statistically more likely than boys to drop STEM subjects earlier in their education.

Examples of extra-curricular STEM offered at Holy Family include:

- University visits
- KS3 'Faraday Challenge' day
- Visits to local industry e.g. Drax Power Station
- Science Live event

The Lead for STEM is Mr D. Wilde.

5. Assessment of Pupil Progress and Measuring the Effectiveness of our Careers Provision

We will know our careers provision is effective by having large numbers of pupils progressing to appropriate Further and Higher education and/or enrolling on apprenticeship or traineeship programme. We aim to close the gap in positive destinations between pupils from disadvantaged backgrounds and others.

To do this we use data from North Yorkshire Local Authority to access how success our pupils have transitioned into the next stage of their education.

We will ultimately know that our careers provision is effective by having zero pupils classed as NEETs (Not in Education, Employment or Training) once they leave school after Year 11.

We also seek feedback from pupils, parents, post-16 providers and employers regarding our careers programme and welcome comments on how effective it is and how it could be improved.

6. Work Experience

All pupils in Year 10 are given the opportunity to undertake 1 weeks' worth of work experience during the summer term. Holy Family work with an organisation called NYBEP to carry out risk assessments and employee liability insurance checks. It is expected that pupils secure their own work experience placements using the NYBEP database of contact information or their own contacts.

7. Monitoring of Careers Provision

Monitoring of the careers provision at Holy Family is carried out through a variety of processes which include:

- Pupil voice interviews
- Work scrutiny of pupils' books
- Feedback discussions with focus groups including pupils, parents, post-16 providers and employers
- Pupil surveys such as the North Yorkshire Growing Up in North Yorkshire survey
- Observations of career events eg lessons, one to one careers consultations, workshops and events run by external providers
- Internal and external audits of the careers provision

8. Responsibilities of the Careers Leadership and Management Team

The Careers leadership and management team are responsible for:

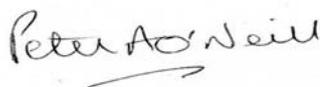
- The previous year's careers action plan is evaluated annually and areas for improvement identified. The Careers and Enterprise Company online tool 'Tracker' will be used to form an updated career plan each year.
- Careers training needs analysis and keeping a record of training
- The careers budget allocation and management
- The management and coordination of the various aspects of careers guidance
- Ensuring there is an appropriate provision of careers related activities across all key stages to meet the full range of pupil needs and abilities. This will be primarily through working with the PSHCE Co-ordinator.
- Enabling pupils to have access to career resources and drop in careers sessions, and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities
- Assessment, monitoring and evaluation of the careers provision
- Liaison with parents/carers and careers partners
- Updating the school's careers policy

9. QCS (Quality in Careers) award

As recommended by the Department of Education in the 'Careers guidance and access for education and training providers' (October 2018) we achieved the national QCS (Quality in Careers) in June 2019. This award ensures that statutory obligations are being met and that pupils are receiving good levels of support and is valid until June 2022.

This Careers Policy has been approved and adopted by the Governing Body on 30 September 2019 and will be reviewed September 2022.

Signed by Chair of Governors:



Signed by Headteacher:

Appendix A



My Future My Career



Name: _____ Tutor Group: _____

Lesson	Subject	Employment skills I developed during this lesson	Possible career link to this lesson
1			
2			
3			
4			
5			

I have discussed how my lessons today link with different careers with my parent/carer.

Pupil signature: _____

Parent/carer signature: _____

Date: _____