



Careers Policy

St John's Catholic Comprehensive School

OUR MISSION STATEMENT

*Excellence for All
Service to Others
Inspired by Christ*

Policy to be reviewed by Full Governors

Owner: JM

Quality Assures: MB

Date: July 2022

Review Date: July 2023

Careers Education Vision Statement

At St John's, we aim to educate our young people about the world of work, providing them with the very best information and guidance that they need, and inspiring them to make a positive contribution to a better society throughout their adult life. We focus on developing the whole person, nurturing our students to ultimately pursue a career in order to serve and lead others in their world of work, fulfilling their God-given potential, and being 'Inspired by Christ' in all that they do.

1. Context

St John's puts the needs of each student at the centre of all learning and social experiences, and has a commitment to a high standard approach to careers' education. We utilise a nurturing approach, to raise aspirations, promote equality of opportunity, celebrates diversity and challenges stereotypes to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to manage their own career progress. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

The Gatsby Benchmarks

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

Careers website: <https://www.stjohnscs.com/page/?title=Careers+Education&pid=261>

Careers email: stjcareers@stj.kent.sch.uk

Senior member of staff overseeing Careers: Mr Barron

Careers Coordinators: Ms Murray and Ms Rooke

Careers Link Governor: A Thomas

2. Aim

The school aims to support students to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

3. Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities/options which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education

establishments

- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

4. Learner outcome

Students will be able to:

- Try out different work opportunities
- Gain an insight into the Labour Market
- Gain an understanding of skill sets and how skills are transferrable
- Understand soft skills, hard skills and how to sell themselves using CVs/application forms/interviews
- Develop the skills employers look for e.g. resilience, team work, problem solving (following issued guidance from CDI Careers Guidance in Schools and Colleges, & Gatsby Benchmarks.)
- Have access to both paper based and online resources to assist in their career exploration
- Access to impartial information on options Post 16 and Post 18 and beyond

By the time students are ready to leave they will be more able to make their own career plan.

- Start to independently make action plans for the future
- Feel better about managing their transitions, using coping strategies
- Know how to look for opportunities and who to ask for assistance if support is required
- Be able to complete application forms, University forms, and update CVs
- Careers input through Personal Development lessons
- In school career talks by employers
- Work experience
- Voluntary work
- Enterprise activities
- Part time work
- Industry/Career visit
- College and University visits
- Careers guidance interview

5. Provision

(See Careers Programme on the school website for specific details)

At Key Stage 3, this includes activities (LORIC developed by PiXL, careers' education units in Personal Development lessons, Unifrog resources) with an aim to raise pupil aspirations, exploring stereotypes in the workplace, and developing personal, social and employability skills. Assemblies (eg Youth Construction) and parent/student information evenings on choosing options (Years 8 and 9) are also provided, as well as dedicated careers events.

At Key Stage 4, pupils are supported in identifying the most appropriate educational and career pathway for them.

Some of the activities include:

- Dedicated assembly time devoted to careers
- A range of off-site visits to support careers, including trips to universities, colleges, and bespoke apprenticeship & career events
- Application clinic for KS4 students with Careers' Coordinators
- One week's work experience each June for Year 10 students
- Subject options evening Years 10-11 with external careers advice on offer

- Bespoke – Kent Universities Outreach programmes to support key students
- Subject specific visits
- Use of Unifrog for all students to underpin their career work
- Personalised one-to-one Year 11 interviews with a member of the Senior Leadership Team
- In KS4, each student will receive a one-to-one impartial careers advice meeting
- Careers coordinators are available to meet with parents at our parents' evenings

At Key Stage 5,

- A series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills.
- Year 12 has a week of work experience, including online work experience opportunities
- Pupils are involved in voluntary community and charity work
- Visits from a range of external speakers
- Careers trips (UCAS/Apprenticeships/Careers Fayres)
- Individual careers interviews are held with an independent careers' practitioner, e.g. one-to-one support to help students secure an apprenticeship
- Careers advice to support students in developing their awareness of the breadth of pathways available to them
- Use of Unifrog for all students to underpin their career work

6. Student Entitlement

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year)
- Receive relevant careers guidance and have access to independent careers information and guidance
- Receive personal advice that helps students to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment
- Be equipped with the necessary career management skills to prosper in HE and employment
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements
- Receive up-to-date information about careers and skill-development opportunities
- Understand how different subjects help keep different options open
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs
- Have meaningful and helpful encounters with employers and other education providers (trips out and visiting speakers)
- Have a minimum of one week's work experience in Years 10 and 12, with the opportunity for a second

Students are expected to:

- Fully engage with careers activities
- Utilise the available careers resources.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
 - Identify and set goals for the future.
 - Actively participate in workshops, presentations and visits from external employers or providers.
 - Attend informative events such as Options Evenings and the Careers Fayre
 - Use study and research spaces such as the careers office appropriately and with respect for other users.
 - Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

7. Destinations

Student destinations (including intended destinations) are kept by the school. Progress is tracked and assistance is available to learners if they require information, advice and guidance after leaving school.

8. Policy Review

This policy will be reviewed annually (June/July)