

# St Benedict's Catholic College



## Careers education, information, advice and guidance (CEIAG) policy

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**1. Vision and values**

The careers education at St Benedict's Catholic College informs, promotes and supports every student's best possible future to allow them to strive for excellence in their lifelong careers.

The college's careers education and guidance policy has the following aims:

- 1.1 to support self-development where students understand themselves and the influences on them;
- 1.2 to contribute towards raising achievement by increasing motivation through student goals and aspirations;
- 1.3 to provide opportunities for career exploration in learning and real-life context;
- 1.4 to provide information for the student to make informed choices and confidently adjust plans to manage change and transition;
- 1.5 to develop enterprise and employability skills.

**2. Statutory duties**

The college will appoint a member of the Senior Leadership Team to be careers leader, responsible for overseeing careers provision for the students of the college and a careers officer.

The college will ensure that the CEIAG provided:

- Is presented impartially
- Is given in the best interest of the individual student receiving the guidance, taking into account their personal aspirations and needs
- Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.

- 2.1 The college will ensure that all registered students are provided with CEIAG opportunities from year 7 to year 11.
- 2.2 Developing a strong dialogue with students will be at the heart of the provision.
- 2.3 The college will use the Gatsby Benchmarks to develop and continually improve on our careers provision (appendix 1)
- 2.4 The college will make it clear to students that although they must remain in education or training beyond the age of 16, they are not required to stay in school. As such the school will provide opportunities for students to learn about their options so that they may make informed choices with regard to their post 16 destinations. The college will make it clear to students that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.
- 2.5 The college will ensure that students understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.

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- 2.6 The college will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female students, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.
- 2.7 The college will ensure that opportunities for students to develop an entrepreneurial spirit are accessible, e.g. through the Careers and Enterprise Company.
- 2.8 The college will ensure that both high attaining students and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.
- 2.9 The college will work with Uni Connect (former National Collaborative Outreach Programme) MAKE HAPPEN. The programme is dedicated to inspire young people, raise their aspirations and promote interest in higher education (HE) as a route to achieving their ambitions.  
Uni Connect aims to:
- Contribute to reducing the gap in higher education participation between the most and least represented groups.
  - Equip young and adult learners from underrepresented groups to make an informed choice about their options in relation to the full range of routes into and through higher education and to minimise the barriers they may face when choosing the option that will unlock their potential, including barriers relating to academic attainment.
  - Support a strategic local infrastructure of universities, colleges and other partners that can cut through competitive barriers, offer an efficient and low-burden route for schools and colleges to engage with higher education outreach, enable schools to engage with attainment raising activity, and address outreach 'cold spots' for underrepresented groups.
  - Contribute to a stronger evidence base around 'what works' in higher education outreach and strengthen evaluation practice across the sector.
- 2.10 Students will be made aware of extra-curricular opportunities, such as the National Citizenship Service, that will help them achieve their career aspirations.

### **3. Additional provision**

- 3.1 Students will be surveyed annually about their career ambitions to help identify their strengths and to ensure that their aspirations are built on a solid foundation of understanding.
- 3.2 In addition to the college's statutory duties, the college provides a range of additional careers activities. For example:
- Enrichment activities
  - Work visits
  - STEM activities
  - NCOP opportunities
  - University visits
- 3.3 The college will also look to extend links with parents who can support CEIAG provision through one of the following roles:
- Taking on a mentor role
  - Offering careers talks/advice to groups of students
  - Taking on the role of interviewer for the year 10 mock interview day

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- 3.4 St Benedict's College will use the following methods to deliver a strong, well-rounded careers provision:
- Providing a range of opportunities that enhance the curriculum
  - Promoting awareness of the world of work
  - Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily for one or other of the sexes, e.g. encouraging girls to pursue STEM-related careers
  - Promoting awareness and understanding of work, industry, the economy and community
  - Relating skills, attitudes and knowledge learned in college to the wider world
  - Developing students' personal and social skills to relate to the world of work
  - Providing informed and impartial guidance
  - Enabling students to make considered decisions with regard to future choices
  - Maintaining and developing effective links with key partners, such as Jobcentre Plus (including disability employment advisors), the National Careers Service and the Careers and Enterprise Company
  - Preparing students for the transition to further education (FE) or employment with training
  - Helping students with basic career management such as CV writing, CV building, job searches and job interviews
  - Visiting open days at further and higher education institutes
  - Providing access to online creative resources and labour market intelligence

3.5 The College will deliver a careers curriculum at each key stage.

3.6 The College will provide cross-curricular links to careers in other subjects.

3.7 Schemes of work will recognise the importance of careers.

#### **4. Curriculum**

4.1 Each year group will undertake at least 6 hours of dedicated careers education each year.

4.2 Each subject curriculum will show links to further/higher education opportunities and/or careers in that area.

4.3 Schemes of work will recognise the importance of careers.

#### **5. Targeted support**

5.1 The college will work closely with the local authority to identify students who are in need of targeted support, or who are at risk of not participating in post-16 education/training.

5.2 In collaboration with the local authority, the college will establish ways of referring identified students for intensive support from a range of education and training support services available locally.

5.3 The college will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

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- 5.4 The college will work closely with the local authority and local post-16 education and training providers to advise on post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).
  - 5.5 The college supports the vision that all students with SEND are capable of paid employment, with the right preparation and support.
  - 5.6 The college will ensure that they support students with SEND in developing the skills, qualifications and experience needed to pursue their careers.
  - 5.7 Independent and impartial advice provided to students with SEND will include all the education, training and employment opportunities available to them.
  - 5.8 The college will provide advice on study programmes that will support a student with SEND in their transition into paid employment – this includes support internships for students with education, health and care plans (EHCPs), traineeships and apprenticeships.
  - 5.9 For students with EHCPs, the college will ensure that these plans, from year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.
- 6. Auditing**
- 6.1 The college's careers leader will liaise with relevant staff, (including external providers), college students and parents on an annual basis, in order to evaluate and audit the college careers provision, having special consideration for the three aspects of quality assurance:
    - The quality of the college's careers programme
    - The quality of independent careers providers
    - The quality of careers professionals working with the school
  - 6.2 The College will take account of feedback from students, parents/carers and link employers engaged in our careers' activities, as well as data from the DfE's destination measures, as part of this evaluation.
- 7. Information sharing**
- 7.1 The college processes any personal data collected in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to individuals and organisations in accordance with our privacy policy. Data collected will be held in accordance with the college's retention schedule. Inappropriate access or disclosure of data constitutes a data breach and should be reported in accordance with the college's data protection policy immediately.
  - 7.2 The college will notify the local authority whenever a 16 year-old leaves our school before they have completed their education or training programme, as per our local arrangements.



**Appendix 1**

**Gatsby Benchmarks**

<b>Bench mark</b>	<b>Aim</b>	<b>Objectives</b>
<b>1. A stable careers programme</b>	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>Every school/college 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.</p> <p>The careers programme should be published on the school/college website in a way that enables students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process and should demonstrate how the school/college is responding to the Gatsby Benchmarks and should include the policy statement on provider access.</p>
<b>2. Learning from career and labour market information</b>	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.	By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<b>3. Addressing the needs of each student</b>	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/college careers programme should embed equality and diversity considerations throughout.	<p>A school/college careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools/colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> <p>Schools/colleges should collect and maintain accurate data for each student on their education, training or employment destinations.</p> <p>(P19 – 20) Schools/colleges should ensure that careers guidance for students with Special educational needs and disabilities (SEND) is differentiated, where appropriate and based on high aspirations and a personalise approach. Schools/colleges should prepare students through experiences in work place.</p>

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<b>4. Linking curriculum learning to careers</b>	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.	By the age of 14, every student 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.
<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.	Every year, from the age of 11, students 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.	By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every student 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.	By the age of 16, every student 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 students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *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.	Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18



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**Appendix 2**

**Introduction**

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

**Student entitlement**

All students in years 8 -11 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 and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

**Management of provider access requests**

A provider wishing to request access should contact the Careers Adviser, tel: 01206 549222; email: [admin@stbenedicts.essex.sch.uk](mailto:admin@stbenedicts.essex.sch.uk)

**Opportunities for access**

A number of events, integrated into the college's careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 8	Assemblies Dreams and goals PSHE day	National Careers Week Pathways talks/evening Parents' evening	Assemblies
Year 9	Assemblies Dreams and goals PSHE day Parents' evening	Assemblies National Careers Week	Apprenticeship assembly
Year 10	CV writing Dreams and goals PSHE day	Mock interview day National Careers Week	Career talks Parents' evening
Year 11	Apprenticeships talk Further education assemblies Dreams and goals PSHE day Parents' evening Careers talks	GCSE evening Higher education assemblies National Careers Week	

Dates will be updated annually at the beginning of each academic year.  
Please speak to our careers leader to identify the most suitable opportunity for you.

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**Premises and facilities**

The college will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The college will also make available screens and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the careers leader or their line manager.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by Mrs Axtell, our careers adviser.

The Careers Resource Centre, located in the Blyth building library, is available to all students at lunch and break times.