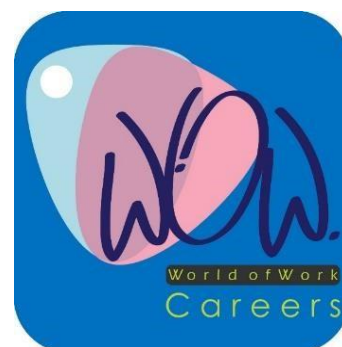


St Thomas More Catholic Academy

Careers guidance policy



Approval and review

Approved by Local Academy Representatives annually at each Autumn board meeting

Our linked Academy Rep role is currently vacant

Signed:

A handwritten signature in black ink, appearing to read 'M Rayner'.

Mr Mark Rayner
Head teacher

A handwritten signature in black ink, appearing to read 'ET Todd'.

Mrs Elizabeth Todd
Assistant Headteacher
CIAG Lead

1. Aims

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

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

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

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 more recent [Skills and Post-16 Act 2022](#), which came into force on **1st January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our CIAG plan 2023-24.

If you are a provider who can contribute to our provision please see our provider access policy statement. This will help you to identify when opportunities are timetabled within the school year.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance 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 schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This includes sharing information from all post 16 providers across the city. This policy should be read in conjunction with our provider access policy statement and CIAG plan 2023-24, both of which set out how our school meets this duty.

3. Roles and responsibilities

3.1 Careers leader

Our SLT Careers lead is Elizabeth Todd, and she can be contacted by phoning 01782 882938 or emailing etodd@stmca.org.uk. Our operational careers leader (Level 6 Careers Leader accredited) is Victoria Kerr, and she can be contacted by phoning 01782 882900 or emailing vkerr@stmca.org.uk. In addition, James West (Level 6 Careers Advisor accredited) works in school two days per week. A new careers email address careers@stmca.org.uk is also available and is checked by all involved in planning the careers provision at school.



As a team the careers team takes responsibility for developing, running and reporting on the school's career programme:

- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- 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 students 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 students 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board



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The diagram below outlines the key responsibilities across the CIAG team

E Todd Oversight of the CIAG provision – Compass / Careers Hub Statutory duties - compliance Management of budget Recording of destinations data post 16 and 18 (in liaison with the sixth form team) Parent Partnership / Alumni Website / social media Liaison with governors		
V Kerr (4 days) 8.30-4.30 L6 trained – CIAG lead L4 Careers Advisor (pending) Term time plus 10 days Core provision – KS3 and 4 L3 A level pathway (post 16) University applications (post 18) Careers within the curriculum (KS3-4) including work experience opportunities at KS4 Work Experience Lead (KS4) Career Ready lead (sixth form) Oversight of Unifrog	J West (2 days) 8.30-4.30 L6 trained – Careers Advisor <u>Term time plus 4 weeks</u> (8 days) Y11 pathways – advice and guidance Oversight of RONI process post-16 Post 18 -Retention concerns -Employment / apprenticeship applications AP students / Home visits	SSO X3 Y7 University visit Y10 University visit Y12 University visits Honours CIAG opportunities SEND Oversight of EHCP and students with SEND Additional transition for students with SEND



3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board (Local Academy Representatives) will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement. This is currently Mrs P Ball.
- Make sure independent careers guidance is provided to all students 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 students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement



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4. Our careers programme

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

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

1. A stable careers programme with a careers leader
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 workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future.

Our careers programme is delivered through a range of different methods. Please see the 2023-24 plan for details of both our Core programme (accessed by all students) and more bespoke activities to meet individual needs and respond to opportunities appropriately as they arise.



- ✓ Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. We also work to build students resilience.
- ✓ Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. We also work to develop students independence.
- ✓ Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways. Our aim is for all students to be empowered to become active citizens in the UK.

Please see the CIAG plan for further detail.

4.1 Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students 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 students without SEND that is not also offered to our students with SEND.



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4.2 Access to our careers programme information

A copy of our school's careers programme is published on our school website, including links of how students, parents, teachers and employers can access further information about careers.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting either Elizabeth Todd (etodd@stmca.org.uk) or Victoria Kerr (vkerr@stmca.org.uk)

4.3 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress is measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives through both informal feedback and systematic feedback provided through questionnaires of parents, students, employers and staff.

5. Links to other policies

This policy also links to the Provider Access policy.