

SACRED HEART OF MARY GIRLS' SCHOOL



CAREERS POLICY

Policy Adopted	February 2023
SLT Member Responsible	Mrs C Raper
To be reviewed	Every 2 Years
Date of Next Review	February 2025
Headteacher	Ms V Qurrey
Date	February 2023

Careers Education, Information, Advice and Guidance (CEIAG) Policy Statement for Sacred Heart of Mary Girls' School

Pupil entitlement

All pupils in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

Aim

All students at Sacred Heart of Mary Girls' School take part in a careers programme that:

1. Is stable and appropriate for all students
2. Offers encounters with employers, employees, further and higher education institutions
3. Supports students to develop the skills that are required to be successful in their future pathway

Careers CP Programme

At Sacred Heart of Mary Girls' School, we offer an extensive tutor programme using StartProfile to cover both the Gatsby benchmarks and CDI framework.

Year	What will they cover?	Theme	Level	Gatsby benchmark	CDI framework
7	Your future starts now	Career Basics	Beginner	3	Explore
7	Your subjects and jobs	Career Basics	Beginner	2, 4	Explore
7	What is stereotyping?	Career Basics	Beginner	3	Balance
7	What will jobs be like in the future?	Career Basics	Beginner	2, 3	Explore, See
7	Your interests and jobs	Self Awareness	Beginner	3	Explore
7	Your strengths and jobs	Self Awareness	Beginner	3	Explore
7	What is a skill?	Skills	Beginner	3	Grow, Explore

7	An introduction to the different types of skills	Skills	Beginner	3	Grow, Explore
7	Developing your skills in everyday life	Skills	Beginner	3	Grow, Explore
8	What is the difference between a job and a career?	Career Basics	Intermediate	2, 3, 6	Grow, Explore, See
8	Explore jobs based on your interests	Self Awareness	Intermediate	2, 3	Explore
8	Explore jobs based on your strengths	Self Awareness	Intermediate	2, 3	Explore
8	What will you get out of work experience?	Work Experience	Intermediate	5, 6	Manage
8	What jobs do people do near you?	Explore the Labour Market	Beginner	2	Explore, Manage
8	What is a CV?	Applying for Jobs	Intermediate	2, 5, 8	Explore
8	What is an interview?	Applying for Jobs	Intermediate	2, 5, 8	Explore
9	GCSEs – an overview of your options	Moments of Choice	Intermediate	8	Manage
9	GCSEs – making your choices	Moments of Choice	Intermediate	2, 3, 4, 8	Manage
9	What skills are needed for different jobs?	Skills	Intermediate	2	Explore
9	What skills do you have?	Skills	Intermediate	3	Grow
9	How can you develop your skills?	Skills	Intermediate	2, 3	Create, Grow
9	Using your StartProfile to capture evidence	Skills	Intermediate	3, 8	Grow, Manage
9	Explore some of the key industries in England	Explore the Labour Market	Intermediate	2	Explore, Manage
9	Explore industries in your local area	Explore the Labour Market	Intermediate	2	Explore, See
9	Explore local jobs in demand	Explore the Labour Market	Intermediate	2	Explore, See
10	Academic and vocational pathways	Career Basics	Intermediate	2, 3, 7	Explore
10	Why is work experience important?	Work Experience	Advanced	2, 5, 6	Create
10	Finding the right work experience for you	Work Experience	Advanced	3, 5, 6	Grow, Create, Manage

10	Capturing evidence of your work experience	Work Experience	Advanced	5, 6, 8	Create, Manage
10	What work experience have you got in your StartProfile?	Work Experience	Expert	5, 6, 8	Grow, Manage
10	Explore local employers and what is important to them	Explore the Labour Market	Advanced	2	Explore, See
10	What skills are important to employers?	Explore the Labour Market	Advanced	2	Explore
10	Finding an employer for apprenticeship and T Level placements	Explore the Labour Market	Advanced	2, 4, 5, 7	Create, Manage
10	What is an apprenticeship?	Career Basics	Intermediate	2, 3, 7, 8	Explore
11	What is university?	Career Basics	Intermediate	7	Explore
11	Why do some jobs pay more than others?	Career Basics	Advanced	2, 3, 5	Explore, See
11	What is income tax and how will it affect me?	Career Basics	Advanced	2, 3, 6	Explore, See
11	What is work-life balance?	Career Basics	Advanced	3, 8	Grow, Balance, See
11	What is your personality type?	Self Awareness	Advanced	2, 3, 8	Grow, Explore
11	Why is feedback important?	Self Awareness	Advanced	3, 6, 8	Grow, Manage, Create
11	Your next move (Post 16)	Moments of Choice	Advanced	7, 8	Manage
11	Choosing subjects (Post 16)	Moments of Choice	Advanced	2, 4, 8	Manage
11	Making your choice (Post 16)	Moments of Choice	Advanced	8	Manage
11	How can you evidence the skills you have?	Skills	Advanced	3, 6	Grow, Explore, Manage
11	Could you start your own business?	Explore the Labour Market	Expert	2, 3, 6	Explore, Manage
11	How to write your CV	Applying for Jobs	Advanced	2, 3, 4, 8	Create
12	Finding a job that matches your needs	Career Basics	Expert	2, 3	Grow, Explore, Create
12	Why should I bother about a pension?	Career Basics	Expert	2, 3	Explore, See
12	Finding opportunities to keep developing	Self Awareness	Expert	2, 3, 7	Grow, Explore, Create, Balance

12	What is resilience?	Self Awareness	Expert	3, 8	Grow, Explore
12	How to manage your emotions	Self Awareness	Expert	3, 8	Grow, Explore
12	Your next move (Post 18)	Moments of Choice	Expert	7, 8	Create
12	An overview of your options (Post 18)	Moments of Choice	Expert	2, 7, 8	Manage
12	Choosing the right university course (Post 18)	Moments of Choice	Expert	2, 4, 7, 8	Manage
12	Choosing the right apprenticeship (Post 18)	Moments of Choice	Expert	2, 4, 7, 8	Manage
12	Get on the front foot for apprenticeship and graduate jobs	Applying for Jobs	Advanced	2, 5, 8	Create, Manage
12	Fine tuning your CV	Applying for Jobs	Expert	3, 6, 8	Grow, Explore
12	Fine tuning your interview skills	Applying for Jobs	Expert	3, 6, 8	Grow, Explore
13	Create your personal development plan	Self Awareness	Advanced	3, 8	Manage, Grow
13	What work experience will you get on your Degree?	Work Experience	Expert	2, 3, 6, 8	Grow, Explore
13	What are your skills gaps?	Skills	Expert	3, 6	Grow, Explore
13	What is your plan to keep developing skills?	Skills	Expert	3, 6	Explore, Manage, Create
13	Would you relocate for the right job?	Explore the Labour Market	Advanced	2, 6	Explore, Manage
13	What is company culture?	Explore the Labour Market	Expert	2, 3, 4	Explore, Manage
13	Large and small companies: the difference	Explore the Labour Market	Expert	2, 3, 6	Explore, See
13	How do employers advertise jobs?	Applying for Jobs	Advanced	2, 5, 8	Explore
13	How to prepare for an interview	Applying for Jobs	Advanced	2, 3, 4, 8	Create
13	Using LinkedIn and social media effectively	Applying for Jobs	Expert	2, 3, 6	Explore, Manage, See

Roles and responsibilities

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. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to 5.

Careers Team

Mr Sean Hartley- Governor (Careers) shartley@mary.havering.sch.uk

Mrs C Raper – SLT craper@mary.havering.sch.uk

Mr A Sterling – Head of Business and Careers Leader asterling@mary.havering.sch.uk

Mrs N Jarvis - Careers Advisor njarvis@mary.havering.sch.uk

TBC – Careers Administrator

Careers Fair

Every year we organise a Careers Fair where we invite employers, universities and colleges to come in and speak to students and parents. This will give students a vital networking opportunity with these contacts. Our Careers Fair will be held on 9th March 2023.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception. These will be made available to students through the library.

Guidance

All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality. All staff contribute to the Careers & Employability programme through their roles as tutors, subject teachers and support staff. Staff respond to any careers-related queries that they may receive from students and know how to obtain more specialist advice when it is required.

Training

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will put the following in place: -

- The Careers Lead attends conferences, seminars and exhibitions throughout the year and provides staff INSET as required.

- Staff training needs are identified and training is offered to relevant staff as opportunities arise. Staff training needs are identified in conjunction with the AHT for training, and with a continual awareness of local and national careers agendas.

Monitoring, review & evaluation

The implementation of the careers programme will be monitored and reviewed by SLT and the Careers Leader. We will evaluate and report on the programme to Governors. Governors will receive a termly report on careers and the opportunities available to students at The Sacred Heart of Mary Girls' School. A link Governor will monitor the work undertaken and report back to the whole governing body on a regular basis. This will form part of the annual review and the evaluation of the programme.

The careers programme will be reviewed on a termly basis September/January/June, using the Gatsby Benchmarks via the Compass+ tool.

Service level agreements will be drawn up with key providers such as StartProfile/ U-Explore to agree involvement, evaluation and impact of provision.

The effectiveness and impact of this strategy and the career provision action plan will be based on the following evaluation methods

- Compass tool assessment. Improvement against the Gatsby benchmarks. To be re-evaluated every year.
- Student Voice
- Activity evaluation forms. To record initial reactions of students, teachers and employers of each activity
- Impact assessment built into the tutorial programme to show learning from the tutorial programme in relation to careers
- Destination data

Engaging the Parents/Carers

Parents/Carers are encouraged to get involved in the progress of their children through

- Yearly Information evenings aimed at key decisions points e.g. GCSE Options, Post-16 Options
- Access to school website with supporting information and resources
- Yearly Parent's Evenings
- Parent voice

Gatsby Benchmarks

The 8 Gatsby Benchmarks have been widely accepted across government, schools and education organisations as an assessment tool that allows schools to compare their current careers and enterprise advice and guidance (CEIAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the national Careers Strategy and school statutory guidance. For the full report on the benchmarks visit the Gatsby foundations website.

In 2013 Sir John Holman researched what pragmatic actions could improve career guidance in England. The Good Career Guidance Benchmarks which emerged from the report have now been adopted as part of the Government's careers strategy for schools and colleges.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle

for social justice: those young people without social capital or home support suffer most from poor career guidance.

Against this background, Gatsby commissioned Sir John Holman - Emeritus Professor of Chemistry at the University of York, senior education adviser and former headteacher - to set out what career guidance in England would be like were it good by international standards.

After six international visits, analysis of good practice in English schools and a comprehensive review of existing literature, John wrote the The Good Career Guidance Report which identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision.

The eight 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 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. Pupils with SEND have an interview with the internal Careers Co-ordinator 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. 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 SENCo meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. Help with applications and support at open days is provided by the Department.

StartProfile

Start is a digital platform, offering schools a single starting point to help simplify and improve careers guidance in schools.

By following Start's structured and progressive activities, the platform caters for all students helping them to make more informed decisions about future study and career options at the right time and in good time.

Start is:

- Comprehensive, up-to-date information
- A flexible framework for delivering careers Year 7-13
- Help students transition from education to employment
- Promote the importance of employability
- Meet statutory duties. Gatsby benchmarks and CDI framework
- Monitor student engagement and activity

- Evidence and improve provision

Start brings together much of the functionality and content provided by other sites, all in to one place. For example, it includes tools such as job suitability profiling and an online record of achievement; as well as content including job profiles, apprenticeship vacancies and course information for all post-16 and 18 providers.

Start comes with a structure to guide students (and teachers) through how and when to use the platform. On Start, these are called Modules and students work through them throughout their time at school and college. They're designed to guide students through all the information on Start and ensure that they're prepared for their next moment of choice

Legal note

Legal Obligations

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Management of provider access requests

A provider wishing to request access should contact:

Mr A Sterling
Sacred Heart of Mary Girls' School
asterling@mary.havering.sch.uk
01708 222660