

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



## **CAREERS POLICY 2022-2024**

**(Including Statement of Provider Access)**

**Reviewed: Spring 2022**

**Next Review: Spring 2024**

**Raising Standards Committee**

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## **Mission Statement**

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21<sup>st</sup> Century confidently, and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

## Vision and Values

St. Anne's Catholic High School for Girls is committed to providing high quality and inclusive Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognises the important role that careers education/work-related learning plays in:

- Raising aspirations and inspiring all young people to achieve their full potential
- Empowering all young people to make well-informed decisions when planning and managing their own futures
- Preparing all young people for the opportunities, responsibilities and experiences of life, so they make a successful transition from school to adult life.
- Equipping all young people with the skills, attitudes, knowledge and understanding to sustain employability and achieve personal and economic wellbeing throughout their working lives
- Promoting and celebrating equality of opportunity, diversity, social mobility and challenging stereotypes

This policy document is in line with legislation and guidance documents detailed below;

- DfE (Department for Education) Careers strategy: making the most of everyone's skills and talents December 2017
- DfE Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff October 2018 and updated 15<sup>th</sup> July 2021
- Section 42A and 45A of the Education Act 1997, Gatsby Foundation Good Career Guidance 2014
- CDI (Careers Development Institute) Framework for Careers, Employability and Enterprise Education March 2018
- CDI Career Development Framework for secondary schools 2021
- Section 29 of the Education Act 2011 placed schools under a duty to secure independent and impartial careers guidance for young people in years 9 to 11 and from September 2013 was extended to years 8 to 13.
- National Curriculum programme of study for CPHSE and citizenship
- Education Inspection Framework – The Careers and Enterprise Company
- Public Sector Equality Duty – Equality Act 2010

## Commitment

St. Anne's Catholic High School is committed to providing a planned programme of careers education, information, advice and guidance (CEIAG), Work Related Learning and Enterprise for all students in Years 7 to 13, in line with government statutory guidance, with the aim of fully meeting the 8 Gatsby Benchmarks

### **(Appendix 1).**

The careers programme is a planned, progressive programme of activities which supports students in choosing 14 - 19 pathways that suits their interests and abilities and helps them to follow a careers path and sustain employability throughout their working lives.

Our careers leader ensures that careers education, information, advice and guidance is:

- Presented in an impartial manner
- Includes information on the full range of education or training options, including apprenticeships and other vocational pathways
- Guidance given aims to promote the best interests of the students to whom it is given
- St. Anne's Catholic High School for Girls is working towards and committed to achieving the Quality in Careers Standard.

## **Student Entitlement**

Every student from year 8 to 13 is entitled to high quality career education and guidance as part of their overall education which ensures that students are provided with independent careers guidance which enables them 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
- Hear from a range of providers about the opportunities they offer, including technical education and apprenticeships – through pathways events, assemblies, group discussions and taster events
- Understand how to make applications for the full range of academic and technical courses
- Receive one to one impartial careers guidance from a level 6 qualified careers advisor.

## **Statement of Provider Access**

The **Baker clause**, which came into effect on 2 January 2018 and updated on the 15<sup>th</sup> July 2021, stipulates that schools must ensure that a “range of education and training providers” have access to students from year 8 to year 13, so that they can be informed what technical education and apprenticeship options are available (UK Government 2021), alongside academic routes. Schools should not attempt to promote HE as a better or more favourable route than FE or apprenticeships.

As part of St. Anne's commitment to informing our students of the full range of learning and training routes on offer to them, we are happy to consider requests from training, vocational education and apprenticeship providers to speak to students, and will also approach these partners ourselves when planning and organising key Careers events throughout the school year. This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes 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.

A number of events, integrated into the school careers programme, will offer providers of approved technical education qualifications and/or apprenticeships an opportunity to speak to students of St. Anne's and/or their parents/carers.

## **Premises and facilities**

The school will make the appropriate rooms or areas available for discussions between the provider and students, as appropriate to the activity. The school will also make

available AV and 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.

### **Granting and refusing access**

We will always try to provide access wherever possible. Access to students may be granted/refused based on the following criteria:

- The needs of the students
- The needs of the curriculum
- Timing of request (e.g. not during exam/assessment periods)
- Timing of the school day
- Nature of request from the provider
- Number of requests received from this provider and other providers
- Number of requests received for a particular cohort of students

Any provider wishing to request access to students of St. Anne's for the purposes set out in this policy should contact: Mrs. Julie Lee – Careers Leader by emailing [leej@st-annes.enfield.sch.uk](mailto:leej@st-annes.enfield.sch.uk)

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is located in the school library on both sites.

### **Links with other school policies**

The policy for Careers supports and is itself underpinned by a range of key school policies especially those for:

- Teaching and Learning
- Assessment
- Equal opportunities and diversity
- SEND policy
- Curriculum
- Sixth Form
- School Improvement Plan
- CPSHE policy

### **Framework & Implementation Plan**

The St. Anne's framework Provision Plan for each year group (this is a separate document also on the school website) supports the aims of this policy. Our provision plan for careers education is regularly reviewed and aims to link with the following frameworks:

- Gatsby benchmarks
- CDI – New Development Framework
- New revised Statutory Guidance for Schools (15<sup>th</sup> July 2021)

If you, or the organisation you work for, would like to provide feedback on this plan, to help inform any further development and impact, please provide your feedback to Mrs. Julie Lee, Careers Leader, by emailing [leej@st-annes.enfield.sch.uk](mailto:leej@st-annes.enfield.sch.uk). Feedback is welcome, particularly from our students, their parents/carers, prospective students,

their parents/carers, school staff, school governors, employers, training and qualification providers and careers support experts.

## **Implementation**

### **Staffing**

Link Parent Governor for Careers – Gillian Hood and Natasha Macleod

SLT member with responsibility for careers - Kaylea Vevers

Careers Leader – Julie Lee

Careers Library – Julie Lee

All staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Career Leader in consultation with the SLT lead for careers and the Lead for CPSHE.

### **Management and Delivery**

The Career Leader plans, implements and evaluates the Careers programme and is responsible to the SLT member with responsibility for careers. This area is supported by the link governor, our allocated Enterprise Advisor and Enterprise Coordinator.

The Career Leader works closely with SLT, Achievement Leaders, Subject Leaders, SENDCO, the Lead for CPSHE and other key internal stakeholders to ensure appropriate coverage of careers themes in the programme.

### **Staff Development**

Opportunities exist for external and in-house CPD for all of those involved in CEIAG delivery:

- Group training sessions with Enterprise Advisor
- Training session provided by Unifrog, annual updating on the UCAS process and University Teachers & Adviser conferences
- NQT, ECT and new staff careers induction session and the careers working party.

### **Curriculum**

Careers lessons are part of the school's CPSHE programme and are delivered to each year group termly. The careers leader has close working links with the member of staff responsible for our CPSHE Programme. Many CPSHE lessons have direct links to careers such as forward planning, exploring options and goal setting. Other lessons have links to developing skills for the work place such as personal development, organisation and responsibility. We are committed to further developing careers insights within subjects, especially the STEM subjects. Other focussed events e.g. Careers Fair are provided on an annual basis. Further details of activities relating to curriculum learning are included in the careers provision plan.

## **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Career Leader is responsible for the effective deployment of resources.

There is a careers library resource area, including access to IT located in the library, along with an allocated careers office, where students are able to request 1-1 careers guidance interviews and get up to date information. The Sixth Form block has an area dedicated to resources such as university prospectuses, information of apprenticeships and career related publications. Sixth form have a dedicated UCAS coordinator, along with an Academic Study Mentor who works solely with sixth form students

A range of careers related information and publications for parents are available in the careers area on the school website

## **Stakeholders and Partners**

### **Further and Higher Education partnerships**

Firm links have been established with a range of further education and higher education providers to provide outreach activities that will support our students with their future choices. We regularly review our partnerships and maintain our relationships through various means, including, meetings, phone calls, emails and through invitation to various school careers events. We always welcome the opportunity to develop new partnerships to add to our existing partnerships which include:

- Local and national universities including Oxbridge and other Russell Group Universities
- We are part of the Access HE Advocates network which support learners from such underrepresented backgrounds throughout their learner journeys to access, succeed in and progress out of Higher Education.
- The Apprenticeship Support & Knowledge for schools and colleges programme (ASK), funded by the National Apprenticeship Service, part of the Department for Education.
- Enterpriser Advisor – links with Employers
- Enterprise Coordinator
- Further education colleges – Students are encouraged to attend college open days/evenings
- Inspiring the Future
- Mentoring organisations
- Job Centre Plus
- Local Authority – School Improvement Advisor
- Unifrog – Careers destinations platform
- Enfield Careers Service – Destinations data

## Parents

We recognise the important role that parents/carers have in their child's career development and we are committed to maintaining relationships with all our parents through:

1. Key information evenings, i.e. Parents evenings, pathways information evenings, sixth form open evening
2. Invitation to the school annual Careers Fair
3. Invitation to contact the schools Careers Leader for careers meeting with their daughter
4. Careers supporting information and resources on school website
5. Access to Unifrog careers destinations platform
6. Parent School Governors

## Monitoring, Review and Evaluation

The school will regularly monitor, review and update our careers provision at least every 3 years as outlined in Gatsby Benchmark 1 and in line with government guidelines. We use a variety of different methods including:

- Online Compass Tool
- Meetings
- Surveys/Questionnaires
- Case Studies
- Parents/Carers feedback
- The School Website
- Destinations data collected for post 16 and post 18 and submitted to the local authority
- CDI Framework Audit
- Online Compass Tool – tool, provided by The Careers and Enterprise Company, to assess how well our existing careers support programme compares to the Gatsby Benchmarks, and to identify areas we need to prioritise for further improvement.
- Meetings - items will be added to meeting Agendas to discuss a review of the Careers Programme. This will be with Staff, Governors. Enterprise Coordinator, Enterprise Adviser
- Surveys/Questionnaires – these will be adjusted as required to meet individual needs – and be used before and after each careers activity/event
- Parents/Carers feedback – Parents will be contacted before some Parents Evenings to collate feedback about the Programme
- Case Studies – A small number of Students/Parents will be contacted each year to gain approval to use success stories/careers journey
- The school website – A feedback form on careers provision will be added to the careers area of the school website
- Destinations data will be used to track post 16 & 18

All feedback will be collated and a summary put together and discussed at meetings which will feed into an action plan and influence future careers programme.

### Gatsby Benchmarks

The eight Gatsby Benchmarks are the foundation of the Careers Strategy, a statutory requirement for secondary schools and colleges.

Providing high-quality career guidance in schools and colleges is vital to young people so they can make well-informed decisions on their future. The best career provision is essential to the reforms of technical education and social equality.

### The 8 Gatsby Benchmarks

1. A stable careers programme - All schools and colleges should have a stable careers programme which is known by students, teachers, parents and employers. This should include high-quality career advice and guidance.
2. Learning from career and labour market information - All students and parents should have access to labour market information which includes post 16 and post 18 options. There should be a designated informed adviser who can help students and parents to understand this.
3. Addressing the needs of each student - Each student will require different career advice and guidance. Schools and colleges need to address the requirements of students as an individual. Equality and diversity should also be taken into consideration here.
4. Linking curriculum learning to careers - Teachers should explain how subjects which are being taught are related to careers outside of education. For example, maths can be heavily linked to a career in accounting.
5. Encounters with employers and employees - Schools and colleges should organise for students to speak with employers and employees.
6. Experiences of workplaces - Each student should have the opportunity to experience the world of work first hand. This will enable students to explore different career pathways and extend their network.
7. Encounters with further and higher education - School and colleges should ensure students have a proper understanding of the learning opportunities available to them and this should cover all academic and vocational routes.
8. Personal guidance - All students should have opportunities to meet with a career adviser to discuss guidance and career options.

**The full Gatsby Report can be found here:**

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>