

# SACRED HEART OF MARY GIRLS' SCHOOL



RELIGIOUS OF  
THE SACRED  
HEART OF MARY

## CAREERS POLICY

<b>Policy Adopted</b>	September 2024
<b>SLT Member Responsible</b>	Mr Bright
<b>To be reviewed</b>	Every 2 Years
<b>Date of Next Review</b>	September 2026
<b>Headteacher</b>	Ms V Qurrey
<b>Date</b>	September 2025

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

### **Aims**

All pupils 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

### **Intent**

**What will our pupils experience throughout their careers curriculum at Sacred Heart of Mary Girls' School?**

- Access to careers learning from Year 7 onwards - learning that is linked through their curriculum provision and also explicitly delivered sessions
- A careers curriculum that has contributions and feedback from them, their families, school staff and external employers
- Engagement with many different employers throughout Years 7 to Year 13 in a variety of formats such as assemblies, visits and career events
- Unbiased career advice and support from an independent careers advisor
- Working with them and their families as they prepare for their future and for life after Sacred Heart of Mary Girls' School to consider work as a life goal
- Staff who are committed to and passionate about helping them develop as they make key decisions and prepare for their future pathways

### **Why do we want this?**

- We want our pupils to know their skills and strengths; know what they are good at and what they find hard
- We want our pupils to work towards independent living and working
- We want them to have hope and optimism, adaptability and resilience
- We want our pupils to have access to, and engagement in, decent work in all its forms (personal, voluntary and paid)
- We want our pupils to learn and make progress so they can thrive and experience success in their future pathways
- We want our pupils to pursue and value their own wellbeing and happiness

### **Implementation:**

- Pupils will have access to a careers curriculum from Year 7 onward and this will be routinely monitored and evaluated to ensure it is fit for purpose.
- Experiences of different workplaces and environments

- Meaningful encounters with the world of work
- Careers fairs
- Embedding the world of work within the curriculum

**Impact:**

- Pupils will have a successful transition from Year 11 into Post 16 and beyond school
- Pupils will have had experience with a wide range of opportunities, interests, and options so they are best placed to make informed decisions about their future choices
- Pupils will develop the skills needed for them to be employable, whether that is voluntarily or paid
- Pupils will know the value of having work and commitments in their lives
- Pupils will know that they have a valued and important part to play in the world in which they live and they can and are motivated to contribute to society in a way which best suits their interests and skills
- Pupils will know about and make use of the range of support and advice that is available to them in order to support their choices and decision-making as they progress on from Sacred Heart of Mary Girls' School

**All pupils in years 7-13 are entitled:**

- To find out about technical education qualifications and apprenticeship 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, group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

**Careers PHRSE Programme**

The Careers PHRSE programme is delivered during form time and fully covers the Gatsby benchmarks and CDI framework. The content covered is displayed below:

Year	What will they cover?	Gatsby benchmark	CDI framework
7	Different careers	2, 3, 6	Grow, Explore, See
7	Dream job	2, 3	Explore
7	Skills	3	Grow, Explore
7	Your future	3	Explore
8	Communication	2, 3, 8	Grow, Explore
8	Jobs and careers	2, 4	Explore

8	Personal skills	3	Grow, Explore
8	The working world	2	Explore
9	Confidence and different industries	2	Explore, Manage
9	Critical thinking	3, 8	Grow, Explore
9	Self SWOT and Options Booklet	2, 3, 4, 8	Manage
9	Skills, academic and vocational pathways	2, 3, 7	Explore
10	Apprenticeships	2, 3, 4, 5, 7, 8	Create, Manage
10	Cover letter	2, 3, 6	Explore, Manage
10	CV	2, 3, 6	Explore, Manage
10	Work experience	2, 3, 6, 8	Grow, Explore
11	Digital footprints	3	Grow, Explore
11	Evidencing skills in employability	2	Explore, See
11	Stereotypes in careers	3	Balance
11	Your next move and teamwork	7, 8	Manage
12	CV and interview	2, 3, 6	Explore, Manage
12	University and apprenticeships	2, 4, 7, 8	Manage
13	Careers and interviews	2, 3, 6	Grow, Explore, See
13	Continuous improvement	2, 3	Explore

### **Careers guidance interview**

A Careers guidance interview is an impartial meeting between a student and an independent professionally qualified careers advisor. These can last up to 50 minutes, and are either held in a small group of students or individually to discuss with students their future career aspirations and interests in order to help prepare them and plan for their next steps. We aim that students will have received at least one career interview by the end of Year 11 and one by the end of Year 13.

### **Careers Fair/ Provider Access**

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. Please check the calendar for the latest information.

Employers/ further or higher education establishments - please note that if you would like to get involved with the Careers programme here at SHOM, either to attend one of our Career fairs or events, or to come into school to speak to our students about your company/establishment and what opportunities you may have to offer our students then please email our Careers Leader Mr A Sterling [asterling@mary.havering.sch.uk](mailto:asterling@mary.havering.sch.uk)

## **Labour Market Information**

Students and parents/guardians can also use Start to access local LMI (Labour Market Information) on the below link

<https://london-lmi.startprofile.com/page/london-havering>

## **Careers Google Classroom**

<https://classroom.google.com/c/NDIyMjI0NTE1MzE2?cjc=zaybsw6>

Class Code: zaybsw6

Any student can join the above Careers Google Classroom. They can then view and apply for a range of work experience opportunities. We also include a wide range of online learning that can help broaden a students' knowledge and give them the edge in future applications for work or university.

## **Careers Team**

Mr. S Hartley – Governor (Careers) [shartley@mary.havering.sch.uk](mailto:shartley@mary.havering.sch.uk)

Mr. Bright – SLT [tbright@mary.havering.sch.uk](mailto:tbright@mary.havering.sch.uk)

Mr. A Sterling – Head of Business and Careers Coordinator [asterling@mary.havering.sch.uk](mailto:asterling@mary.havering.sch.uk)

Mrs. Dacosta – Careers Advisor [ldacosta@mary.havering.sch.uk](mailto:ldacosta@mary.havering.sch.uk)

Mrs. Leech - Careers Administrator [sleech@mary.havering.sch.uk](mailto:sleech@mary.havering.sch.uk)

## **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.

Termly SEND reviews for pupils on the SEND register include discussions about future pathways. Pupil Profiles include a section on Career prospects to fully support students to make appropriate choices based on their ability.

### **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](mailto:asterling@mary.havering.sch.uk)  
01708 222660