



St Bede's Catholic High School

CAREERS EDUCATION & FAIR ACCESS POLICY

"I am the vine, you are the branches. Whoever remains in me, with me in him, bears fruit in plenty." John, 15:5

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the school. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date: March 2024

Next review date: March 2025

Reviewed by: Mrs Lisa Turpin (CEIAG Coordinator)

Approved by: Mr Dan Morgan (Headteacher)

Principles

At St Bede's Catholic High School we encourage all of our pupils to bear fruit and grow their interest, gifts and talents whilst in our care so that they can flourish when they move on to their next stage in life. Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 7-13. Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), the Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); updated Statutory guidance (October 2018) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The Gatsby Benchmark is a framework outlining the best careers provision in schools and colleges, the school's Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across Years 7-11, these guidelines are also embedded within curriculum and enrichment activities. We are committed to working towards all the Gatsby benchmarks so that every student can have the right information, right skills, and right experiences to be able to make well-judged, independent decisions about their future career and aspirations. The eight Gatsby Benchmarks are:

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 pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil, 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 pupil. 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 pupil 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 pupil 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
7. Encounters with further and higher education	All pupils 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 pupil should have opportunities for guidance interviews with a career's 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 pupils but should be timed to meet their individual needs

Objectives

St Bede's Catholic High School is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Inspire young people about their future prospects so that they can flourish into the best version of themselves.
- Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
- Enable students to make realistic and well-informed career decisions and transitions
- Equip students with the employability skills and study skills they need to succeed beyond school life
- Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
- To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts
- To provide CEIAG in partnership with students themselves, their parents / carers and our chosen professional and community partners.

Provision

St Bede's Catholic High School is committed to providing a planned programme of CEIAG for all pupils and students in Years 7-11 in partnership with independent and impartial guidance services provided. There is comprehensive information available for both students and parents on the careers section of our school website (Futures).

St Bede's Catholic High School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

The School will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. This includes targeted work for SEND funded students at KS4 alongside the local authority. This process ensures that all future learning providers are equipped with the information they need

to ensure that students receive appropriate levels of support in their new learning environment after leaving school.

We will pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

Leadership and management

To ensure coherence and the quality delivery of CEIAG, leadership and management are secured through the Careers Coordinator who plans and co-ordinates the day-to-day delivery of the careers programme. This area is also supported by a link Governor and SLT line manager responsible for Personal Development.

Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered through the Careers and Aspirations curriculum as part of the Personal Development curriculum. This curriculum is delivered by a team of specialist teachers who work in collaboration to plan and deliver the curriculum. The CEIAG programme is planned, monitored and evaluated by the career's coordinator in consultation with appropriate members of staff.

Curriculum

The careers programme for each year group is constructed around taught careers education (Personal development Curriculum), assemblies, events (such as the Careers Fairs, lunch drop ins, Enterprise and Business week, Apprenticeship Workshops, work-related learning, online and printed information, personal tutoring, group work and individual interviews (Mploy employee).

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area is encouraged to include links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn. Students are involved in the evaluation of activities; feedback is collated and fed in to the CEIAG development plan and the overall school development plan.

Partnerships

St Bede's Catholic High School works with a range of partners to deliver the CEIAG programme. Mploy advisor, Mr Mark Blagbrough, conducts impartial 1-1 discussions. We also work closely with local universities, colleges and training providers and a range of local employers who meet our students in different settings.

Fair Access Arrangements

We want our pupils to have a wide range of experiences so that they can make informed choices about their future pathways and utilise their specific skills and talents in a way that suits their interests and preferences. We are always looking for opportunities to inform pupils about the wide range of technical and academic options that are available to them in the area. All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in Years 7 to 11 for the purpose of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the Education Act 1997. This policy shows how our school complies with these requirements.

Management of provider access requests

A provider wishing to request access should contact Mrs Lisa Turpin– CEAIG Coordinator on 01695 570335

or l.turpin@sbchs.co.uk

Opportunities for providers

Several events, integrated into our careers provision, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Term 1	Term 2	Term 3
Year 7		Personal Development Lessons Monday 9.15-10.15	
Year 8		Alumni Hot Seating Event	Personal Development Lessons Monday 9.15-10.15
Year 9		Careers fair Guidance evening for parents and carers Personal Development Lessons Monday 9.15-10.15	
Year 10	Personal Development Lessons Monday 9.15-10.15	Business & Enterprise Week Mock Business Interviews	College taster sessions
Year 11	Personal Development Lessons Monday 9.15-10.15 Apprenticeships & technical qualification assemblies Lunch time local College and training provider drop ins 12:30 – 1:15 Careers guidance evening for parents and carers	Lunch time local College and training provider drop ins 12:30 – 1:15	

This is not an exhaustive list, as a school we are always open to local businesses and employers engaging with our pupils in whatever way they suggest. Please do get in touch if you feel that you can offer our pupils advice and experience of a wide range of future pathways. We are particular interested in hearing from local businesses and apprenticeship opportunities.

Granting and refusing access

Providers will be granted access based on safeguarding, locality, time of year and to fit around the whole school calendar. Providers are welcome to leave a copy of their prospectus or other relevant course literature within the school Library which is available to pupils during break and lunchtimes.

Safeguarding

The safeguarding/child protection policy outlines the school’s procedure for checking the identity and suitability of visitors. Visitors will be expected to adhere to this policy. If providers are not DBS checked or have not provided evidence of their DBS, then an appropriate member of school staff will need to remain with the provider throughout their time on the school premises.

At St Bede’s Catholic High School, we are committed to safeguarding and promoting the welfare of children. We expect everyone to share this commitment.

As a school we ask you to;

- provide a good example and be a positive role model
- treat all children equally, never favour a child above others
- ensure when working with individual children that you are visible to others
- do not photograph children (unless permission has been sought and granted) or exchange any personal information
- do not receive or give gifts unless arranged through school
- only touch children for professional reasons and when this is necessary and appropriate for the child’s well-being and safety
- never engage online with children and do not give out contact details

Allegations

- Any allegations should be reported immediately to the DSL/Headteacher.
- If the concerns are about the headteacher, please inform the Chair of Governors.

Who to speak to if you are concerned about a child at St Bede’s Catholic High School



Mr M. Wilde
Designated Safeguarding Lead



Mr D. Morgan
Headteacher
Deputy Designated Safeguarding Lead



Miss L. Noon
Deputy Designated Safeguarding Lead

Everyone has a responsibility to make sure that children within St Bede’s Catholic High School are safe.

Please do not;

- decide to do nothing
- leave the premises without telling anyone

CHILD PROTECTION AND SAFEGUARDING

St Bede’s Catholic High School

St Anne’s Road
Ormskirk
L39 4TA





Worried about a child?

Abuse (physical, emotional, sexual or neglect) can have a damaging effect upon a child's mental health, education, attainment and emotional wellbeing.

Changes in a child's behaviour may not necessarily indicate a child is suffering abuse or neglect. However, if whilst working with a child you become concerned, please report these to a member of staff immediately.



Volunteers'/Visitors' Responsibilities

Everyone who comes into contact with children, whether paid or voluntary are responsible for their own actions and behaviour. You should avoid any contact which would lead any reasonable person to question your motivation and intention. At St Bede's Catholic High School we all have a duty to safeguard and promote welfare of all our children.

Please Follow Our Code of Conduct

- Do treat everyone with respect;
- Do provide an example you wish others to follow;
- Do respect a child's right to personal privacy;
- Do allow children the facility to identify behaviour they feel uncomfortable with;
- Do remember that someone else may misinterpret your actions however well intentioned;
- Do not play physical games, make inappropriate comments or have inappropriate banter with children;
- Do not jump to conclusions without checking facts;
- Do not believe it could not happen to you it could.

Disclosures of abuse by a child

Whilst this can be an alarming situation, it is important that you know what to do in such an eventuality.

- Stay calm and controlled; listen to what is said without showing shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely, listen rather than direct by asking questions.
- Reassure but do not make promises you cannot keep.
- Explain that you will talk to their DSL/Headteacher so that they can help.
- Do not ask leading questions or interrogate.
- Stress that talking was the right thing to do.
- Record details immediately and attempt to use the exact words or phrases used by the child; sign and date these. At St Bede's we use CPOMS to record safeguarding and low level concerns.
- Immediately report your concerns and give any written information to the DSL or deputy.
- Be aware of your feelings about abuse and talk to someone if you need support.
- It is important to remember that children's details must remain confidential and within school



Resources

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area.

Monitoring, review and evaluation

The Careers Quality Standards and Gatsby Benchmarks for CEIAG will be used to identify desirable improvements. The annual CEIAG development plan is reviewed termly by the career's coordinator and annually by the senior leadership team. Aspects of the programme are regularly evaluated by students, staff, parents and alumni.