



St. Gregory's Catholic High School

Careers, Information and Guidance (CIAG) Policy

Monitoring

The implementation of the policy and standard of CIAG provision will be regularly monitored by the CIAG coordinator and designated SLT link. This will include recording, analysing and reviewing all destination data and NEET figures provided by Warrington Borough Council to identify the positive destinations achieved by its pupils and to ensure that there are no significant gaps in destinations between young people from disadvantaged backgrounds and others.

Evaluation

The policy was reviewed by the Assistant Headteacher and SLT on 6th May 2021 prior to the submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Board for approval.

Policy Review Dates:

Date last approved by Full Governing Board: 11th July 2018

Date submitted to Governor Committee: 13th May 2021

Date submitted to Full Governing Board: 13th July 2021

Review Frequency: Every 3 Years

Start date for policy review: January 2024

Contents:

1. Legal framework
2. Roles and responsibilities
3. A stable careers programme
4. Labour market information
5. Addressing the needs of pupils
6. Targeted support
7. Pupils with SEND
8. Curriculum
9. Further education
10. Personal guidance
11. Information sharing and resources
12. Resources
13. Complaints

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at St. Gregory's Catholic High School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal framework

- This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:
 - DfE 'Careers guidance and access for education and training providers' 2018
 - Education Act 1997
 - Education and Skills Act 2008
 - Apprenticeships, Skills, Children and Learning Act 2009
 - Equality Act 2010
 - Children and Families Act 2014
 - Technical and Further Education Act 2017
 - The School Information (England) (Amendment) Regulations 2018

2. Roles and responsibilities

The Governors are responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.

- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Headteacher is responsible for:

- Working with the Governors and all relevant staff to ensure that the CIAG programme is compliant with statutory guidance
- Is effectively planned and implemented, and is appropriately resourced
- Is effectively monitored and evaluated

The SLT link is responsible for:

- Meeting regularly with the CIAG coordinator to discuss CIAG provision and will report back all relevant information to the Headteacher and SLT
- Assisting in monitoring and evaluating the CIAG policy

The Careers and IAG coordinator is responsible for:

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with PPMs, mentors and the SENDCO to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting the careers advisor and tutors providing initial information and advice.
- Monitoring the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships, to ensure every pupil is well-informed about their future options at every stage.

- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for Child in Care **and previously Child in Care** to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the **SENDCO** and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The Careers Adviser is responsible for:

- Reporting regularly to the Careers and IAG coordinator regarding the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, Collective Worship and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service through the St Gregory's Ambition for All Diploma
- Actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Attending regular meetings with the Careers and IAG coordinator to discuss the school's career plan.
- Providing an open-door service for pupils to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a positive learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

- St. Gregory's Catholic High School has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed regularly against the benchmarks to ensure it remains on target.

- The school has an appointed a Careers and IAG coordinator to ensure the leadership and coordination of a high-quality careers programme. The name and contact details of the Careers and IAG co-ordinator is published on the school website.
- The school has an appointed careers adviser who will support the Careers and IAG coordinator and provide individual, tailored careers guidance to pupils. The name and contact details of the careers adviser is published on the school website.
- Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback

4. Labour market information

- The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- The school will ensure pupils and their parents understand the value of finding out about the labour market and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. The school will provide pupils with the necessary links and information that will enable them to access this.
- To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

5. Addressing the needs of pupils

- The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed regularly by the headteacher and careers leader who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Targeted support

- The school will work with the Local Authority and RONI data to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.
- The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 further education.
- To support pupils who are likely to need support with post-16 participation costs, such as those with SEND and those in receipt of the Pupil Premium, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.
- The school will ensure that pupils, including those in receipt of the Pupil Premium, are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.
- The Careers and IAG coordinator will engage with the designated teacher for Child in Care **and previously Child in Care** to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

7. Pupils with SEND

- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- The school will work with families of pupils to help them understand what career options are available.
- Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual pupils' aspirations; the results will be used to personally tailor careers guidance.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

- Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or higher education.
- The SEND local offer will be utilised; annual reviews for a pupil's education, health and care plan (EHCP) will be informed by good careers guidance.

8. Curriculum

- The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- Pupils are expected to study the core academic subjects at GCSE, including English, maths, science, and where appropriate history, geography and a language.
- Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- Every year we will aim to provide an opportunity for pupils to participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.

9. Further education (FE)

- Pupils are required to remain in education or training until their 18th birthday.
- The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to Year 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to Year 11, by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops.

- A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10. Personal guidance

- All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.
- The careers adviser working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- The careers adviser working with Child in Care or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

11. Information sharing and resources

- The school will provide the relevant information about all pupils to the LA support services including:
 - Basic information, such as the pupil's name or address.
 - Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

12. Resources

- The School makes available a range of resources for access by pupils at school and at home via the school website. These include links to on-line careers services, sixth-form Colleges, Higher Education options and Apprenticeship schemes. Information can also be located in the dedicated careers section of the Learning Resource Centre and on the noticeboard outside the Pastoral Office.
- Targeted information will also be shared via email to pupils when appropriate.

13. Complaints

- Complaints will be dealt with in accordance with the school complaints procedure available on the school's website or from school.