

All Saints Catholic High School

Careers Policy

Mission

See Mission Statement <http://www.allsaints.sheffield.sch.uk/index.html>

Rationale

We are a Catholic school and we believe in the intrinsic worth of every individual with unique talents and God-given gifts. We believe it is our duty to maintain and develop our inclusive ethos in which every student, can grow to personal fulfillment, and realise their full potential and personality.

Objectives

The purpose of this policy is to ensure that:

- Students are prepared for the challenges and responsibilities of adult life whatever their abilities
- Students are supported to achieve their full potential
- Students have access to independent and comprehensive information on all options for further study or employment
- Students can achieve personal and economic wellbeing throughout their lives, whilst making a valuable contribution to society

Roles and Responsibilities

Governing Body

The Governing Body accountability for agreeing, revising, monitoring and evaluating the Careers Policy. This role is delegated to the Curriculum and Student Welfare Committee.

Headteacher

The Headteacher has overall responsibility for ensuring that the Careers Education Information Advice and Guidance (CEIAG) that students receive is independent, planned, appropriate to age and to context.

Senior Leaders and Heads of House

Senior leaders and pastoral staff will have a focus on working with students to raise aspirations, challenge stereotypes and ensure that information flows are timely and appropriate, to ensure choices made by students are of the highest quality.

Specialist staff

The Careers Leader Phil Richardson p.richardson@allsaintslearning.co.uk 0114 2724851 works with students to inform them and to guide their decision making at the key transition points pre and post-16. Post-16, the team of experienced tutors, led by the Director of Post 16, work with students on post 18 choices.



Other staff

All staff contribute to development of student knowledge of careers paths, through their curriculum time and through their pastoral role.

The school employs the services of an independent Careers Guidance Advisor, through Sheffield Futures, for one day per week.

Parents, Carers and Students

The views of students are taken into account as a valued contribution to the process.

The views of parents are important in this area and the school welcomes their input in meetings and keeps them updated on sources of information via the website and flyers.

Approach

Curriculum Provision

- Time is made available during the curriculum to deliver information to students and to enable them to reflect on their skills, attributes and on the local labour market

Individual guidance

- All Y10 students complete a questionnaire booklet to allow us to assess the levels of need for the careers interviews
- All students across Y10 and Y11 have access to an individual careers interview with an independent advisor; repeat meetings are then arranged
- One-to-one guidance is available for ucas progress applications
- One-to-one internal careers interviews for Y10 students in the summer term
- Particular efforts are made with vulnerable students, to engage them and their parents/carers in decision making (Pupil Premium students, SEN, LAC, At risk of NEET, students in alternative provision)
- Post 16 students all have a personal Post18 advisor, to work with them on applications

Resources

- The school designates a budget for careers' needs
- CPD is funded for internal and external development of skills and knowledge
- The school uses external speakers as a valuable resource, to expand students' knowledge of the world of work and the routes for progression
- Visits to careers events, fairs etc are supported by the school and resources made available to enable them to happen

Outcomes

- The level of Not in Education, Employment or Training (NEET) figure for the school is low (below 3%) each year
- The progression of Y11 students to courses appropriate to their abilities and choices are appropriate
- The percentage of students in Y13 progressing to Russell Group universities is above 25%
- The drop-out levels in Y12, Y13 remain above 95%
- By the end of Key Stage 3 students will have made appropriate options choices based on information provided about progression routes
- By the end of Key Stage 4 students will have made appropriate Post 16 applications/choices based on information about progression routes
- By the end of Key Stage 5 students will have made appropriate Post 18 applications/choices based on information about progression routes

Developments

The school is working towards (by end of 2020) the full implementation of the eight Gatsby Benchmarks for careers education. This work is taking place internally and with the support of the Sheffield CEIAG group.

Gatsby Benchmarks

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

Links to Other Policies and Documents

- Disability Discrimination Act
- Equality & Diversity Policy
- Pupil Premium documentation
- Provider Access Policy
- Teaching and Learning Policy

Monitoring and evaluating

The effectiveness of this policy is reviewed through the systematic process of whole school review and evaluation of performance data and also draws on data gathered from monitoring and reviewing student choices and progression rates

Review procedures

This policy will be reviewed by Curriculum and Student Welfare committee every two years.