

SACRED HEART OF MARY GIRLS' SCHOOL



CAREERS POLICY

Policy adopted	December 2020	
SLT Member Responsible	Mrs C Raper	
To be reviewed	Every 2 Years	
Date of next review	December 2022	
Headteacher	Ms V Qurrey	Date: December 2020

Careers Education, Information, Advice and Guidance (CEIAG) Policy **Statement for Sacred Heart of Mary Girls' School**

Sacred Heart of Mary is a Catholic Community that aims to carry out its mission “ Ut Vitam Habeant” - that they may have life, Life to the Full.

This policy aims to help all stakeholders live out the Gospel values as given by Jesus Christ in The Beatitudes.

These reveal the goal of human existence and are the objective values as given by Christ;

- Forgiveness & Mercy
- Truth & Justice
- Tolerance & Peace
- Dignity & Compassion
- Purity & Holiness
- Humility & Gentleness
- Faithfulness & Integrity
- Preferential Option for the Poor & Vulnerable
- Sanctity of Life & Care for God’s Creation
- Solidarity & The Common Good
- Charity & Subsidiarity
- Distributism & Social Justice

Since the foundation of Sacred Heart of Mary Girls’ School by the Sacred Heart of Mary Sisters these values have formed the basis of all relationships.

All adults that have chosen to work and oversee this community must ensure that they fulfil their mission of Catholic education by displaying, modelling and promoting these values.

All who work in or oversee a Catholic school must conduct themselves in a way which does not conflict with the “precept” and “tenets” of the Catholic Church and are bound by their contractual obligations “not to do anything in any way detrimental or prejudicial to the interest of the Catholic character of the school”.

Every individual in a Catholic school have the entitlement to be treated with the love, respect and dignity that comes from being a child of God, with the face of Christ.

This policy has expectations for all that are rooted in these Gospel Values and conform to the teaching of the Catholic Church. The implementation of all school policies should demonstrate the importance of personal responsibility and the need for justice but also facilitate healing and reconciliation.

Pupil entitlement

All pupils in years 7-13 are entitled:

- 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;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

Aim

All students at Sacred Heart of Mary Girls' School take part in a careers programme that:

1. Is stable and appropriate for all students
2. Offers encounters with employers, employees, further and higher education institutions
3. Supports students to develop the skills that are required to be successful in their future pathway

Careers CP Programme

At Sacred Heart of Mary Girls' School, we offer an extensive tutor programme. CP is dedicated period in tutor groups to discuss relevant careers topics.

Within the careers time we build on seven essential skills employers look for including time management, communication, confidence, problem solving, professionalism, decision making and employability.

Year group	What will they cover?	Gatsby Benchmark Link
7	<ul style="list-style-type: none"> • Different careers • STEM careers • Dream job • Employability • Time management 	1 2 3 4
8	<ul style="list-style-type: none"> • StartProfile (IT) • StartProfile modules (IT) • Stereotypes in careers • Career Pilot (IT) • Communication skills 	1 2 3 4

9	<ul style="list-style-type: none"> • StartProfile modules (IT) • Self SWOT • Enterprise • Options booklet/ research • Confidence 	1 2 3 4 7
10	<ul style="list-style-type: none"> • StartProfile modules (IT) • CV writing • Cover letter • Finding work experience opportunities (IT) • Problem solving 	1 2 3 4
11	<ul style="list-style-type: none"> • StartProfile modules (IT) • Citizenship in the workplace • Understanding Sixth Form and College entrance requirements (IT) • Digital footprint • Teamwork 	1 2 3 4 6
12	<ul style="list-style-type: none"> • VESPA – start with vision for future and motivation • Work experience • Oxbridge talk/prep and visits from Queen’s college • Cambridge university • Medics talk • Lessons on personal statements and UCAS prep • Talk on apprenticeships • Decision making 	1 2 3 4 5 6 7
13	<ul style="list-style-type: none"> • Employment group or UCAS • Practice Interviews • University experience • University Finance • Managing your money • What happens next? – Extra, Adjustment, clearing • Employability 	1 2 3 4 5 6 7

Roles and responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to 5.

Careers Team

Mr Sean Hartley- Governor (Careers)

Mrs C Raper – SLT

Mr A Sterling – Head of Business and Careers Coordinator asterling@mary.havering.sch.uk

Mr M Yates – Careers Advisor myates@mary.havering.sch.uk

Mrs J Haley – Careers Administrator jhaley@mary.havering.sch.uk

Careers Fair

Every year we organise a Careers Fair where we invite employers, universities and colleges to come in and speak to students and parents. This will give students a vital networking opportunity with these contacts.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception. These will be made available to students through the library.

Guidance

All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality. All staff contribute to the Careers & Employability programme through their roles as tutors, subject teachers and support staff. Staff respond to any careers-related queries that they may receive from students and know how to obtain more specialist advice when it is required.

Training

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will put the following in place: -

- The Careers Lead attends conferences, seminars and exhibitions throughout the year and provides staff INSET as required.
- Staff training needs are identified and training is offered to relevant staff as opportunities arise. Staff training needs are identified in conjunction with the AHT for training, and with a continual awareness of local and national careers agendas.

Monitoring, review & evaluation

The implementation of the careers programme will be monitored and reviewed by SLT and the Careers Leader. We will evaluate and report on the programme to Governors.

Governors will receive a termly report on careers and the opportunities available to students at The Sacred Heart of Mary Girls' School. A link Governor will monitor the work undertaken and report back to the whole governing body on a regular basis. This will form part of the annual review and the evaluation of the programme.

The careers programme will be reviewed on a termly basis September/January/June, using the Gatsby Benchmarks via the Careers Company Compass Tool. Service level agreements will be drawn up with key providers such as StartProfile/ U-Explore to agree involvement, evaluation and impact of provision.

The effectiveness and impact of this strategy and the career provision action plan will be based on the following evaluation methods:-

- Compass tool assessment. Improvement against the Gatsby benchmarks. To be re-evaluated every year
- Termly feedback via Student Voice
- Activity evaluation forms. To record initial reactions of students, teachers and employers of each activity
- Impact assessment built into the tutorial programme to show learning from the tutorial programme in relation to careers

Engaging the Parents/Carers

Parents/Carers are encouraged to get involved in the progress of their children through

- Yearly Information evenings aimed at key decisions points e.g. GCSE Options, Post-16 Options
- Access to school website with supporting information and resources
- Yearly Parent's Evenings

Gatsby Benchmarks

The 8 Gatsby Benchmarks have been widely accepted across government, schools and education organisations as an assessment tool that allows schools to compare their current careers and enterprise advice and guidance (CEIAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the national Careers Strategy and school statutory guidance. For the full report on the benchmarks visit the Gatsby foundations website.

In 2013 Sir John Holman researched what pragmatic actions could improve career guidance in England. The Good Career Guidance Benchmarks which emerged from the report have now been adopted as part of the Government's careers strategy for schools and colleges.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance.

Against this background, Gatsby commissioned Sir John Holman - Emeritus Professor of Chemistry at the University of York, senior education adviser and former headteacher - to set out what career guidance in England would be like were it good by international standards.

After six international visits, analysis of good practice in English schools and a comprehensive review of existing literature, John wrote the The Good Career Guidance Report which identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision.

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers and SEND Provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND have an interview with the internal Careers Co-ordinator in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need, to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENCo meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. Help with applications and support at open days is provided by the Department.

StartProfile

Start is a free and comprehensive digital platform, offering schools a single starting point to help simplify and improve careers guidance in schools.

By following Start's structured and progressive activities, the platform caters for all students helping them to make more informed decisions about future study and career options at the right time and in good time.

Start is:

- Comprehensive, up-to-date information
- A flexible framework for delivering careers Year 7-13
- Help students transition from education to employment
- Promote the importance of employability
- Meet statutory duties and Gatsby benchmarks
- Monitor student engagement and activity
- Evidence and improve provision

Start brings together much of the functionality and content provided by other sites, all in to one place. For example, it includes tools such as job suitability profiling and an online record of achievement; as well as content including job profiles, apprenticeship vacancies and course information for all post-16 and 18 providers.

Start comes with a structure to guide students (and teachers) through how and when to use the platform. On Start, these are called Modules and students work through them throughout their time at school and college. They're designed to guide students through all the information on Start and ensure that they're prepared for their next moment of choice

Legal note

Legal Obligations

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.

Management of provider access requests

A provider wishing to request access should contact:

Mr A Sterling, Mr M Yates or Mrs J Haley

Sacred Heart of Mary Girls' School

asterling@mary.havering.sch.uk or jhaley@mary.havering.sch.uk - 01708 222660