



De La Salle School

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Status	Recommended
Responsible Governors' Committee	Quality of Education Committee
Responsible Person	P Hale
Ratified Date	April 2023
Review Date	April 2024

Version Control

Version Date	Changes/Comments
April 2023	Updated the legislation statement. Amended the provision statements.

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 11. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mrs Kerry Smedley, smedleyk@delasalleschool.org.uk. Our careers leader works closely with Mr Peter Hale on the senior leadership team SLT, Nicola Scully (Careers Connect), Miss Rebecca Aldred (PSHCE), Sam Murray (Board of Governors) and Katheryn White (Enterprise Co-ordinator (Liverpool City Region Careers Hub) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations

- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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 guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs Kerry Smedley, smedleyk@delasalleschool.org.uk

4.3 Objectives

At De La Salle School we help students to achieve the following outcomes:

All students in Years 7 – 11 are entitled to:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- Opportunities to develop LORIC (Leadership, Organisation, resilience, initiative and communication) skills.
- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- 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.
- Understand how to make applications for the full range of academic and technical courses.
- Know how to access unbiased, impartial, up-date CEIAG (Careers Education, Information, Advice and Guidance).
- Have opportunities to learn about STEAM related careers (Science, Technology, Engineering, Maths and Art).
- Been given direct access to employers, colleges, universities and training providers.

- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.

4.4 Provision

Departmental Careers Displays & Resources: Displays will be eye-catching and regularly updated within each area to include pathways to jobs, careers with subject sectors and links to Further/Higher Education information.

ICT/Website: all students will be encouraged to develop ICT skills and impartial research into post 16 options. All resources and the yearly activities programme will be available on the school website for students and parents to access.

External Providers: De La Salle currently employs Careers Connect to deliver a comprehensive programme of CEIAG to students, looking at specific needs and the provision available for Further Education. Additional CEIAG is delivered via assemblies, PSHCE Lessons, presentations, college visits, taster days, careers fayre, parent evenings and mock interviews.

Activities: In school and off- site activities are planned for students, these provide information and guidance on Further and Higher Education, T' Level / A' Levels, Apprenticeships, job opportunities and personal experiences through visiting speakers. College visit and taster days are arranged for students and events such as The Healthcare Science Skills Show and BBC Bitesize Careers Tours.

Interviews: Career Connect will carry out interviews and small group sessions with students. All students will have had at least one careers guidance meeting before the end of year 11. Additional careers meetings, and review sessions, with identified students with specific needs or potential NEETs across all the year groups. The head of year 9 and SENDCO will prioritise students for more 1:1 guidance around option time. All year 9 students have the opportunity to attend form time option subject sessions and an options evening to assist with option choices.

4.5 Premises and facilities

The careers room is available for students in a morning during form time, break and lunchtime for drop ins. Classrooms are used for 'opt-in' talks by visiting speakers.

The careers room has the PCs available for student use, information can be found about apprenticeship, HE and FE, help with application forms and information about employability skills.

Providers are welcome to leave a copy of their prospectus or other relevant literature which will then be made available for students to access in the careers room.

5. Review and evaluation

The Careers Leader, Head Teacher and Governing Body will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Regular meetings for informal feedback and discussion with the Headteacher.
- Teacher, student and parental responses to events and activities.
- Analysis of the destination data and student tracking documentation.
- Career guidance interviews and mentoring feedback with Career Connect.
- Formal meetings with external agencies – Career Connect, Employers and other school contributors.
- Parental and student questionnaires, which allows parents and students to review and comment on the CEIAG programme and its impact.

The CEIAG policy will be reviewed annually by the Careers Leader in accordance with school policy and to reflect future statutory requirements and recommendations.