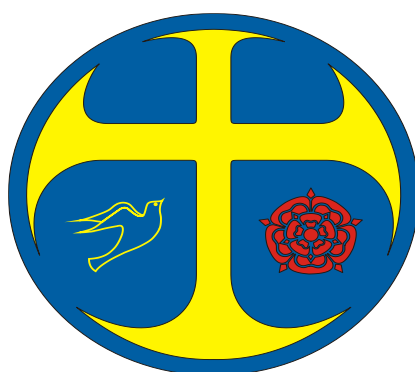


**All Saints' Roman Catholic High  
School,  
A Voluntary Academy**

**part of**

**Romero Catholic Academy Trust**



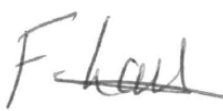
*Luceat lux Vestra*

**Careers Policy**

**Updated: Spring 2024**  
**To be reviewed: Spring 2026**

**Responsibility of: Careers Lead**

**Policy Approval:**

  
\_\_\_\_\_  
Signature of Headteacher

19/03/2024

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Chair/Vice-Chair

19/03/2024

\_\_\_\_\_  
Date

# Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.



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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, 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
- 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 **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the school website.

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 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 on the school website.

### **3. ROLES AND RESPONSIBILITIES**

#### **3.1 Careers leader**

Our careers leader is Scott Panaro and they can be contacted by phoning 01706 213693 or emailing [s.panaro@allsaintshigh.lancs.sch.uk](mailto:s.panaro@allsaintshigh.lancs.sch.uk) Our careers leader works closely with the senior leadership team (SLT) and will:

- Take 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 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 (CLA) and previously CLA to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for CLA, 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

#### **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 pupils 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 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
- Make sure 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 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

#### **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 with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 pupils.

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:

- Form time sessions
- PSHE Lessons
- Curriculum
- PSHE Drop down days
- Assemblies
- Guest Speakers
- Displays
- Careers Fairs
- Work Experience
- Taster Events

#### **KEY STAGE 3**

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

**Aims:**

1. **Exploration and Awareness:**

- Introduce students to a variety of careers through engaging activities, helping them explore potential interests and gain awareness of different professions.
- 2. Inspire Informed Choices:**
    - Foster a sense of curiosity and provide the tools for students to make informed decisions about their future education and career paths.
  - 3. Inclusive Resources:**
    - Ensure all Key Stage 3 students have access to age-appropriate, inclusive, and inspiring careers information and resources that cater to diverse backgrounds and interests.

**Policies:**

- Regularly review and update organisational policies related to Careers Education, Information, Advice, and Guidance (CEIAG) to align with best practices and the Gatsby Benchmarks.

**Early Empowerment:**

- Empower Key Stage 3 students by introducing them to the concept of career planning, providing accessible resources to help them understand the variety of paths available.

**Impartial Guidance:**

- Begin introducing students to impartial careers guidance, emphasizing exploration and curiosity about future opportunities.

**Staff Training:**

- Provide regular CPD for all staff working with young people. Focus on understanding the early stages of career exploration, progression pathways, and supporting students at this critical stage.

**Partnership Working:**

- Collaborate with opportunity providers, including employers, Further Education (FE) and training providers, and youth support services, to broaden students' exposure to potential career paths.
- Establish connections with local organisations, employers, and educational institutions to create age-appropriate opportunities for students to explore various career paths.

**Parental Involvement:**

- Share with parents/carers the importance of early career exploration and provide resources to help them support their child's initial steps in career awareness.

**Student Involvement:**

- Involve Key Stage 3 students in the design, delivery and evaluation of CEIAG activities, ensuring their input guides program development.

**Promoting Equality and Diversity:**

- Actively promote equality of opportunity, celebrate diversity, challenge stereotypes, and raise aspirations among students, fostering an inclusive and supportive environment.

**Criteria for Evaluation:**

- 1. Student Engagement and Exploration:**
  - Assess student engagement in career exploration activities and evaluate their awareness of different professions.
- 2. Parental Feedback - Early Support:**

- Seek feedback from parents/carers on the effectiveness of early career awareness initiatives and resources provided.
- 3. Staff Preparedness:**
    - Evaluate the impact of staff training on their ability to support Key Stage 3 students in their early career exploration.
  - 4. Partnership Impact on Exploration:**
    - Evaluate the impact of partnerships with local organisations on providing Key Stage 3 students with hands-on experiences and exposure to diverse career options.
  - 5. Student Involvement Effectiveness:**
    - Assess the effectiveness of involving Key Stage 3 students in the development and evaluation of CEIAG activities, ensuring their perspectives shape the program.
  - 6. Curiosity and Stereotype Challenge:**
    - Monitor the school's efforts in fostering curiosity, celebrating diverse interests, and challenging stereotypes, encouraging students to explore a wide range of possibilities.

### **KEY STAGE 4**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

#### **Aims:**

- 1. Focused Career Exploration:**
  - Provide targeted support for Key Stage 4 students to explore potential career paths in-depth, aligning with their academic and personal interests.
- 2. Preparation for Decision-Making:**
  - Equip students with the knowledge and skills necessary to make well-informed decisions about their post-16 education and future career choices.
- 3. Tailored Resources:**
  - Ensure that Key Stage 4 students have access to comprehensive, relevant, and up-to-date careers information and resources, guiding them through the complexities of post-16 options.

#### **Policies:**

- Regularly review and update organisational policies related to Careers Education, Information, Advice, and Guidance (CEIAG) to align with best practices and the Gatsby Benchmarks.

#### **Decision-Making Support:**

- Offer personalised careers guidance to Key Stage 4 students, focusing on their individual strengths, aspirations, and potential career paths.

#### **Post-16 Pathways:**

- Provide detailed information about post-16 pathways, including further education, apprenticeships, T-Levels and vocational training, ensuring students understand the diverse options available.

#### **Staff Expertise:**

- Enhance the expertise of staff in guiding students through post-16 choices, focusing on academic and vocational pathways, and supporting applications.

#### **Established Partnerships:**

- Strengthen existing partnerships with employers, colleges, universities and vocational training providers to offer Key Stage 4 students' real-world insights and experiences in their chosen fields.

**Parental Engagement:**

- Engage with parents/carers to provide tailored information, advice, and guidance on supporting their child's transition from Key Stage 4 to post-16 education and career paths.

**Student Involvement in Planning:**

- Involve Key Stage 4 students in the planning and execution of careers-related events and activities, ensuring their input reflects the specific needs and interests of this stage.

**Diversity and Aspiration Promotion:**

- Continue promoting equality of opportunity, celebrating diversity, and raising aspirations among Key Stage 4 students, challenging stereotypes and encouraging exploration.

**Criteria for Evaluation:**

**1. Post-16 Transition Success:**

- Evaluate the success of Key Stage 4 students in transitioning to post-16 education or training, tracking their choices and pathways.

**2. Individual Guidance Effectiveness:**

- Assess the effectiveness of personalised careers guidance in supporting Key Stage 4 students in making informed decisions about their future.

**3. Post-16 Pathways Understanding:**

- Measure students' understanding of post-16 pathways and their ability to make informed choices aligned with their career aspirations.

**4. Staff Preparedness for Key Stage 4:**

- Evaluate the impact of staff training on their ability to guide Key Stage 4 students through the complexities of post-16 options.

**5. Employer and College Partnerships Impact:**

- Evaluate the impact of strengthened partnerships with employers, colleges, and vocational training providers on Key Stage 4 students' exposure to potential career paths.

**6. Parental Engagement Success:**

- Assess the success of engaging parents/carers in providing tailored support for their child's transition from Key Stage 4 to post-16 education or training.

**7. Student Involvement Influence:**

- Evaluate the influence of Key Stage 4 student involvement in the planning and execution of careers-related events and activities on their overall experience and engagement.

**8. Diversity and Aspiration Promotion Success:**



- Monitor and evaluate the success of efforts to promote equality, celebrate diversity, challenge stereotypes, and raise aspirations among Key Stage 4 students.

#### **4.1 Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils 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 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.

#### **4.2 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, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Scott Panaro, Careers lead on [s.panaro@allsaintshigh.lancs.sch.uk](mailto:s.panaro@allsaintshigh.lancs.sch.uk).

#### **4.3 Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- > Pupil voice surveys
- > Feedback from any career's sessions delivered by external providers
- > Parent voice surveys
- > Destination data

### **5. LINKS TO OTHER POLICIES**

This policy links to the following policies:

- > Provider access policy statement
- > Child protection policy
- > Curriculum policy

### **6. MONITORING AND REVIEW**

This policy, the information included, and its implementation will be monitored by the governing body and reviewed every two years.