St. Mark's Catholic School



CAREERS POLICY

Effective Date:	Review Date:	Prepared by:	Designated SLT:	Governor's Committee:
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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

Our Mission:

St Mark's is a Catholic community inspired by Gospel values where relationships are rooted in love. At the heart of our mission is a commitment to live out our faith and a dedication to embrace excellence in all that we do. We believe in education that instils possibilities, transforms lives and enables all to fulfil their potential.

2. Statutory requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

The Education Act 1997

The Education and Skills Act 2008

The School Information (England) Regulations 2008

This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find at Provider Access Policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that

> Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)
>
> As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found at Provider Access Legislation Policy.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Laura Joyce, and they can be contacted by phoning 02085773600 or emailing joycel@st-mark's.hounslow.sch.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout

- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers adviser is Ranjit Dusanjh. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme

2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

Our careers programme is delivered through a planned and progressive programme of careers education within PSHCE, curriculum-linked careers learning, assemblies, employer and employee encounters, encounters with further and higher education and training providers, workplace experiences, careers fairs and events, personal careers guidance, alumni engagement through our Life After St Mark's programme, and targeted activities for identified groups of pupils. Pupils also use Unifrog to explore careers and pathways, record experiences and develop their career planning.

The programme is supported by partnerships with employers, universities, colleges, apprenticeship and training providers and our wider school and alumni community. Careers learning is embedded within our wider Personal Development provision and reflects our school mission to enable all pupils to fulfil their potential.

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

Our Key Stage 3 careers programme develops pupils' self-awareness, broadens their understanding of the world of work and challenges stereotypes about careers and pathways. Pupils progressively develop the knowledge and skills needed to make informed choices about their future, including their GCSE options.

Careers education is delivered through the PSHCE curriculum, with a minimum of four dedicated careers lessons in each year group. Year 7 focuses on 'Discovering Myself', Year 8 on 'Exploring Possibilities' and Year 9 on 'Making Informed Choices'.

Provision includes access to careers and labour market information; encounters with employers and employees; encounters with further education, higher education, technical education and apprenticeship providers; curriculum-linked careers learning; careers and enrichment activities; alumni encounters through the Life After St Mark's programme; and opportunities to explore the skills required in different occupations.

In Year 9, careers learning supports pupils to understand the relationship between GCSE choices, future pathways and career opportunities, enabling them to make informed option choices. Particular attention is given to raising aspirations, challenging stereotypes and ensuring that pupils understand the full range of academic, technical and vocational pathways available to them.

We are meeting our requirements to provide:

At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement.

1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme prepares pupils to make informed decisions about their post-16 destinations and develops the skills, knowledge and experiences required for successful transition into further education, training or employment.

Careers education continues through PSHCE, with Year 10 focusing on 'Experiencing the World of Work' and Year 11 on 'Preparing for My Next Step'. Pupils explore employability skills, labour market information, post-16 pathways, apprenticeships, technical education, further and higher education and effective career decision-making.

Year 10 pupils participate in dedicated Careers Days, including encounters with employers and employees, employer-led workshops, careers and employability activities, interview preparation and encounters with universities, apprenticeship and training providers. Pupils also prepare for and undertake workplace experiences, enabling them to develop an understanding of professional expectations and reflect on the skills they have developed.

In Year 11, pupils build on these experiences through employability and pathway-focused careers education, encounters with post-16 providers and employers, mock interviews and personal careers guidance. Pupils are supported to understand and compare the full range of academic, technical, vocational and apprenticeship routes available to them.

We are meeting our requirements to provide:

At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement.

1 week's worth of work experience placement(s)

Key Stage 5

Our Key Stage 5 careers programme supports students to make informed and ambitious decisions about their next steps after St Mark's. Students are supported to explore and compare the full range of university, apprenticeship, technical, training and employment pathways and to understand the requirements and opportunities associated with each route.

Provision includes access to careers and labour market information, encounters with employers and employees, universities and other education and training providers, apprenticeship information and support with progression and transition. Students are encouraged to develop their employability skills, build meaningful experiences and take increasing ownership of their career planning.

The programme promotes high aspirations while remaining impartial, ensuring that students understand the full range of academic and technical pathways available to them and are supported to identify the route that best meets their individual ambitions, interests and needs.

We are meeting our requirements to provide:

At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement. These encounters are mandatory for the school to put on, but optional for pupils to attend

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

In addition to the universal careers entitlement, we identify pupils who may benefit from enhanced or targeted careers support, including pupils with SEND and those who are disadvantaged. The Careers Leader works with the SENCO, Pupil Premium Champions, pastoral staff, the Careers Adviser and other relevant colleagues to identify individual needs and appropriate interventions.

Targeted support may include additional or prioritised careers guidance, small-group careers activities, supported access to employer and provider encounters, personalised pathway information, preparation for workplace experiences and transition support. Reasonable adjustments are made to enable pupils with SEND to participate meaningfully in careers activities and workplace experiences.

The school monitors participation in careers activities by pupil group to identify and address gaps in access and engagement and to ensure that our careers programme contributes to raising aspirations and improving outcomes for all pupils.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our careers leader: Laura Joyce

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

We measure and assess the impact of our careers programme through pupil feedback following key careers activities and events; evaluation of careers lessons and workplace experiences; feedback from

parents/carers, staff, employers and education and training providers; analysis of pupil participation and engagement; careers guidance records; intended destination data; sustained destination data; and evaluation against the Gatsby Benchmarks.

Participation and outcomes are considered for different groups of pupils, including pupils with SEND and disadvantaged pupils, to identify gaps in provision, participation or outcomes. Findings are used by the Careers Leader to evaluate provision, identify priorities and inform the continued development of the careers programme.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.