



ST PAUL'S ACADEMY

# **Careers Education & Guidance Policy**

## **Vision and Values**

Staff and governors at St. Paul's Academy are fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations.

Ultimately, we work towards all of our students becoming independent and productive adults. We aim to do this through all aspects of our curriculum including our Careers Education programme which provides accurate, impartial and focused careers information, advice and guidance tailored to the individual needs of our students, enabling them to make informed choices about their career pathways at every stage from Year 7 through to Year 11.

Our aim is to ensure that all our students achieve their full potential by making life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others. We recognise the importance of our students developing employability skills such as strong interpersonal and communication skills, enterprise skills, leadership, organisational skills and other skills which are vital for entering the workforce. We aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by social situation.

## **Statutory Guidance**

This policy should be read alongside our CEIAG programme.

St. Paul's Academy is committed to fulfilling its statutory duties and this policy is written to comply with the national frameworks for good practice and other relevant guidance such as:

- Framework for Careers, Employability and Enterprise Education
- Education Act (Section 19), 2011
- Careers Guidance and Inspiration for Young people in Schools, DfE, 2015
- Careers Development Institute Code of Ethics
- Gatsby Benchmarks of Good Careers Guidance

## **Roles and responsibilities**

- Melanie Fontinelle, Inclusion Governor: named governor responsible for Inclusion, including Careers provision
- Denise Hyland, Careers Link Governor: Careers Programme and External Careers Contacts.
- Michelle Hepburn, Vice Principal Inclusion: oversees careers provision across the Academy
- Victoria Banbrook, Careers Adviser: provides impartial advice and support to the Academy (including staff and parents) and impartial careers advice and guidance to students
- Eileen Bryan, Assistant Principal, Data and Systems Manager: coordinates references and destinations data for Year 11 leavers
- All staff contribute to CEIAG through their role as form tutors and subject teachers: curriculum time is made available through tutor period (PHSE) and tailored careers and employability education
- Careers Champions for each Faculty to act as Ambassadors and contact points for Careers Education in their respective teams.

## **St. Paul's Academy Student Entitlement**

Every student at St. Paul's Academy is entitled to high quality career education as part of their experience of the whole curriculum. Careers education is structured to meet the Gatsby Benchmarks of good careers education.

All students in Years 7 – 11 are entitled to:

- Access to a planned careers programme relevant to their year group
- Access to comprehensive and impartial guidance on course selection with links to careers and employability at key transition points
- Access to a qualified, impartial and independent careers adviser for personalised guidance
- Access to information about the world of work and labour market
- Access to information and guidance about further and higher education, training and employment opportunities including technical education qualifications and apprenticeships
- Development of their personal enterprise skills to improve employability
- Receive information about technical education qualifications and apprenticeship opportunities as part of the CEIAG programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Receive information about how to make applications for the full range of academic and technical courses
- Access to a curriculum rich in information about careers and the world of work
- Access to a programme of CEIAG which challenges stereotypes and discrimination, and promotes equality and diversity in training and in the workplace
- Access to opportunities provided by the London East Careers Hub

For further information, please see the CEIAG delivery programme which is available on the school website (Careers section).

### **Management and Delivery**

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. The CEIAG programme is provided through a range of pathways which includes

- Curriculum provision within subject lessons
- Careers lessons via Unifrog delivered by form tutors as part of the PSHE programme
- Cross curricular provision during curriculum time as part of non-subject provision such as learning mentor guidance, assemblies (guest speakers), and other events
- Opportunities as part of clubs, trips, sports teams, community initiatives
- Individualised provision such as 1-1 meetings with the careers adviser
- Parental engagement such as information leaflets, links on school website including e-clips (online careers research platform), coffee mornings, consultations at parents' evenings, by telephone or individual meetings, special information events
- Roles played by student across the academy such as student councillors, student ambassadors, student leadership team, peers mentors, sports leaders

### **Commitment and Objectives**

St. Paul's Academy committed to delivering a Careers, Enterprise Information and Guidance programme that is informed by the 8 Gatsby benchmarks (See below). The DfE's guidance to schools and colleges should aim to meet the benchmarks by the end of 2020.

The eight Gatsby Benchmarks are:

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### 1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.

### 2. Learning from career and labour market information

Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

### 3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

### 4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### 5. Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

### 6. Experiences of workplaces

Every student should have first-hand experiences\* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

\*school is working towards this benchmark

### 7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

### 8. Personal guidance

Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

### **In pursuit of a successful CEIAG, we are also committed to the following wider objectives below:**

- Providing a planned programme of activities in which all students Year 7 – 11 take part and which considers the needs of all students.
- Providing IAG which is unbiased, impartial and is based on the needs of students, showing no bias or favouritism towards a particular education or work option and ensuring all students are able to make self-determined, informed decisions

- Ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance from the DfE and Ofsted
- Ensuring that students with additional needs including SEND are fully supported to access the careers programme and supported in exploring the full range of options and planning for next steps at every stage
- Equipping students with the skills attributes, knowledge and understanding to manage and achieve their lifelong ambitions
- Ensuring that all students are supported in accessing education, employment or training at relevant transition points
- Helping all students to take their place as suitably qualified and responsible adults within society
- Contributing to strategies for raising achievement
- Encouraging students to become reflective learners who are aware of their strengths, skills and attributes and how these link to career and life planning
- Developing enterprise and employability skills by encouraging students to take part in our several ongoing enterprise and charity fundraising events
- Educating students about how their behaviour, attendance, punctuality and attainment are linked to their career prospects, success in further study
- Continuing to develop and regularly review a well-stocked careers reference section in the school library

### **Funding and Resourcing**

The Careers provision is managed within the Inclusion Faculty. There is a budget allocated to investing in training and resources e.g. software packages such as Unifrog, e-clips and school library provision.

### **Monitoring and Review**

CEIAG should be reviewed annually and should involve form tutors, HoYs, assistant principal for Inclusion, the careers adviser and the careers leader. This policy should be read alongside the CEIAG programme, which is stored on the website.

The Careers policy should be reviewed annually. This should be overseen by the assistant principal for Inclusion and take into consideration the changing needs of the school as well as relevant frameworks and statutory guidance.

The careers policy should be reviewed annually by Michelle Hepburn, assistant principal of the Inclusion Learning Zone.

### **Links with other policies**

This policy supports and should be read alongside a range of academy policies including Inclusion and SEND, Safeguarding & Child Protection, Accessibility plan and other statutory guidance.

### **Provider Access**

A provider e.g. speaker wishing to request access to the academy should contact:

- Michelle Hepburn - [michelle.hepburn@stpauls.greenwich.sch.uk](mailto:michelle.hepburn@stpauls.greenwich.sch.uk)
- Vicki Banbrook – Careers Adviser [vicki.banbrook@stpauls.greenwich.sch.uk](mailto:vicki.banbrook@stpauls.greenwich.sch.uk)

Visitor access will be managed through St. Paul's Academy safeguarding procedures.

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