



JOHN F KENNEDY  
CATHOLIC SCHOOL  
INSPIRE • ACHIEVE • SERVE

<b>44: SCHOOL PUBLICATION SCHEME</b>	
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## Careers Guidance Policy

### Rationale and aims for Careers Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition from school to adulthood.

At JFK, we believe that a stable and progressive careers education and guidance programme is an essential part of our aim to draw out the potential in each person to the full and prepare our students for life in the adult world. Planning ahead for next steps and career pathways, informed by an effective careers programme and based on well thought through decisions, can increase participation in learning, raise attainment and support further progression.

Our intention is that the programme will provide opportunities for students to:

- Develop themselves through careers, employability and enterprise education
- Learn about careers and the world of work
- Develop their career management and employability skills

We are committed to fulfilling the Gatsby Benchmarks, to ensure that high quality careers guidance is provided at JFK (see Appendix 3):

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

The programme provides students with a structure and an age-appropriate progression framework to assimilate the range of activities that will contribute to their knowledge and understanding of the world of work and their own pathway into it.

The aims are to:

- Raise aspiration, motivation and attainment and provide a sense of purpose and direction
- Empower students to plan and manage their own futures and make successful transitions to the next stage of their education and employment
- Inspire and enable students to do their own, personalised research into the world of work in order to meet their own goals
- Help students develop enterprise and employability skills to prepare them for life in the modern working world
- Actively promote inclusion, equality, social mobility and to challenge please stereotypes
- Provide comprehensive and unbiased support and one-to-one guidance and meet the needs of our students through appropriate differentiation
- Involve parents and carers

The programme is monitored and evaluated by the Careers Leader.

### **Statutory duties**

We will fulfil our statutory duties by:

- Ensuring students have access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.
- Publishing the arrangements for training providers to access students on our website.
- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

*Statutory Guidance from DofE 2018*

### **Role of the Governing Body**

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.

- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

The Governing Body has a crucial role to play in connecting the school with the wider business community and other professional people in order to enhance the education and career aspirations of pupils.

A nominated member of the Governing Body takes a strategic interest in careers education and guidance and encourages employer engagement.

## **Curriculum Opportunities**

**For each year group, there is a stable programme of careers learning to provide students with the skills to effectively access careers information, advice and guidance.**

The programme takes place within PSHE lessons in years 7-11 (delivered by Form tutors), within the Sixth Form programme, and at specific careers events throughout the year.

In all year groups, all subject departments make links within the curriculum to the world of work and careers education. Form tutors provide time for students to log their employability skills and development in their Personal Development Plan.

Students have access to career planning software to explore career paths.

### **Year 7: I discover**

Adapting to a new community. Introduction to the world of work.

### **Year 8: I explore**

Skills for independence. Workshadow Day in Spring Term. Labour Market Information to examine key employment sectors.

### **Year 9: I focus**

Self-assessment, career paths, option choices. Differences between organisations and their structures. Entrepreneurship.

### **Year 10: I plan**

Changing nature of the world of work. Developing employability skills and building your personal brand. Work experience week in Summer Term, supported by preparation beforehand and reflection afterwards.

## **Year 11: I decide**

Post-16 options and making applications. Researching and making personalised decisions. Building a network of support. Students are encouraged to participate in the NCS programme (National Citizen Service) in the summer after their GCSEs.

## **Sixth Form**

Planning for beyond Sixth Form. Students are supported with building Apprenticeship, Employment and University applications throughout Year 12 and Year 13. Students are encouraged to take part in various enrichment opportunities to build their skills for life after school.

## **Personalised Opportunities**

**Access to impartial careers guidance through Services for Young People (SfYP).** Two guidance advisers work with JFK School, attending the school for a number of days in the school year to provide one-to-one guidance meetings with students, and small-group sessions with students as needed. Most of their time is used to meet on an individual basis with year 11 students. They also meet with other targeted students particularly at key transition points, and they attend parent information sessions as needed.

SfYP advisers are qualified to give careers guidance and provide impartial advice on all available options. SfYP are matrix accredited.

**Access to individual information and advice for Years 7-13 at key transition points** through internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as

<https://www.servicesforyoungpeople.org/support-for-young-people/>

<https://www.hopinto.co.uk/> , [National Careers Service](#) , and [Amazing Apprenticeships](#)

Senior staff and those who work with Sixth Form students are available on and after GCSE and A Level results days to assist students in further options, confirming university places and going through clearing.

Students will experience all the elements of Careers Guidance during their time at JFK. The level of input is differentiated depending on each student's need and this is identified by input from any of the following: student, form tutor or any other member of school staff, parents, YCH Adviser, other professionals.

## **Information and Resources**

For Year 11 students, Sixth Form information evening takes place in the Autumn to complement other open events run by local schools and colleges.

A Year 9 information evening takes place in the Spring to outline the courses available to study for GCSE, in time for students to make their curriculum choices.

Information is displayed on Careers noticeboards in subject areas and elsewhere around the school. Careers information is also promoted in the weekly school newsletter which is sent to parents.

## **Commitment**

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.

## **Organisation, management and staffing**

The Careers Leader coordinates the planning and implementation of the Careers programme, the Careers events in school, and the evaluation of the programme, line-managed by Deputy Headteacher Debbie Bailey.

The Sixth Form Director and Achievement Leader Assistant KS5 lead and manage the Sixth Form programme.

The SfYP Advisers have a dedicated meeting room for meetings with students, and an Adviser attends the relevant parent information events in school.

## **Staffing and Staff Development**

All staff contribute to the Careers programme through their roles as tutors, subject teachers and support staff in the school.

The Careers Leader provides updates to all staff through staff meetings and newsletters.

## **Resources**

Funding for the careers programme is allocated in the school budget. The Careers Leader and Deputy Headteacher for PSHE work together to allocate resources effectively.

## **Partnerships and Business Links**

### **Careers and Enterprise Company**

The school is linked to the CEC with an appointed Enterprise Coordinator and Enterprise Adviser, with whom the Careers Leader meets regularly.

### **Services for Young People**

The school has an ongoing Service Level Agreement with **Services for Young People** to provide support to students including Personal Advisors who attend school for one-to-one meetings with students. The Advisors are qualified to Level 6 Careers Guidance and provide impartial, confidential information. **Services for Young People** are Matrix accredited.

### **University of Hertfordshire**

The school works with the Outreach office of UH to provide opportunities for students, ranging from study skills workshops and assembly events in school to visits to the university, to raise aspirations and explain the range of opportunities beyond school.

### **Engaging with Parents / Carers**

Parents are encouraged to become involved at all stages. Parents are kept up to date with careers related information through emails, newsletters and at open evenings and information events. Parents are welcome to attend students' one-to-one careers meetings in school, they receive an invitation by email.

### **Outcomes: monitoring, review and evaluation**

Evaluations of the programme are carried out through the PSHE programme, lesson observations and through student and parent surveys.

The Careers Education programme is planned, monitored and evaluated annually by the Careers Leader and Assistant Headteacher responsible for PSHE.

The Sixth Form programme is planned, monitored and evaluated by the Director of Sixth Form and Assistant Headteacher responsible for Sixth Form.

The school evaluates the provision against the Gatsby Benchmarks using the Compass and Tracker toolkits from the Careers and Enterprise Company. Progress against the Benchmarks is monitored at meetings with the Careers Leader, the Enterprise Advisor and the Enterprise Coordinator.

The Service Level Agreement with **Services for Young People** is reviewed annually.

Student and Parent evaluations take place following all careers events to ensure that students are receiving the most relevant information and to improve future events.

When reviewing the programme, the School Improvement Plan is used to ensure that the careers provision supports the whole school aims.

This policy is reviewed annually.

## **APPENDIX 1 | Definitions of terms used in this policy**

### **Government definition of Careers Guidance**

Careers guidance is understood..... to be the full range of activity delivered under the eight Gatsby Benchmarks... good careers guidance 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 careers guidance 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. (DfE Statutory guidance for governing bodies, school leaders and school staff Oct 2018)

**Careers Education** - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

**Work Related Learning** – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

**Employer Engagement** - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

**Personal Career Guidance** – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

**Information, Advice and Guidance (IAG)** - IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

**Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

**Impartial** is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

## **APPENDIX 2 | Learners' Entitlement**

### **Your Careers, Employability and Enterprise programme will help you to:**

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

### **You will receive:**

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

### **You can expect to be:**

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs



## APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. The Gatsby Benchmarks have been widely adopted as an indication of quality careers guidance, and are recommended in the DofE Statutory Guidance for Careers.

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 career and 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 the 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 career pathways.
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 opportunities 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 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 pupils but should be timed to meet their individual needs.