



Rationale

St Julie's High School's careers education programme provides pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is both ambitious and aspirational. It is an integral part of St Julie's support programme which promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, Higher Education and Further Education providers and supporting students in the life-time experience of learning.

Context

Each year, around 70 pupils stay on from Year 11 into the Sixth Form. They are joined by approximately 5 pupils from other centres at the start of Year 12; of this cohort around 90% go on to tertiary education. At each point where we deal with 'leavers' we ensure that appropriate, independent and personal advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

St Julie's High School is committed to providing all pupils in Years 7-13 with a careers programme which includes a variety of age appropriate enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

St Julie's endeavours to follow the Career and Work-related framework –CDI 2015 and other relevant guidance from DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for impartial Careers Guidance for young people in school – March 2015, updated April 2017.

Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 8-13. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post 16 education training options including Apprenticeships
- promote the best interests of the pupils to whom it is given

Aim

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. This is achieved by:

- Helping students learn to understand themselves and develop their capabilities
- Making students aware of the range of opportunities available to them at key stages in their school life (14+; 16+ and 18+)
- Raising students' self-esteem and encouraging them to have high aspirations which allow them

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to achieve economic well being

- Supporting students in making informed and realistic career decisions
- Helping students manage transitions through education and into work

Objectives

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life
- 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
- 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

Provision

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 13, which is predominantly form tutor led. Careers information is available both in the library and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

At Key Stage 3, this includes careers library research with an aim to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided. The independent careers advisor is present for Year 8 Options Evening.

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews; experience assemblies on apprenticeships and A-level options and are invited to attend 6th Form Open Night and the UCAS Parent Information Evening. They also have the opportunity to take part in student shadowing and university taster days such as Aspiring Nurses, Tomorrow's Teachers and a Medics Taster day. Students at AEP are visited by the independent careers advisor to ensure they have access to the same support as students in school.

At Key Stage 5, careers lectures and assemblies are delivered by universities; St Julie's alumni; Unifrog; The Apprenticeship Hub, YINI and employers. Some of these presentations and PSHE sessions, are devoted to the topic of UCAS applications, CV writing and interview skills. There is also a UCAS Parent Information Evening to enable parents to support their child in their next steps. Year 12 students

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complete a 12 week programme during which they secure weekly placements in a number of local places of employment to widen their experience of employers and the workplace. In addition, each Year 12 student completes a further has a week of work experience in July supported by MPloy solutions. Individual careers interviews are held with an independent careers practitioner who interviews each Year 12 student on entry. Students can also self refer or be referred by their Progress leader. All Year 12 students attend the Whatuni Whatcareer live exhibition in summer term and all Year 13 students attend the UCAS and Apprenticeships Fayre in half term one. In Year 13, priority CEIAG interviews are given to students at risk of becoming NEET or those who identify themselves as non UCAS applicants. The careers advisor is also in attendance on both GCSE and A Level result days to further support students. Sixth Form students are encouraged and supported to attend university open days and work experience induction events in order to support them in their next steps. They benefit from a student finance presentation delivered by LJMU.

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 as evidenced by subject audits and alumni noticeboards within each curriculum area. All Progress Leaders have outreach support from Hope University to enable them to meet the Gatsby benchmarks and provide a rich and diverse PSHE curriculum for their key stage. Progress Leaders have also mapped Gatsby benchmarks alongside their PSHE schemes of work and the careers lead has provided them with a range of short careers videos for dissemination among their tutor teams so that students from Year 7 to Year 13 are exposed to a range of careers

A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to 5. [L1] AJO has successfully submitted a bid to be part of the local Careers and Enterprise Hub which has pledged support in getting employers into schools to further enhance the curriculum and meet the benchmarks.

Monitoring, Recording and Evaluation

Built into the PSHE and CEIAG programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator. Leavers' destination information is also analysed.

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 leader 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 and Hub.

The SENDCO meets with parents/carers/careers lead to discuss option suitability where individual need

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is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

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The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

Handling sensitive and controversial issues

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the Safeguarding Team within school and dealt with in line with the relevant school safeguarding policies and approaches.

Entitlement

- Please see [Appendix A](#) outlining pupil and parent entitlement.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers, employees and external providers including previous pupils, MPloy, parents and other local groups. In addition, we work closely with universities and The Apprenticeship Hub. We always strive to expand and improve our contacts.

Policy statement for provider access

A provider wishing to request access should contact **Angela Jones** (Careers Coordinator), via **0151 428 6421** or **ajones@stjulies.org.uk** Please see separate policy for further details.

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Appendix A: Careers Entitlement

Pupils are entitled to:

- 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, including labour market data where relevant.
- Receive personal advice that helps them to achieve their individual careers goal – whether this is ^[L]~~[SEP]~~ Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and ^[L]~~[SEP]~~ 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 ^[L]~~[SEP]~~ circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for further encounters with employers.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform
- 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 Evening and the Careers fair.
 - Use study and research spaces such as the careers and sixth form library appropriately and with ^[L]~~[SEP]~~ 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 ^[L]~~[SEP]~~ 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 and communications including choosing options, ^[L]~~[SEP]~~ UCAS, work experience and student finance.

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Monitoring, Review and Evaluation

PSHE schemes of work are reviewed annually by Heads of each Key Stage and named careers lead to ensure objective are suitable to meet the outcomes. The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG and will also include information gained via student voice. Student destinations will also be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

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