



ST WILFRID'S CATHOLIC SCHOOL

CAREERS POLICY

“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.’” [Jeremiah 29:11]

Every student should leave St Wilfrid’s prepared for life beyond school. This means ensuring academic rigour supported by excellent teaching and developing in every student the values, skills and behaviours they need to succeed in life. All students should receive a rich provision of classroom and extra-curricular activities that develop a range of positive character traits. High quality, independent careers guidance is crucial in helping students emerge from school as fully rounded individuals and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.

The ‘careers strategy: Making the most of everyone’s skills and talent’ guidance for December 2017 outlines the new statutory guidance requirements schools are required to adopt. The new ‘Careers Guidance and access for education and training providers; Statutory guidance for governing bodies, school leaders and school staff’ January 2018 document outlines the new Gatsby requirements for schools to follow. The technical and Further education act 2017 states that schools must ensure education and training providers are given the opportunity to talk to students about approved technical qualifications and apprenticeships.

From September 2018 the governing body is required to ensure there is an appointed Careers Leader that is responsible for the leadership of the school’s delivery of careers and that careers guidance;

- Is presented in an impartial manner showing no bias or favoritism towards a particular institution, educator or work option.
- Includes information on the range of education or training options, including apprenticeships and technical education routes.
- Promotes the best interests of the students to whom it is given.

The school must prepare a policy statement that is revised annually and revised as necessary, setting out the circumstances where further education and training providers will be given access to students and ensure this is followed. The policy must be published and include;

- Any procedural requirements in relation to request for access
- Grounds for granting and refusing requests for access
- Details of premises and facilities to be provided to a person who is given access

Careers policy and Student Entitlement

St Wilfrid's is committed to providing a planned programme of careers education for all students in Years 7-13. All students will have access to THRIVE our stable careers programme in allocated curriculum time and will have an embedded programme of careers education across the curriculum. Students, Parents and Carers will have access to the programme and entitlement will be clearly explained to them.

The THRIVE programme includes providing students with access to appropriate and relevant careers advice and Labour market information through a variety of platforms. We build strong links with employers and Alumni and secure independent careers guidance for students so that they are inspired and motivated to fulfil their potential. We encourage students, through our care, guidance and support, to consider a broad and ambitious range of careers. The THRIVE careers programme will embed equality and diversity throughout. A highlighted STEM strand will focus on the importance of STEM subjects for a wide range of career paths.

All students in Y7-13 will be offered a meaningful encounter with an employer and will complete one work placement which will be recorded or complete an appropriate work-related learning experience. All students should understand the pathways open to them including academic, technical and vocational routes. All student sin Y7-13 will be aware of technical qualifications, apprenticeships and training options available as part of the THRIVE programme. They will hear about these from a range of providers and understand how to make applications for such courses. Students in Y10/Y11/Y12 will be offered personal careers interviews to support their chosen pathway.

Objectives

The THRIVE programme is based on the Career Developments Institutes, New Career Development Framework (2021). This looks at 6 strands of development. [CDI 98-Framework-skills by key stage-A3 portrait.indd \(thecdi.net\)](#)

CEIAG is the responsibility of all teaching staff. It is coordinated by Megan Kennedy who is responsible for liaising with the Leader of Personal, Social and Health Education (PSHE), the Pastoral Team, the Leadership Team, the Business Manager and outside agencies e.g. employers, universities, the national apprenticeship service and the national careers service, to coordinate the delivery of CEIAG through the THRIVE programme.

All staff, including non-teachers, contribute to CEIAG through their roles within the school. Employability skills are embedded in the THRIVE schemes of work.

Immersion Days:

Students will participate in THRIVE Immersion Day activities that are designed to support their careers and skills development. These are timed specifically to help students make decisions about their options for the future with regards to GCSEs, post-16 and further education and the world of work as relevant to their stage of education.

Independent careers guidance:

- i. Building strong links with local employers such as Price Waterhouse Coopers, Barclays Bank, Thales and national organisations such as National Apprenticeship Service, Believe in Young People and the National Careers Service so that specialist services are provided to our students including skills days, mock interviews and finance advice
- ii. Unifrog is used by students in a variety of ways. This includes generating career ideas suited the strengths and personality of the individual and in the development of CVs
- iii. Independent mentoring for students that have been identified as needing additional careers related support including disadvantaged students, those with SEND or students of whom we are in receipt of Pupil Premium funding
- iv. Several universities work closely with KS4 & KS5 students, including University of Sussex and University of Brighton to deliver specific programmes such as lectures at university, personal statement workshops and student finance talks
- v. KS4 and KS5 students attend apprenticeship taster days, supported by staff as necessary

Employability skills embedded in all schemes of work:

All schemes of work written using the 2015 template must include employability skills. Teachers are expected to link 'the big picture' to topics they are teaching so that students are aware of the skills necessary to be successful in the world of work as well as career possibilities within that subject

Work experience for all students in Year 12 and Virtual Work experience:

All students in Y10 are signed up to Springpod and have 4 bespoke Virtual Work experiences they can engage with in their THRIVE lessons.

All Year 12 students will participate in work shadowing relevant to their intended destination. This is recommended to be a minimum of three days and will usually take place in the summer term. If it is the correct pathway for the individual, some students in KS5 may be in full time employment or volunteering (20 hours or more) combined with part time accredited study. Some KS4 students may undertake work experience as necessary.

GCSE English and Maths:

All students from Year 7 are made fully aware of the importance of achieving at least a Grade 4 in English and Maths at GCSE and that if they do not, they are expected to continue studying these subjects at school, college or as an apprentice until they achieve a level 2 qualification

Higher Education Preparation Programme:

KS4 and KS5 students are supported to make an informed choice about whether or not to apply for university, including the very best universities and courses suited to them, or an apprenticeship of an equally high caliber and demanding route into employment and higher education. Students are expected to complete a portfolio including research of courses and career options, extra-curricular activities, volunteering and work experience

Monitoring and Evaluation:

The Senior Leader with responsibility for CEIAG and the Leader of PSHE are responsible for the monitoring of CEIAG

This is undertaken in the following ways:

- Destinations monitoring in partnership with the local authority
- Monitoring and tracking GCSE English and Maths results
- Observation of THRIVE sessions
- Student and staff feedback of Immersion Days
- Feedback from parents e.g. survey monkey
- Feedback from external agencies
- Review of topics liaising with the Year Leaders, Subject Leaders and other relevant staff

This policy will be reviewed by Megan Kennedy and link governor annually. At every review, the policy will be approved by the governing body.

Next Review: Sept 2022

Approved by:	Megan Kennedy	Date: 11/06/2021
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Last reviewed on:	11/06/2021
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Next review due by:	01/01/2022
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