

Careers policy for Our Lady and St Chad Catholic Academy

Rational

In line with the new DfE statutory guidance Our Lady and St Chad Catholic Academy is committed to achieving the highest levels in all 8 Gatsby benchmark recommendations. Our mission statement,

“Together we will emulate the love of Christ and become the people God created us to be”.

This is very much reflected in the aims of our careers program to help students become the people God created them to be and to follow true vocations. Below is an outline of the careers programme students attending OLSCA will receive during the academic year 2020-21 as part of the whole school careers development strategy.

“Have the courage to follow your heart and intuition. They somehow already know what you truly want to become.”

Steve Jobs

It is the view of the academy that IAG (Information Advice and Guidance) must:

- Empower young people to plan and manage their future career pathways
- Respond to the needs of the learner
- Provide appropriate and practical information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenges of stereotypes
- Provide effective LMI (Labour Market Information) to aid decisions

Aims

Effective IAG will provide opportunities for pupils to:

- investigate and career/post school prospects and advise them on how to get there.
- experience the working world.
- have the skills, knowledge and attitude to make well-informed, realistic decisions about future careers.
- students should be able to plan their future choices and understand how to access IAG to improve their life chances.
- understand how educational achievements are linked to maximising their potential future choices.
- make imaginative, creative and innovative use of new technologies to raise the quality of learning within the subject and the wider school curriculum.
- give pupils opportunities to understand and explore values, beliefs and their own cultural and social values through curriculum links to SMSC.

Through the provision of rich and varied activities, we aim to:

- to encourage the best possible progress and the highest attainment for all pupils
- to enable pupils to make connections across different areas of learning
- to help pupils to think and work creatively and solve career-related problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility with the appropriate IAG
- enable pupils to acquire and develop a broad range of transferable skills,
- give knowledge and understanding to equip them for the working world or their personalised pathway.
- Give local labour market information LMI to students and parents.

Roles and Responsibilities of Principal, Careers leader, teachers, teaching assistants and Governors

The Principal will ensure that:

- all statutory elements of the curriculum are met.
- the amount of time for teaching the curriculum is adequate and reviewed annually.
- the governing body is informed on the breadth and balance of the curriculum
- this policy is implemented and monitored and the governing body is reported back to.
- a positive learning culture in which all children believe that they can succeed is promoted in school.
- there are high standards of teaching and learning.
- the school is compliant with legislation and to enable an annual evaluation of Careers within the school.

The Careers Leader will ensure that:

- guidance is followed in line with an annual appropriate careers audit using the Gatsby benchmarks and update when necessary throughout the year
- pupil's summative progress is monitored and evaluated in school diaries through discrete lessons
- all long and medium term plans for the subject are kept up to date on the school website
- pupils have the opportunity for individual, impartial careers advice.
- teaching of careers is relevant across all stages in school
- pupils from year 8-13 have access to encounters with a variety of employers and businesses
- relevant FE providers have access to pupils from year 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.

The teacher must ensure that:

- pupils gain an understanding of the world of work and will understand their entitlement to continued learning.
- pupils know and understand how to access sources of career/post school information and decision-making support.
- pupil's work is assessed and their progress tracked.
- assessment informs pupils of their next steps in learning.
- they contribute a subject comment to pupil reports.
- Pupils have access to a variety of opportunities in investigating other careers, e.g self-employment
- Pupils have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area.

Careers Leader: Mr R Hilditch

rhilditch@olscmail.org.uk

01902 558250

Schools Independent Careers Advisor: Lorraine Newton (Benchmark 8)

Lorraine.Newton@wolverhampton.gov.uk

01902 558250

The Careers advisor is in school every Thursday and all students in year 11 and post 16 college will have an interview. All other students can drop in during break and lunch on a Thursday to arrange an interview on request. Parents can contact Mrs Newton for independent advice and career guidance on the email above.

Gatsby benchmarks of Good Career Guidance

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

Careers Program 2021-22 (Benchmarks 1-5)

The bulk of our career's curriculum is delivered by form tutors during house tutor time which is known as "Wellbeing" and subject staff during scheduled careers in the curriculum weeks where staff are encouraged to highlight and raise the profile of careers within their subject area. Whole and part year group events are further additions and often delivered through educational visits, outside providers or visits from local employers. See OLSC careers program 2021-22 for details.

Black Country Careers Hub

The Academy is one of the first group of selected schools to be part of the Black Country Careers Hub. This partnership brings a wealth of support and resources to support employer engagement and help provide students with face to face contact with professionals from a wide variety of career sectors. This will support informed decisions they will make regarding their chosen career pathway. Free support from our Enterprise Coordinator and help and advice from an enterprise advisor.

External Speakers

Students experience a range of talks in all year groups from external employers about their careers and sectors of employment. These talks are enjoyed by all and really help students to gain a deeper insight into the world of work.

If you are an employers or employee and would like to come in and give a talk then please follow the information in the Our Lady and St Chad Catholic Academy Access for [External Providers Policy](#).

Pupil Premium

Pupil Premium students are provided with the same opportunities within the careers programme, we ensure that financial barriers do not impact on student participation.

Work Experience (Benchmark 6)

We believe that work experience is a vital part of preparing students for the future workplace and their chosen careers. This is why in year 10 and year 12 we encourage all students to complete a work experience placement for one week with an external employer. The main work experience week this year for year 10 is Monday 4th to Friday 8th July 2022.

In **year 10** we concentrate on developing soft skills which apply to all working environments such as team work, punctuality, attendance, flexibility and following instructions.

Every work experience placement is health and safety risk assessed by Wolverhampton Education Business Partnership. We strive to ensure that all students have some form of work experience in year 10 which is why students who do not manage to gain a work placement are encouraged to go on a work place visit at the end of the year meaning that all students will have had a meaningful encounter in a work place by the end of year 10 in line with Gatsby benchmark recommendations.

In **year 12 and 13** students also have the opportunity to complete a work placement. This may be bespoke for example attending a work placement when on independent study for an afternoon or morning each week or it could be the first school week in September. This time of year usually results in some quality work experience placements at a time when there is less demand nationally and has minimal impact on a student's studies but a maximal impact on their future aspirations. In the sixth form college work experience needs to be much more specific to the student's end goal as this can help them gain apprenticeships, college and university places at the end of year 13.

Encounters with further and higher education (Benchmark 7)

We work closely with a number of higher and further educational providers. In particular Universities of Staffordshire, Wolverhampton, Gloucester, Birmingham and Aston. They help us to raise aspirations of our students and give quality advice and guidance through careers fairs and events, talks to key year groups and providing opportunities to visit university campuses and experience university life. We are also working closely with Aspire to HE to help raise aspirations of all students towards higher level study and apprenticeships.

COVID 19

Obviously this academic year has seen the arrival of the world pandemic of COVID 19, lockdown and development of the new normal. The careers plan is a stable plan but due to social distancing events may have to be substituted with virtual equivalents or cancelled if unsafe to do so. Many activities and in particular visits planned will more likely be virtual events this year and we have bought UNIFROG platform to support careers learning and experiences virtually as it is likely the school year may start at least with elements of blended learning at home as well as in school.

How the school measures and assesses the impact of the careers programme.

The school ultimately measures the success of its careers programme on the destinations of young people at the end of year 11 and post 16 education. An effective careers program should reduce the number of NEETS (Students not in education or training) and should help to improve successful outcomes post year 11 and post 16.

The success of this policy and the school's curriculum provision for its pupils will be evident in the school self-evaluation process and reporting activities such as:

- Annual review/evaluation
- Subject audits and policies
- Visits from the School Improvement Partner and Ofsted inspection arrangements.
- The governing body will receive an annual report from the head teacher with information on:
 - the curriculum on offer

- standards achieved by pupils and their progress over time
- standards reached by different cohorts of pupils
- national test and examination results
- changes to statutory requirements

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Approval and review

This Careers programme is reviewed annually and will be next reviewed and updated by the careers lead in June 2022.

Date established by governing body:

Autumn Term 2021

Date for full implementation: Immediately

Date for review: Autumn Term 2022

Signed:

[Mr Morgan] Chair of Governors

[Miss L Craig] Principal

[Mr R Hilditch] Careers Leader