

All Saints Catholic High School

Career Education and Guidance Policy



Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

Approved by the Local Academy Committee: 17 September 2025



Vision and Values

This policy is underpinned by our long-term vision and core values. See mission statement above.

We are committed to implementing a careers programme that is founded in our belief of 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 fulfilment, and realise their full potential and personality.

The aims of this policy are to ensure that:

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

Statutory requirements and expectations

The school is committed to fulfilling its statutory duties in relation to meeting the Gatsby Benchmarks of “Good Career Guidance”. To provide independent, impartial careers guidance from Year 7 to Year 13. Information will be provided on the range of education and training options, including apprenticeships and other vocational pathways, and will promote the best interests of the students to whom it is given.

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

Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education. Careers education helps our students develop the knowledge, skills and understanding they need to make relevant career choices that are right for them. This will aid students in making a meaningful decision to manage key transition points and move into further/higher education or the workplace.

The National Careers Framework identifies curriculum areas to support and strengthen careers education and student outcomes. The school uses these to inform planning and delivery as identified below:

Supporting Students with SEND

The school will ensure that career education and guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The careers lead will work closely with the SENDCo and key

support staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience, and qualifications to succeed and fulfil their potential. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE. The school will work with families of students to help them understand what career options are available. All students will have opportunities to hear from adults with disabilities who have succeeded in their careers as part of the schools overall successful career's strategy.

Year 7 Personal Development

- Transition team visit primary schools to introduce themselves and the school and discuss with students their strengths and preferences and positive aspects of progression. Transition events in school allow Y6 students attend taster days in school and meet their Y7 form tutors.
- Specific careers information will be given through tutorial activities, assemblies and subject specific trips and visits.
- The PSHE programme through curriculum specific hours introduces the World of Work including stereotyping and discrimination and introduces budgeting and finance.
- Access to Unifrog platform to explore careers and pathways.
- Encounters with employers whereby employers come into school to inform students about jobs within the world of work using a rotation system in lessons.

Year 8 Key Decision Making

- GCSE Options assemblies, parents' evenings and tutorial session helps students identify the learning pathways they wish to undertake for Key Stage 4 and beyond.
- Specific careers information will be given through form time activities, assemblies and subject specific trips and visits.
- GCSE Options evening.
- Access to Unifrog platform to explore careers and pathways.
- Encounters with employers, whereby employers come into school to inform students about jobs within the world of work using a rotation system in lessons.

Year 9 Discovery

- Y9 Parents Evening
- Specific careers information will be given through form time activities, assemblies and subject specific trips and visits.
- Termly specific careers-based assemblies including considering HE
- Access to Unifrog platform to explore careers and pathways.
- Encounters with employers whereby employers come into school to inform students about jobs within the world of work using a rotation system in lessons.

By the end of KS3 all students will have:

- An awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- An increased understanding of the full range of 14-19 opportunities for progression.
- An awareness and understanding of some of the qualities, skills and attitudes needed for employability.
- Received detailed and appropriate help, support, and guidance on KS4 options and been supported in their application to their chosen subjects.
- Opportunities to learn more about specific careers through taught sessions and other research, assemblies, and talks.
- Access to up-to-date personalised careers platform that provides impartial and independent careers information with up-to-date Labour Market Information (LMI).

Year 10 The Journey

- All Y10 students complete a questionnaire booklet to allow us to assess the levels of need for the career's interviews
- Appointments are made for students to attend careers interviews. Students will be issued an action plan via email that they can share with their parent / carer.
- Invited speakers talk to students about their careers. Students are encouraged to look towards what their next step will be.
- In the summer of Y10 students take part in careers drop down events, where students are off timetable for 3 days taking part in different futures activities.
- PSHE programme will include looking at career planning and the Sheffield progress application process.
- Sheffield College taster sessions take place in July of Y10.
- Students are encouraged to look for work experience using the online Speakers for schools and NHS platforms, both in and out of school hours depending on provider availability.
- All Y10 students will have the opportunity for face-to-face work experience.
- Careers / Apprenticeship fairs are held in school.

Year 11 Choices and Future Pathways

- Careers Interviews completed for Y11 students before December, Y11 students may have an additional interview if they are seeking apprenticeships or request one.
- Calendar of city-wide events/open evenings (Post 16 providers) is provided via email to all Y11 students and on the career's noticeboard.
- Sheffield Progress – students use this website to search for opportunities Post 16 and apply for their next place if applicable, if not, direct applications are made to the providers.
- Students are accompanied to college and apprenticeship events.
- Y11 students will be reminded of the skills employers are looking for and how to evidence them. Students will also work on interview techniques and CV writing in class groups or 1 – 1 with the Careers Leader.
- Students are encouraged to look for work experience using the online Speakers for schools and NHS platforms.
- Careers / Apprenticeship fairs are held in school.
- Sixth form meetings and events to support applications.
- GCSE results day is supported by the Careers Leader, Sheffield College to ensure all students have a progression route.

By the end of KS4 all students will have:

- Enhanced self-knowledge and employability skills.
- Been given direct access to employers, colleges, and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks.
- Applied for their Post 16 place and been supported during the interview process.
- Access to up-to-date personalised careers platform that provides impartial and independent careers information with up-to-date LMI.
- Additional support and access are provided for SEND students through accompanied College visits, additional career interviews and support with completing post 16 applications.
- All students will have had work experience (moving forward).

Sixth Form

- Guidance from results day on Level 3 choices and implications for future pathways
- Throughout Y12 students are given virtual and 'live' opportunities to explore higher education and apprenticeship providers. Specialist assemblies and talks are part of Y12 Tutorial programme.

- During March of year 12, students attend the HE evening in school and have the option of attending the Oxbridge evening. This event includes speakers from school, student finance and University.
- In June of Year 12, students access the UCAS Fair at Sheffield Arena, as well as various university open days.
- Summer enrichment days include visits to university, personal statement & student finance talks, as well as talks on gap years, Degree Apprenticeships & Advanced Apprenticeships. Students also sign up for UCAS Apply in preparation for their university applications. University entrance tests are also covered during this time.
- In September, Year 13 students are invited to an Oxbridge information session led by specialist staff and where available current Oxbridge students.
- During October/November/December of Year 13, students apply to University through UCAS.
- Support is available from February to results day in August covering UCAS Extra, clearing, student finance and accommodation.
- Apprenticeship vacancies are sent out to students throughout Year 12 & 13.
- Throughout Year 12 and 13, students have access to a qualified careers adviser.
- Students have the opportunity to access work experience, work placements, various university taster days and access talks from various speakers who come into school representing different institutions, courses and companies.

By the end of KS5 all students will have:

- Enhanced self-knowledge and employability skills.
- Been given direct access to employers, colleges, universities, and training providers.
- Been supported in finding and taking up work experience.
- Been given guidance to help identify a range of post 18 options and careers advice and support networks.
- Been provided with resources, guidance, and support to complete UCAS applications.
- Access to up-to-date personalised careers platform that provides impartial and independent careers information with up-to-date LMI.

Management and delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the Careers programme as such we are committed to ensuring every student has been informed about available options to them and supported throughout their career journey.

Roles and Responsibilities

- The Local Academy Committee is accountable for agreeing, revising, monitoring, and evaluating the Careers Policy.
- The Headteacher has overall responsibility for ensuring that the Careers Education Information Advice and Guidance (CEIAG) that students receive is impartial, planned, appropriate to age and to context.
- The Senior Leadership Team are responsible for making sure the Careers Education and Guidance policy is being adhered to throughout the school. The Director of Post 16 will also lead a team of experienced tutors to work with students on Post 18 choices.
- The Careers Lead works with students to inform them of the different progression routes available to them post 16 and guide their decision making at the key transition points, provide support throughout the Sheffield Progress process, Career activities, Labour Market Information with the aid of our Enterprise Coordinator, provide IAG information to students. Build up relations with businesses and other relevant parties.
- Subject Leaders are responsible for ensuring that all subject teachers are linking the curriculum to careers, and this is built into the schemes of work each year.
- Heads of Year 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.

- PSHE lead will work with the careers leader to embed a stable careers programme within the PSHE curriculum.
- All staff contribute to development of student knowledge of careers paths, through their curriculum time and through their pastoral role.
- The Careers Lead is responsible for delivering high quality careers advice and guidance in order to provide accurate, impartial and practical advice for every student to allow them to make a decision at Key transition points at either post 16 or post 18. The Careers adviser is trained to Level 6 standard and regularly attends CPD sessions to keep their skills and knowledge up to date.

Staff Development

All Staff are expected to contribute to the career learning and development of students in their different roles. The school is committed to yearly training sessions for all student facing staff plus a training on the CDI 2019 code of ethics.

Funding and resourcing

Funding for careers will be allocated in the school budget in accordance with the Career Education and Guidance Policy to enable the school to meet the aims of the policy. This budget is decided annually based on the number of students in the school. The school will also explore sources of external funding including Pupil Premium, grants and bursary payments for vulnerable students.

Teaching Learning and assessment

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. Teaching and learning environments are created to encourage a variety of activities and experiences for students which include, enquiry-based learning, dialogic teaching, discussion and practical activities. Following the CDI Framework students are given opportunities to demonstrate knowledge and understanding through activities in class, verbal and peer feedback, end of topic questionnaires and mock applications and interviews.

Information advice and guidance

We will ensure that all students have access to a careers interview with a Level 6 qualified Careers advisor by the end of Year 11 in which they will have had access to impartial career guidance and to ensure that students have access to information and advice about all pathways available to them. Students in sixth form will all be given the opportunity of a careers interview if they would like one. Sixth form students also have an experienced team to help with university applications and have access to the Careers Leader who will give students not wanting to go to university guidance about apprenticeships or employment and what they can do to assist post 18 transition.

Monitoring, Reviewing, Evaluating and Reporting

The implementation of the careers programme will be monitored by the Careers Leader and the Director of Post 16 annually and make amendments as required. We will evaluate the programme using staff and student voice, reviewing against benchmarks and other publications to continuously strive for positive student outcomes. Reports will be provided for all interested parties on a yearly review basis.

We review all provision based on the following outcomes:

- The level of Not in Education, Employment or Training (NEET) figure for the school is below the figure for Sheffield City region.
- The progression of Y11 students to courses appropriate to their abilities and choices are appropriate.
- The retention levels in Y12 and 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

Stakeholders and partners

Parents and Carers

Parent and carers are recognised as co-partners in the career development of their child. parents and carers are supported in developing the confidence and capability to support their child's planning and decision making through for example, class charts, school website, flyers, parent information evenings and logins to Unifrog.

Careers Support Agencies

- We work with the Enterprise Consultant and Advisor to provide meaningful employer engagements and LMI information to students.
- Higher education Progression Partnership (HEPP) provide information to all year groups about Higher Education and meaningful engagements with the Sheffield Universities for focused groups of students.
- We work with the Careers and Enterprise company, and the Sheffield SEE IT BE IT team to provide students with employer encounters either in or out of the workplace.
- Access to Virtual work experience platforms Speakers for Schools and NHS.

Employers, community partners and learning providers

We are committed in our approach to collaborative working with employers, HE, local learning, and apprenticeship providers.

- Employers are invited into school to speak with students about their company, related careers and skills and qualities a person needs for the job as well as any apprenticeships they may be offering. This could be as part of a careers/apprenticeship event or as a one off to speak to selected students.
- HE work with our students by providing online materials that all year groups can access as well as meaningful engagements with selected students either as a university campus visit or in school.
- Local Schools and Colleges are invited into school to deliver assemblies to students about the courses that they offer, as well as attending career events held in school. Students are also taken on college campus visits.
- Apprenticeship providers are invited into school for career events and apprenticeship information is passed to students via email and/or Teams announcements.

Linked Policies/ Documents

- Disability Discrimination Act
- Equality & Diversity Policy
- Pupil Premium documentation
- Provider Access Policy
- Teaching and Learning Policy
- The Special Educational Needs & disability (SEND) Code of Practice, 2015/Childrens & Families Act, 2014/Equality Act, 2010.
- Career Development Institute. (2019). Code of Ethics.