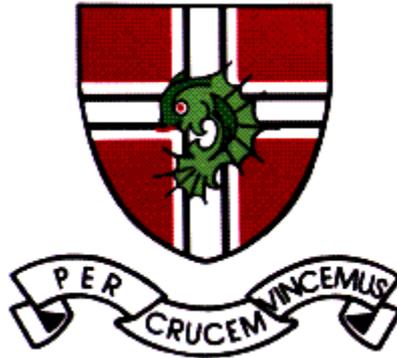


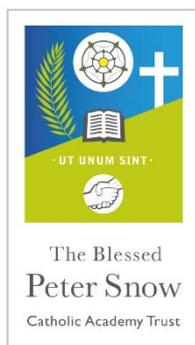
# **ST JOHN FISHER CATHOLIC VOLUNTARY ACADEMY**



## **CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY**

**B Maggiore  
March 2016**

## The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

*"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).*

**Our Academies therefore operate and are informed by the following four key principles of Christian formation:**

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

**In light of the above principles, the Trust aims to:**

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

## **We Believe that**

- That Careers Education, Information, Advice and Guidance is an intrinsic part of the whole educational process and must always be impartial;
- That Careers Education, Information, Advice and Guidance is a responsibility shared by staff;
- That there must be a positive promotion of career paths for all students;
- That we should recognise and make positive use of the contribution of parents/carers, employers and other adult external agencies.

## **We will ensure that all students have a right to equality of opportunity**

- Negative or demoralising stereotypes, for example those restricting the sort of employment opportunities available to women, should not be reinforced by students' reading and textbooks, by illustrations and by display material;
- We should encourage realistically high aspirations in students of all abilities, aptitudes and backgrounds, and provide an education, which keeps open, for each individual, the widest possible range of career opportunities.
- Through the curriculum as a whole, we need to ensure that students have equal access to, and equal opportunities in, careers education and guidance, regardless of aptitude, ability, sex or ethnic background.
- The Careers Information point in the LRC should contain display material that encourages equal opportunity for all.
- Opportunities in higher and further education should be illustrated without any gender bias.
- The Personal Advisors should have a tray in the Resources Room so that staff can make contact with them if necessary. Furthermore, a copy of our agreement contract with the careers service should be available for perusal and reference. Finally, staff (including office personnel) need to know their days in school and also their appointment schedule with students. This should be included in the weekly notices to staff.
- Key Stage 3 assessments will be available for the Personal Advisor and Careers Co-ordinator. These will supplement the Target grades for Years 9-11 and a copy of the SEN Register, and/or exercise book.
- Students will have a PSHCE student file which contains: worksheets, notes, research handouts.
- The students who leave St John Fisher Catholic Voluntary Academy will be followed up. The following needs to be ascertained.

- their destination
  - their course, if Further Education, or Sixth Form College
  - their job
  - their training course
- Results of degrees or diplomas of former St John Fisher Catholic Voluntary Academy students should be made available for staff, students and parents. Press cuttings of achievements etc. of students should be displayed in the Careers Information Point in the LRC.

### **All teachers understand that they have a duty to guide and support their students**

- **Form teachers** have a key role. They will have the knowledge of the student's personality and should know their past achievements and background;
- **Directors of studies** have a leading role. They know the students in their charge and relate to them over an extended period of time. They observe their increasing maturity and are privy to the backgrounds of the students in their year.
- **Subject teachers** have opportunities to develop careers education and guidance. On a day-to-day basis they can informally raise issues of the world of work, but in a more formal, planned way they can outline the relevance of their subject to careers and courses.
- **The Senior Management Team** The Headteacher has an annual meeting with the Careers Education Co-ordinator and the PAs.
- All students in Years 7-11 are entitled to take part in a structured, planned classroom based careers programme. (Years 10 and 11 currently receive the programme through drop down days) The programme should have a *scheme of work* with aims, objectives, teaching methods, assessment, monitoring, evaluation and record keeping. The programme will be delivered through PSHCE.
- A Careers Education Co-ordinator should be a permanent, appointed position.
- All teachers should be encouraged to undertake appropriate courses of in-service training to increase their effectiveness in and awareness of the contribution they can make to this area of provision.
- From time to time the availability of resources to support this policy should be reviewed.
- The Careers, Education, Information, Advice and guidance co-ordinator should, on an annual basis, review and evaluate the implementation of the policy. The review should be circulated to interested parties.
- All teachers must be aware of the policy and steps should be taken to see that this is the case.

- There should be a Careers notice board in all form bases for students in Year 9, 10, 11, 12 and 13.

### **Overarching Aims of Careers Education at St John Fisher Catholic Voluntary Academy**

- To promote increasing self-awareness in students.
- To promote increasing awareness of opportunities in our society on the basis of equal opportunities for all.
- To develop the skill of being able to make informed and relevant decisions.
- To involve parents/carers in the above three aims.

### **Key Stage 3 – Years 7 & 8 - Specific Aims:**

- To identify their achievements.
- To identify skills they have.
- To know how personal skills and qualities relate to jobs & careers.
- To set realistic goals for the future.
- To explore the meaning of work.
- To increase awareness of the diversity of careers.
- To write a personal action plan.

### **Year 9 – Specific Aims:**

- To provide opportunities for the student to develop a sense of self-awareness/confidence building.
- To enable them to lay the foundations to become well-adjusted, responsible and caring citizens.
- To give the skills and knowledge to make informed choices concerning both career and personal lifestyle, and options/implications at KS4.
- To understand which courses are available e.g. GCSE, BTEC and what is required to gain the English Baccalaureate.
- To provide an insight into the world of work in general, both at a local and national level.
- To introduce the Careers Information area.

- To introduce the Careers Service.
- To develop decision making skills.

**By the end of key stage 3, students should have acquired the knowledge, understanding and skills to:**

- Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format.
- Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image.
- Use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals.
- Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making.
- Recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity.
- Recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work.
- Describe how the world of work is changing and the skills that promote employability.
- Identify and use a variety of sources of careers information, including ICT.
- Use appropriate vocabulary and organise information about work into standards and personally devised groupings.
- Use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs.
- Demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options.
- Use a straightforward decision making technique.
- Identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, PAs and other learning providers.
- Manage change and transition, giving consideration to the longer term implications and the potential progression opportunities.
- Make realistic and informed choices of options available post-14.
- Organise and present personal information in an appropriate format.

- Consider alternatives and make changes in response to their successes and failures.

**KEY STAGE 4 (Key Stage 4 is currently delivered through specialist drop down days)**

**Year 10 – Specific Aims:**

- To develop and build upon skills introduced in KS3.
- To understand the nature of work.
- To identify and match personal qualities with occupations.
- To ensure awareness of local industry and commerce.
- To take part in group work with Personal Advisors.
- To be aware of Health and Safety at work.
- To develop interview skills.
- To manage transition into Adult Life.
- To develop enterprise skills
- To understand the significance of Participation in Education
- A selection of Vocational students will: prepare for work experience, take part in a week's work experience/be debriefed and evaluate work experience.

**Year 11 - Specific Aims:**

- To find out information on opportunities post 16, including different routes of entry.
- To develop application skills (curriculum vitae, application forms, interviews).
- To achieve self-awareness.
- To develop survival skills (grants, sponsorship, benefits etc.)
- To use relevant Computer Information programmes.
- To take part in individual and group interviews with Personal Advisor.
- To undertake individual research.
- To write personal statements.
- To develop enterprise skills.

- The emphasis in Year 10 is on guidance and in Year 11 the emphasis is on information.
- Links with industry and community will be encouraged and developed.
- Visiting speakers from a range of occupational areas will be arranged.
- Visits to industry and organisations will be encouraged.
- Enterprise days will be organised.
- Issues of stereotyping, sexism, discrimination and equal opportunities will be addressed throughout the programme.

**By the end of Key Stage 4 students should have acquired the knowledge, understanding and skills to:**

- Use self-assessments and career related questionnaires to help identify and set short and medium term goals and career and learning targets.
- Review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans.
- Use review, reflection and action planning to make progress and support career development.
- Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this.
- Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work.
- Explain the term 'career' and its relevance to their own lives.
- Describe employment trends and associated learning opportunities at different levels.
- Identify, select and use a wide range of careers information and distinguish between objectivity and bias.
- Understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training.
- Use work-related learning and experience of work to improve their chances.
- Understand the progression routes open to them, compare critically these options and explain and justify the range of opportunities they are considering.
- Select and use decision making techniques that are fit for purpose, including preparing and using action plans that incorporate contingencies.

- Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance.
- Take finance and other factors into account when making decisions about the future.
- Understand and follow application procedures, recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios.
- Understand the purpose of interviews and select and present personal information to make targeted applications.
- Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help.

## Equality Impact Assessment

<b>School</b>	<b>ST JOHN FISHER CATHOLIC VOLUNTARY ACADEMY</b>
<b>Date</b>	<b>March 2016</b>
<b>Lead member of staff</b>	<b>B Maggiore</b>
<b>Other staff/role involved</b>	<b>K Higgins</b>

### **Proposed Plan**

Background/ how this proposal has come about

Reason for proposal -       to introduce new practice/provision  
  to change or reduce practice/provision  
  to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Review and update of current policy
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### **Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

Eliminating unlawful discrimination, harassment and victimisation       **N**  
Promoting equality of opportunity   **N**  
Fostering good relations   **N**  
Please explain

Policy is designed to ensure that equality of opportunity is promoted.
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### **Consultation Process**

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Full Governing Body – Staff as appropriate
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## Potential Issues

<b>Characteristic</b>	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	<b>Positive Negative Neutral</b>	<b>Can barrier be removed? Y/N</b>
Disability	Proposals are geared to supporting students in this category	Positive	
Race	Avoiding disadvantage to children of different race was a consideration in writing this policy	Positive	
Sex	Avoiding disadvantage to children of different sex was a consideration in writing this policy	Positive	
Gender reassignment	Avoiding disadvantage to all was a consideration in writing this policy	Neutral	
Pregnancy, maternity	Avoiding disadvantage to all was a consideration in writing this policy	Neutral	
Religion/belief	Avoiding disadvantage to all was a consideration in writing this policy	Neutral	
Sexual orientation	Avoiding disadvantage to all was a consideration in writing this policy	Neutral	
Marriage, civil partnership	Avoiding disadvantage to all was a consideration in writing this policy	Neutral	
Age	Avoiding disadvantage to all was a consideration in writing this policy	Neutral	

Explain in more detail