



# Careers Education, Information, Advice and Guidance Policy

Date approved: March 2022  
Signed by Chair of Governors: Mr Nick Ager

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Signed by Headteacher: Mrs Kate Pereira

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Reviewed: March 2023  
Next Review: March 2024



**St John Fisher**  
Catholic High School

**Policy and Procedures**

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# Careers Education, Information, Advice and Guidance Policy

*"I have come that they may have life and have it to the full"*

*John Chapter 10*

## Vision

At St John Fisher Catholic High School, we seek to maximise the life chances of all of our students. We aim to ensure that our students are prepared for the responsibilities and opportunities that they will encounter when entering post 16 and 18 pathways and further into the world of work and adult life. The schools' mission statement "I have come that they may have life and have it to the full" (John 10:10) is at the centre of what we do and students are encouraged to apply this to all aspects of school life.

A robust CEIAG programme helps to avoid disengagement, puts learning into a wider and more relevant context, helps to raise aspirations and in turn achievement. All students have an entitlement to CEIAG and we encourage students to aspire and value lifelong learning, provide opportunities to develop key employability and enterprise skills, all of which are highly valued by employers, colleges, universities and apprenticeship providers.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all of the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Our CEIAG programme has been developed in accordance with the recommended Gatsby Benchmarks (Appendix 1). Through the Gatsby Benchmarks we seek to engage parents, local employers, further and higher education providers, both in school and externally to support our students in becoming employable and aspirational young people. To support our students, we invest in a Level 7 Impartial Careers Advisor, who sees the students each year throughout years 9-12 in addition we have a dedicated member of staff who is level 4 qualified within school who is available to students. We also ensure that CEIAG is on the PSHE curriculum for every year group.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

## Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018).

The policy also endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff at St John Fisher Catholic High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

## **Objectives**

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

1. To ensure that all students at the school receive a stable careers programme
2. To enable all students to learn from information provided by the career and labour market
3. The CEIAG programme should be individual and address the needs of each student
4. To link the curriculum learning to careers learning
5. To provide students with a series of encounters with employers and employees
6. To provide students with experiences of workplace(s)
7. To ensure that students have a series of encounters with further and higher education
8. To provide each student with the opportunity to receive personal guidance

## **School Responsibilities**

The school has a series of statutory duties:

1. All registered pupils at the school must receive independent careers advice in Years 7 to 13
2. This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
3. This advice must cover a range of education or training options
4. This guidance must be in the best interests of the pupil
5. There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships.
6. The school must have a clear policy setting out the manner in which providers will be given access to pupils. See Provider Access and Appendix 3. This policy and these arrangements must be published
7. The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy
8. St John Fisher Catholic High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils’ horizons, challenges stereotypes and

raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

9. The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school.

## **Governor Responsibilities**

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

1. Based on the eight Gatsby Benchmarks
2. Meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **Provider Access**

**Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships**

### **Updated January 2023**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

## **Pupil Entitlement**

All pupils in years 7 – 13 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, group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

- Year 8 or 9 - Two encounters for students that are mandatory for all to attend.
- Year 10 or 11 - Two encounters for students that are mandatory for all to attend

- Year 12 or 13 - Two encounters that are mandatory for the school to put on but optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

## **Management of Provider Access Requests**

A provider wishing to request access should contact:

Donna Maudsley, Careers Lead

[donna.maudsley@stjohnfisherschool.org.uk](mailto:donna.maudsley@stjohnfisherschool.org.uk)

## **Opportunities for Access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and / or their parents / carers. Please contact our Careers Lead for any further information on this.

## **Premises and Facilities**

The school will make suitable rooms available for events involving contact between a provider and students. The school will also make any standard AV equipment available. Requirements should be discussed in advance with the Careers Lead.

Providers can leave a copy of their prospectus in the Study Centre, where the Careers Hub is located. This is available to all students at break and lunch times.

## **Live/Virtual Encounters**

St John Fisher Catholic School will consider live online encounters with providers where requested, and these may be broadcast into classrooms of the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

## **Monitoring, Evaluation and Review**

The Headteacher will ensure that:

1. the work of the Careers Lead, Careers Advisor and CEIAG events are supported and monitored
2. a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

1. Feedback from stakeholders through student voice, event or visit evaluations, school surveys, learning walks, observations.
2. Feedback from external visitors to the school such as Ofsted;

3. Using the Gatsby Benchmarks (Unifrog) and the Compass Audit system.
4. The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of St John Fisher Catholic High School will review this policy annually.

## **Linked documents**

Legislation and guidance documents referred to during the development of the programme are:

DfE Careers Strategy January 2018

DfE Careers Guidance and Inspiration in Schools April 2017

DfE Careers Guidance and Access for Education and Training Providers July 2021

CDI Careers & Enterprise Framework 2021

CDI Gatsby Benchmark Toolkit 2018

DfE New Guidance on Work Experience 16-19 March 2017

The Education Act 2011 – The duty to secure independent and impartial careers guidance for young people in schools

Provider Access Legislation 2023

## Appendix I: The Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students 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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li><input type="checkbox"/> All pupils should have access to these records to support their career development.</li> <li><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>



<b>5.Encounters with employers and employees</b>	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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.  *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
<b>6.Experiences of workplaces</b>	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.	<input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<b>7.Encounters with further and higher education</b>	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.	<input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. <input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career 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.	<input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## Appendix 2: CEIAG Overview by Year Group

	Outline	Events
7 Exploring	In year 7 students will be given the opportunity to explore different job sectors. They will understand the transferable skills needed in the workplace and how to apply them. They will be shown how to use Unifrog and how to record activities and competencies.	<ul style="list-style-type: none"> <li>▪ Careers Assembly</li> <li>▪ CEIAG Lessons via PSHE*</li> <li>▪ Unifrog Launch</li> <li>▪ Motivational Speaker</li> <li>▪ Team Building Focus Day</li> <li>▪ Careers Week events</li> </ul>
8 Expanding	In year 8 students will be asked to expand their knowledge of careers and start to map their own education / career pathway. They will look at what requirements/qualifications are needed for different jobs, LMI information and jobs for the future. They will take a personality quiz which will help identify what careers might suit them!	<ul style="list-style-type: none"> <li>▪ Careers Assembly</li> <li>▪ CEIAG lessons via PSHE*</li> <li>▪ The Chocolate Challenge Focus Day</li> <li>▪ Careers Week events</li> </ul>
9 Deciding	In year 9 students will decide on their future pathway. They will learn about the post 14 and post 16 options that are available to them within school and locally. They will understand the importance of makes choices and they will be given the tools they need to make informed choices. They will map out their educational pathway understanding how they can achieve it. They will learn about resilience and how to deal with situations when they do not go as planned.	<ul style="list-style-type: none"> <li>▪ Careers Assembly</li> <li>▪ CEIAG lessons via PSHE*</li> <li>▪ 1-1 Careers Interview</li> <li>▪ Yr 9 Options Evening and Parents Information Evening</li> <li>▪ Careers Week events</li> </ul>
10 Experiencing	In year 10 students will gain an experience of the world of work. They will understand the process of finding and applying for a job. They will write a letter of application, CV and understand about their digital footprint. They will look at interview styles and techniques and take part in role play interviews. They will select and apply for a work experience post and complete a one-week placement.	<ul style="list-style-type: none"> <li>▪ Careers Assembly</li> <li>▪ CEIAG lessons via PSHE*</li> <li>▪ 1-1 Careers Interview</li> <li>▪ Work Experience</li> <li>▪ Advice with a Slice</li> <li>▪ University Visit (UCP / ARU)</li> <li>▪ Careers Week events</li> </ul>
11 Securing	In year 11 students will secure their post 16 applications by applying the knowledge they gained in year 10 as part of their work experience. They will look in detail at the possibilities available to them for post 16 and at post 18. They will reassess their chosen pathway to ensure that they are on track. They will look at wider skills such as finance, budgeting and independent study. They will have the opportunity to discuss their post 16 pathway with both the Careers Advisor and a member of SLT.	<ul style="list-style-type: none"> <li>▪ Careers Assembly</li> <li>▪ CEIAG lessons via PSHE*</li> <li>▪ 1-1 Careers Interview</li> <li>▪ Post 16 Evening and Parents Information Evening</li> <li>▪ Advice with a Slice</li> <li>▪ Post 16 Taster Day</li> <li>▪ Interview with SLT / Mock Interview Day</li> <li>▪ Careers Week events</li> </ul>
12/13 Connecting	In year 12 and 13 the students will experience a range of post 18 options that are available them. They will learn how to connect with a range of organisations and the means that they need to do this. They will experience first hand different sectors within the world of work, visit universities and have the opportunity to learn about apprenticeships, finance and budgeting and other important life skills.	<ul style="list-style-type: none"> <li>▪ Careers Assembly</li> <li>▪ Unifrog Launch and refresher</li> <li>▪ Assessment Centre Focus Day (The Skills Service)</li> <li>▪ 1-1 Careers Interview / Guidance</li> <li>▪ Why University? Focus Day UCP</li> <li>▪ UCP Taster Session afternoon</li> <li>▪ Work placements</li> <li>▪ Specific Subject Taster Days</li> <li>▪ Apprenticeship Show</li> <li>▪ UCAS Preparation Workshop</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Apprenticeships / Budgeting / Student Finance Focus Day</li> </ul>
In addition to the above students also have access to:		
Plus	<ul style="list-style-type: none"> <li>▪ Independent Careers advice</li> <li>▪ School Website with useful links</li> <li>▪ Support through NEACO</li> <li>▪ Future First Alumni</li> <li>▪ Focus Days</li> <li>▪ Additional transition support for SEND, disadvantaged and vulnerable students.</li> </ul> <p>*see PSHE overview document</p>	<ul style="list-style-type: none"> <li>▪ Guidance on using and accessing Unifrog – online Careers platform</li> <li>▪ Mentoring / Guidance from an Enterprise Advisor</li> <li>▪ Is This Me: Café</li> <li>▪ Brilliant Club</li> <li>▪ Cadets</li> <li>▪ Speakers for Schools</li> <li>▪ Duke of Edinburgh Award Scheme</li> </ul>

## **Appendix 3: Provider Access Policy (PAL)**

**Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships**

**Updated January 2023**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

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4. a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

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6. Feedback from external visitors to the school such as Ofsted;
7. Using the Gatsby Benchmarks (Unifrog) and the Compass Audit system.
8. The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of St John Fisher Catholic High School will review this policy every three years.

## **Linked documents**

Legislation and guidance documents referred to during the development of the programme are:

DfE Careers Strategy January 2018  
 DfE Careers Guidance and Inspiration in Schools April 2017  
 DfE Careers Guidance and Access for Education and Training Providers July 2021  
 CDI Careers & Enterprise Framework 2021  
 CDI Gatsby Benchmark Toolkit 2018  
 DfE New Guidance on Work Experience 16-19 March 2017  
 The Education Act 2011 – The duty to secure independent and impartial careers guidance for young people in schools  
 Provider Access Legislation 2023

## Destination Information September 2022

Our year 11 students moved to range of post 16 providers in the local area after school:

Post 16 Destination	Percentage of students
SJF Sixth Form	37%
Other Sixth Form	15%
FE Colleges	46%
Apprenticeship	0%
Other	2%

Our Year 12 students' destination information is as follows:

Post 16 Destination	Percentage of students
SJF Sixth Form	93%
Other Sixth Form	1%
FE Colleges	4%
Apprenticeship	1%
Other	1%

Our year 13 students moved to a range of post 18 providers in the local area after school:

Post 18 Destination	Percentage of students
University	61%
Employment	9%
Apprenticeship	15%
Gap Year	14%