

CAREERS EDUCATION & GUIDANCE POLICY



Bishop Challoner
Catholic Secondary School

Introduction

Bishop Challoner Catholic Secondary School has high quality careers advice and guidance, to support high achievement and ambition in our students and contribute to an environment where success is inevitable. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills.

Aims and purpose

- Prepare students for the transition to life beyond secondary school (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop characteristics e.g. social skills, communication skills, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.
- Inspire and motivate students to develop their values and aspirations.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education and provider access.

Statutory requirements and recommendations

The careers provision at Bishop Challoner Catholic Secondary School is in line with the statutory guidance [‘Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff’](#) developed by the Department for Education, which refers to :

- Section 42A, 42B, and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008

This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, the school is compliant with the directive that schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access Policy.

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Careers Provision at Bishop Challoner Catholic Secondary School

All students have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.
- Aspirational speakers deliver assemblies on a range of careers that inspire and motivate the students. These are offered to all students in the school and include higher-level apprenticeships.
- All students attend careers advisor meetings from Year 10 – Students will have minimum of one meeting, but more can be requested by the student, parent or staff.
- All students have access to the careers section on the school's website and careers and university section in the Library. External opportunities are advertised to students.
- Careers sessions are matched to the curriculum and we have employer engagement both virtual and in person to support learning.
- We also complete work place visits to increase their understanding.

Students with Special Educational Needs or Disabilities (SEND):

- Transition from one key stage to another and onto careers is part of the ~~at~~ plan for a student with SEND.
- Personalised support from the SENDCo, careers advisor and external bodies is used where appropriate.

Careers Advisor

- At Bishop Challoner Catholic Secondary School, there is an independent Careers Advisor, provided by The Basingstoke Consortium, who works alongside the Careers lead. This is in line with the Gatsby Good Careers Guidance and the Gatsby 8 Benchmarks. Bishop Challoner Catholic Secondary School's response to the Gatsby 8 is detailed in Appendix I.

Resources, staffing and delivery

Key Stage 3

- The guided choices options programme for Year 9 is designed to support them in their GCSE choices.
- The pastoral curriculum in Year 7-8 covers economic wellbeing, active citizenship and develops enterprise and entrepreneurship. A particular example of this is the national enterprise scheme which is a drop down day for all year 8 students.

Key Stage 4

- One-to-one careers discussions with the school Careers Advisor in Year 10 informs individual Careers Plans that each student, their tutor and their Head of Year use.
- Approximately 25 students in year 9 and 10 completed the Duke of Edinburgh award, with those in year 9 completing the bronze and year 10 completing the silver.
- Extra-curricular clubs and trips support students in developing their understanding of a range of subjects.
- Students in Year 10 & 11 attend assemblies where the full range Apprenticeship options are presented.

Continuous professional development

Working with the PSHE lead, staff complete a survey on their training needs for teaching both PSHE and Careers. Training sessions delivered for the staff, to develop needs that have been identified.

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The careers lead and administration support attend careers conference run by both EBP south and also SUN, to ensure they are up to date on careers policies and look at new ways in which to develop the careers programme.

Monitoring, review and evaluation

To understand that the events and activities delivered within our Career Programme are suitable and fit for purpose, it is essential that they are evaluated regularly.

The Programme must engage students and provide the necessary facts that are both meaningful and informative. To ensure that this is the case staff, students and volunteers complete an evaluation after each event. These evaluations are collated and used to inform the development of the careers programme.

Career Education, Information, Advice and Guidance (CEIAG) activities are monitored throughout the year with students' involvement being recorded on a matrix. This evidences our Programme is being delivered to all students and at a glance highlights which students have taken part in what activity and in what year group.

Information of the Programme is shared with parents/ carers via the school's newsletter.

Annually all students are surveyed with regard to their CEIAG knowledge. This is a summative assessment against the Gatsby Benchmarks. This survey highlights how successful the CEIAG Programme has been delivered over the year and how much information students have retained. These records will be kept in student CEIAG files and compared to the previous year's survey to establish gaps in knowledge and where repeat information needs to be shared.

Feedback is absorbed and may be used to modify the event in future ensuring it is tailor made for our students.

Evaluation

The effectiveness of this policy will be measured by reviewing the following:

- NEETS data
- Further education enrolment
- Apprenticeship take up
- Visits as part of the programme
- Results from surveys

Approval and review

This policy will be reviewed annually.

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Appendix one

Gatsby Benchmark 8

The Benchmark states

- Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to level 6 or above
- These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.
- Every student should have at least one such interview by the age of 16.

At Bishop Challoner:

- All students have access to personal guidance, with one session for every student and extra sessions on request (by Students, staff or parent)
- To achieve this, we use independent Careers Advisor, provided by EBP (formally The Basingstoke Consortium)
- We feel that by providing structured personal guidance time within the school this enables students to focus on their future dreams and to set goals to achieve them and that personal guidance helps students to consolidate and reflect upon their career decision making.