



St Thomas More RC College

Policy: **Careers Education, Information, Advice and Guidance policy**

This policy will be reviewed every 12 months

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	Signature of member of Governing body	Date
Policy approved or reviewed (delete as appropriate)		6 May 2025

St Thomas More will provide a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students aged 11-16. Effective CEIAG is crucial to preparing young people for adult and working life.

Careers Education, Information, Advice and Guidance is defined as 'interventions designed to enable individuals to make and implement well informed, realistic decisions about their career and manage subsequent transitions.'

Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them, to help them to gain the knowledge, skills and attitudes they need to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

Young people's careers are forged out of their experiences, process and achievements in learning and at work. All young people will benefit from a planned curriculum or programme of activities to help them make choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for pupils. 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, and our school evaluates its provision against this using the Compass Plus tool. As well as providing a framework for a holistic careers programme for our pupils, these guidelines are also at the front of curriculum and enrichment activities.

Research, evidence and studies indicate that careers education is fundamental to school improvement – pupils are motivated when they know about accessible pathways that can support them in achieving their aspirations. 'Careers Guidance and Access for Education & Training Providers' (Jan. 2018) states, "A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment."

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/carers, 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 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.*

Objectives

St Thomas More RC College is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Inspire and support our students to make ambitious, meaningful choices
- Promote equality and diversity and to challenge gender stereotypes around careers
- Raise aspirations

- Level the playing field and broaden our students' horizons
- Raise awareness about careers and further and higher education so our pupils can make informed decisions
- Reflect the needs and context of the wider community of Greater Manchester in engaging with the Greater Manchester Combined Authority's career network
- Be relevant, timely and sufficient to meet students' needs
- Be embedded in all curriculum learning as per the Gatsby Benchmarks
- Provide parents/carers with information to further support our pupils

Provision

St Thomas More RC College is wholly committed to providing a planned programme of CEIAG for all pupils and students in years 7 through to 11, inclusive. This is in partnership with independent and impartial careers guidance services (Positive Steps.) Further information can be found on our school website.

St Thomas More is also committed to achieving a range of outcomes for your people including the careers and work-related learning outcomes as identified in the Gatsby Benchmarks as well as practical outcomes such as successful transitions, positive and varied destinations and on-going development of employability skills as delivered in CPSHE.

St Thomas More will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. This includes target intervention for vulnerable groups of students, 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. The careers leader works closely to ensure that necessary information is securely shared to support this transition.

We believe that skills for careers and employability should start in Year 7 and so a planned unit of work features in the CPSHE curriculum. 'Life Beyond School' is a core strand of CPSHE and is covered by each year group in a graduated approach.

We also follow relevant guidance on improving outcomes for young people that appears from the Department for Education, Ofsted, Greater Manchester Combined Authority, the Careers and Enterprise Company, Greater Manchester Higher, and other agencies as appropriate.

Leadership and Management

To ensure quality of delivery for CEIAG, leadership, management and oversight are secured through the careers led who plans and co-ordinates the day-to-day delivery of the careers programme and works closely all staff. This is also supported through an SLT-link with responsibility for careers.

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 with the CPSHE department but national awareness events such as National Apprenticeship Week and National Careers Week are delivered whole school in an array of engaging and meaningful formats. The CEIAG programme is planned, monitored and evaluated by the Careers Lead in consultation with the appropriate members of staff.

The Careers Lead oversees the Careers Champions (a team consisting of representation from each department who meet at least bi-annually to review the embedding of school-wide careers in the curriculum, share best practise and to impart latest careers information.

Curriculum

The careers programme across all years is constructed around taught careers lessons (delivered within the CPSHE framework), assemblies, events (such as the Careers Fair, Mock Interviews, Work Experience, and more), online and printed information, intervention work and through liaising with external agencies to ensure appropriate and timely support is in-place for the necessary pupils.

Careers is embedded through the formal taught academic curriculum where appropriate. Each department's Careers Champion, in conjunction with the Careers Lead, is responsible for ensuring relevant links are in-place to reinforce learning and raise aspirations. Students are involved in the evaluation of careers provision through an annual pupil voice, feedback is collated and used during the review of CEIAG delivery.

Partnerships

St Thomas More RC College works with a range of partners to deliver the CEIAG and to secure opportunities as they present. Positive Steps careers service deliver the series of independent and impartial careers interviews to pupils. We also work closely with Greater Manchester Combined Authority, Greater Manchester Higher, all local further education providers of a range of qualifications, local businesses, former students (STM alumni), and more. We abide by the Providers' Access Legislation ('Baker Clause') and are open for any businesses and educational providers to contact the school to explore suitable and appropriate opportunities to engage with our pupils.

Any provider wishing to request access should make the appropriate contact through the school website or by contacting admin@stmcollege.org.uk where the Careers Lead will endeavour to follow-up in a timely manner. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

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. SLT is responsible for the effective deployment of resources.

Staff development

Staff training needs are identified in the yearly cycle. CPD is offered to Careers Champions through the bi-annual meetings.

Monitoring, review and evaluation

The annual CEIAG is reviewed as a school. The Careers Lead undertakes termly reviews with Greater Manchester Combined Authority using the Compass Tool (from the Careers and Enterprise Company) to assess the school's delivery of careers against the eight Gatsby Benchmarks and all of the associated criteria.

Key personnel:

Careers Lead: Mr Wright

SLT-link: Mr Smith

Headteacher: Mr Brophy

Positive Steps link manager: Ms Whitehead