

St. Peter's Catholic School

A POLICY FOR CAREERS EDUCATION AND GUIDANCE

Introduction

St. Peter's is an 11-18 Catholic School serving the Catholic community in Solihull. The curriculum at St. Peter's aims to raise the awareness of the pupils and students (11-18) to the demands of working life. Career choice will be supported by the opportunity to learn about careers, have experience of work and receive individual information, advice and guidance as part of the process of making a planned yet realistic career choice.

This policy has been adopted as a mark of the importance which governors place on education that will prepare pupils for the challenges in their future lives. It recognises that in a world of rapidly-changing employment opportunities pupils need to be given equally wide information, experience, and understanding of the world of work. It also recognises that pupils need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures pathways.

Aims of the Careers Department

- Work in partnership - St Peter's will liaise with local employers and other education and training providers like colleges, universities and apprenticeship providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future their future pathways.
- Maths and English – Inform students of the vital importance and value of a good GCSE in maths and English – students will be clearly informed that if they do not achieve a grade C or better in GCSE maths and English by the end of KS4 they will be required to carry on studying these – at school, college or as an apprentice.
- Career exploration – students will be informed and have good opportunities to research and explore the wide range of career choices available. This includes outlining the importance of a good level of knowledge of maths and the sciences. St Peter's will be inclusive of all professions including occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college.
- High attaining pupils – St Peter's will continue to support students about making an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education.
- Self-development – students will be offered opportunities to develop themselves in preparation for the work of work. This includes offering pupils the opportunity to develop entrepreneurial skills for self – employment making it clear that working for themselves is a viable option.

Responsibilities

Together the school will create a learning environment which allows and encourages pupils to tackle real life challenges which require them to develop their decision making, team building and problem solving skills. Staff will have high expectations of all pupils and facilitate access to a range of inspirational role models which can instil resilience, goal setting, hard work and confidence in pupils, encouraging them to overcome barriers in helping them to succeed in their future pathways.

Leadership Team

It is the responsibility of the Leadership team to establish the framework for careers education and guidance; to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy. They will:

- ensure the place of careers education, information, advice and guidance (CEIAG) within the structure of the timetable and the school year;
- ensure that CEIAG, including information on economic factors

- ensure that there is adequate time available for CEIAG;
- ensure that there is liaison with providers of further education and training to provide effective progression routes for pupils;
- ensure that there is liaison with providers of advice and guidance to young people to make available accessible and unbiased advice to pupils of the school about their future destinations;
- monitor and assess the quality and effectiveness of CEIAG and make appropriate reports to governors as required; and
- review regularly the operation of the policy and propose changes as necessary.

Careers and Guidance Coordinator

The careers coordinator is responsible for the practical implementation of the policy including the development of work-related learning, for encouraging the development of CEIAG across the curriculum and for liaison with outside agencies and further education providers. He/she will: working with appropriate staff:

- create the syllabus for careers education seek appropriate independent providers of good careers guidance;
- keep a record of careers and guidance-related activities across the school;
- be responsible for the effective teaching of careers education
- oversee the arrangements of work experience and prepare students for their placements.
- be responsible for the school's work experience programme;
- create opportunities for pupils to prepare for, share and reflect on work-related experiences;
- develop a programme for enterprise education together with other appropriate staff
- create an information system that will give pupils information about further and higher education and training, including modern apprenticeships ;
- provide impartial advice and guidance on the full range of education and training options and engage with other local learning providers to inform students about future pathways.
- create a guidance programme, coordinated with the (Tutor time) which gives pupils the chance to identify their aptitudes and search careers databases through the use of ICT and to encourage pupils to use websites which display information about opportunities
- provide work taster events such as games and competitions,
- provide opportunities to attend careers fairs and networking events,
- provide opportunities for mock interviews to enhance success in future pathways
- provide information and access arrangements to attend open days at further and higher education institutions,
- work with the National Careers Service and the local authority whom offer information and professional advice about education, training and work for young people aged 13 years and over.
- target support for vulnerable and disadvantaged young people who are in need of more support and guidance or who are at risk of not participating post 16
- teach pupils in the arts of self-presentation, including the creation of CVs and interview techniques; and
- monitor, evaluate, review and report on the effectiveness of the CEIAG programme

Subject Leaders

The responsibility of Subject Leaders is:

- to liaise with the Careers Coordinator to ensure that the scheme of work in their subject contributes, where appropriate, to the careers education of pupils; and
- ensure that through the assessment, feedback and reporting of pupils' achievement, pupils are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic choices about future training and careers.

Lead Tutors

The responsibilities of Lead Tutors are to:

- ensure that all pupils are given general guidance and mentoring to promote high aspirations and good work habits;
- to cooperate with the Careers Coordinator in managing industrial mentoring, work experience and following up on these; and
- to ensure that parents are involved in their children's choices on careers, training and future education.

Work experience

All students in Year 10 and Year 12 will take part in one week of work experience organised and monitored by the school. This will take place during the Summer term, during which time the normal timetable will be suspended.

Mock Interviews

All students in Year 11 and Year 12 will be provided with the opportunity of a one to one mock interview. The interview process will consist of a set of current interview questions being asked to the student. At the end of the interview verbal or written feedback will be provided to the students to enhance their interview technique.

Monitoring and review

The effectiveness and appropriateness of the policy will be kept under regular review.

There will be an annual report to governors which will summarise the reviews conducted at classroom, departmental and whole school levels.

This review will include:

- monitoring of activities by observations of classroom activities and work-related learning experiences;
- feedback and evaluations from pupils, parents, visitors, work experience placements and destinations;
- a statistical analysis of destinations; and

The policy will be reviewed every three years.