



The Cardinal Wiseman Catholic School



Careers Education, Information, Advice and Guidance Policy

Approved by Governors on: March 2019

Reviewed:

Next Review: Determined by Headteacher and Governing Body

Next review by: Deputy Headteacher

This policy should be read in conjunction with all other policies and not as a standalone policy

Reasons for this policy

This policy statement sets out the school's arrangements for inspiring students to aim high and empowering them with the knowledge, attitudes and skills to make informed decisions about their next steps and meet their long-term life goals. Through a planned programme of activities, this school seeks to ensure all students take their place as suitably qualified, skilled and responsible citizens within society.

Student entitlement

Students are entitled to high quality, personalised, independent and impartial careers education, information, advice and guidance which is integrated into the curriculum and based on a partnership with students and their parents/carers. The programme should deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The CEIAG programme is designed to meet the needs of all of our students through its inclusive approach with activities appropriate to students' stages of career learning, planning and development.

The aims of the CEIAG programme are to:

- Prepare students for the opportunities, responsibilities and experiences of adult life
- Help young people develop an understanding of their strengths and areas for development (skills, abilities personal qualities)
- Develop skills and attributes valuable in the world of work
- Empower students to make informed choices about their next steps at key transition points
- Contribute to improving achievement by raising aspirations and motivation
- Ensure that every student progresses onto employment, further education or training.

The intended career learning outcomes are based on the eight Gatsby benchmarks and are embedded in the student entitlement outlined below.

Students in all key stages can expect:

- Access to a planned programme relevant to their year group
- Access to a qualified impartial and independent careers adviser for personalised advice and guidance



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- Help to recognise their likes, dislikes, influences, strengths and preferences in relation to career decisions
- Information about the world of work and how the labour market is changing
- Information about further and higher education, training and apprenticeships and employment routes
- To take part in activities which challenge stereotyping and raise aspirations
- To develop skills and qualities to improve employability
- To develop enterprise skills
- To be well prepared for different transitions
- Help to develop and strengthen personal presentations skills for selection processes
- Signposting to relevant up-to-date and impartial sources of careers information and advice
- To be motivated and inspired to aim high, regardless of social, economic, gender, religious or ethnic background

By the end of Key Stage 3 (Year 9), all students will:

- Begin to develop an awareness of individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- Be able to access careers resources via the library, Frog (VLE) and the school website
- Be set targets and review progress regularly
- Receive careers information and participate in Options Evening where they can access information about different curriculum areas and the implications of studying specific subjects at Key Stage 4
- Participate in careers events in drop-down days
- Have the opportunity to meet with a qualified, independent and impartial careers adviser

By the end of Key Stage 4 (Year 11), all students will:

- Experience careers education, focused on personal development, knowledge and awareness of current labour market information, educational pathways and employability skills through assemblies and tutor group activities
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- Devise an action plan towards careers goals
- Have participated in workshops focussing on employability skills
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a curriculum vitae
- Have written a formal letter e.g. covering letter
- Be set targets and review progress regularly
- Have been given impartial advice and guidance on post-16 education, employment, training and apprenticeships options



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- Develop presentation and interview skills
- Be able to access careers resources via the library, Frog (VLE) and the school website

By the end of Key Stage 5 (Year 13), all students will:

- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- Participate in an enrichment and tutorial programme focussed on personal development
- Be set targets and review progress regularly
- Develop independent research skills
- Participate in UCAS week; understand the UCAS process; research courses and universities online
- Be encouraged and guided to visit universities and undertake work experience
- Have information and support with financial planning for university, work and training
- Write a personal statement for a UCAS, apprenticeship or job application
- Have been mentored through the university application process or supported with apprenticeship, job or training applications
- Have had the opportunity to meet university representatives and apprenticeship providers
- Have developed employability skills

Implementation

Progression Pathways Manager

- Plans, coordinates and evaluates the CEIAG programme for KS3 and 4
- Supports effective careers learning across the curriculum
- Liaises with external agencies e.g. Connexions
- Ensures effective deployment of agencies in supporting student progression/careers education and future transition in KS4
- Is responsible for tracking student progression at the end of KS4

Sixth Form Academic Support Assistant

- Manages the UCAS process, personal statements and academic references
- Plans and organises the annual UCAS and Careers conference
- Coordinates the enrichment programme for Y12 and Y13; researches new opportunities for enrichment, ensure enrichment information is distributed to students and completes enrichment registers
- Liaises with HE providers to build links that offer students a variety of opportunities in preparation for applying to university
- Gains and maintains a knowledge of the different options/courses offered by universities and employers and advises all sixth form students regarding their future options



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Director of Sixth Form

- Ensures the sixth form has a careers curriculum in place in tutor time, assemblies and enrichment opportunities
- Line manages the sixth form academic support assistant

SLT Line Manager

- Oversees, supports and advises on the management of careers work

External Partnerships

The school has developed a wide range of partnerships to support the CEIAG provision, working closely with independent careers advisers, further and higher education institutions, employers, apprenticeship providers and alumni.

Partnerships contribute to both curricular and extra-curricular provision, staff development and the pastoral care of the school.