



# THOMAS BECKET CATHOLIC SCHOOL

## Careers Policy

|                          |                                  |
|--------------------------|----------------------------------|
| Approved by:             | Chair of Local Academy Committee |
| Last Reviewed on:        | 1 <sup>st</sup> November 2023    |
| Next review by:          | 1 <sup>st</sup> November 2024    |
| Written by Careers Lead: | Tutu Alaka                       |

## Content

1. Principles of the career policy
2. Gatsby benchmarks
3. Objectives of the career policy
4. Provision
5. Staffing
6. Curriculum
7. Staffing
8. Monitoring, review and evaluation

## CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY

### 1. Principles of careers education

Young people’s careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 7-13. 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, the school’s Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across Years 7-13, these guidelines are also embedded within curriculum and enrichment activities.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly 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, further education (FE) colleges, university or employment.”

#### 1.1 The eight Gatsby Benchmarks are:

| Benchmark   | Description   | Specific element  |
|---|---|---|
| 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 students, parents, teachers, governors and employers.   | <p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.</p> <p>1.2 The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to understand the school’s offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process</p> |
| 2. Learning from career and labour market information | 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. | <p>2.1 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.</p> <p>2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>  |
| 3. Addressing the needs                               | Students have different career guidance needs at different stages. Opportunities for advice   | 3.1 A school’s careers programme should actively seek to challenge stereotypical thinking and raise   |

|   |   |   |
|---|---|---|
| of each student                                 | and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.   | <p>aspirations</p> <p>3.2 Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions</p> <p>3.3 All students should have access to these records to support their career development</p> <p>3.4 Schools should collect and maintain accurate data for each student on their education, training or employment destinations after they leave school</p>                        |
| 4. Linking curriculum learning to careers.      | 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.   | 4.1 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.   |
| 5. Encounters with employers and employees      | 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   | 5.1 Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.  |
| 6. Experiences of workplaces                    | 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   | 6.1 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. 6.2 By the age of 18, every student should have had one further such experience, additional to any parttime jobs they may have  |
| 7. Encounters with further and higher education | 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, col  | 7.1 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, and apprenticeship providers. This should include the opportunity to meet both staff and students. 7.2 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. |
| 8. Personal guidance                            | 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. They should be expected for all students but should be | 8.1 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.   |

|  |                                      |  |
|--|--------------------------------------|--|
|  | timed to meet their individual needs |  |
|--|--------------------------------------|--|

## 2. Objectives and aims of the career policy

Thomas Becket Catholic School is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- **Inspire young people about their future prospects.**
- **Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available.**
- **Enable students to make realistic and well-informed career decisions and transitions.**
- **Equip students with the employability skills and study skills they need to succeed beyond school life.**
- **Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.**
- **To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts.**
- **To provide CEIAG in partnership with students themselves, their parents / carers and our chosen professional and community partners.**

## 3. Provision

Thomas Becket Catholic School is committed to providing a planned programme of CEIAG for all pupils and students in Years 7-13 in partnership with independent and impartial guidance services provided.

There is comprehensive information available for both students and parents on the careers section of our school website (Careers programme overview attached below in **appendix i**).

Thomas Becket Catholic School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills. We will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. See **appendix ii** for career progression framework for students in year 7 -13. This is based on the CDI framework. The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

## 4. Leadership and management

To ensure coherence and the quality delivery of CEIAG, leadership and management are secured through the Careers Lead who has the strategic overview of careers provision at Thomas Becket Catholic School. The Careers Lead also plans and co-ordinates the day-to-day delivery of the careers programme and works closely with the Head of Sixth Form and all school staff.

## 5. 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 by form tutors through the personal development and PSHE programme.

The Careers Lead works with a team of Careers Champions who are based within departments and support the implementation and embedding of the Careers Programme within their subject areas. Each Champion has correspondence with the Careers Lead once a term.

The intended role of the Careers Champions is to ensure the faculty has a consistent approach to the Careers Programme and to provide support to further develop careers and employer engagements within the faculty. In addition to this, the Careers Champions keep a record of when careers is delivered in subject lessons.

## **6. Curriculum and career link**

The careers programme for each year group is constructed around taught careers education, assemblies, events (such as the careers fair, Enterprise workshops and Apprenticeship Workshops for specific year groups), work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area includes links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn. Students are involved in the evaluation of activities. Feedback is collated and fed in to the CEIAG development plan and the overall school development plan.

## **7. Monitoring, review, and evaluation**

The annual CEIAG development plan It is reviewed by the Career Lead with input from the senior leadership team. Aspects of the programme are reviewed by regular students' evaluation of different career interactions and encounters. The Gatsby Benchmarks for CEIAG will be used to identify necessary improvements.

# Careers Programme Overview 2023/24

## Thomas Becket Catholic School



### Vision Statement

Careers provision at Thomas Becket Catholic School equips all students with knowledge, skills and attitudes that empower students to make informed choices which lead to rewarding and fulfilling careers in an everchanging world.

Contact: Mrs A Alaka

Email: aalaka@tbcsc.nor.olicatschools.org

Telephone: 01604493211

### Career aims and focus

### Key Events and Experiences

#### Year 13

**Destinations ii**  
Students are successful in applications to Post-18 providers that can support their long-term ambitions and destinations.

#### Year 12

**Destinations i**  
Students are successful in applications to Post-18 providers that can support their long-term ambitions and destinations.

#### Year 11

**Apply**  
For students to demonstrate a critical and proactive attitude in **applying** for post 16 study either in sixth form, college, apprenticeship, or T Levels.

#### Year 10

**Experience**  
Students will develop specific work-related skills from various **experiences** of workplace.

#### Year 9

**Pathways**  
Students are equipped with information to prepare them to make informed decisions about their GCSE options and **pathways**.

#### Year 8

**Explore**  
Students will **explore** careers development and available careers options.

#### Year 7

**Discovery**  
Students **discover** a wide range of careers and pathways available regardless of their background.

#### Year 13

Careers fair.  
UCAS application.  
University visit to University of Northampton  
National apprenticeship conference.  
Various subject workshops.

#### Year 12

Work experience.  
National Apprenticeship conference.  
University visits.  
UCAS Application workshop.  
Careers fair.  
University visit to University of Northampton  
121 careers guidance  
Futures week.

#### Year 11

CV writing workshop  
Careers fair  
National apprenticeship conference.  
Taster sessions at Moulton and Northampton college.  
University visit to University of Northampton  
121 careers guidance.  
PSHE.  
Employability workshop.

#### Year 10

Work experience.  
Careers fair.  
Army events.  
RAF events.  
121 careers guidance.  
STEM event - Small piece trust.  
PSHE.  
Employability workshop.

#### Year 9

Careers fair.  
Apprenticeship assemble  
University of Northampton visit.  
PSHE.  
Options evening.  
University visit.

#### Year 8

Careers fair.  
Careers assembly.  
IDEK show by University of Northampton.  
Enterprise drop down day  
Apprenticeship assembly  
T-Level awareness assembly.  
PSHE.

#### Year 7

Careers fair.  
LMI careers assembly  
IDEK show by University of Northampton.  
Enterprise drop down day.  
Apprenticeship awareness assembly.  
T-Level awareness assembly.  
PSHE

## Appendix ii

### Thomas Becket Catholic School

#### 2023/24 Careers progression Framework (based on the CDI Framework).

| Year Group and career focus   | Objectives linked to CDI framework  | Measurable Outcomes  |
|---|---|--|
| <b>Year 7</b><br><b>Discovery</b><br><br>Students discover a wide range of careers and pathways available regardless of their background.   | <ul style="list-style-type: none"> <li>Students are aware of the sources of help and support available and responding positively to feedback.</li> <li>Students can articulate the range of possible jobs and aware of Labour Market Information (LMI).</li> <li>Students are aware that career describes their journey through life, learning and work.</li> <li>Students understand how to develop friendships and relationships with others.</li> <li>Students are aware that physical and mental wellbeing are important.</li> <li>Students are aware of a range of different media, information sources and viewpoints.</li> </ul>   | <ul style="list-style-type: none"> <li>Students can discuss career paths and challenge gender stereotypes.</li> <li>They are able to understand more about themselves and be prepared to talk to others about careers.</li> <li>Students can identify and explore information about three career roles of interest.</li> </ul>   |
| <b>Year 8</b><br><b>Explore</b><br><br>Students will explore careers development and available careers options.   | <ul style="list-style-type: none"> <li>Students are aware that learning, skills and qualifications are important for career.</li> <li>All students have an awareness of LMI.</li> <li>All students are aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>Students are aware that different jobs and careers bring different challenges and rewards.</li> <li>Students are aware that building a career will require them to be imaginative and flexible.</li> <li>Students are aware of money and that individuals and families must actively manage their finances.</li> <li>Students are aware that there are trends in local and national labour markets.</li> </ul>   | <ul style="list-style-type: none"> <li>Students can demonstrate an understanding of how careers and lifestyles go together and able to talk about their local market information (LMI).</li> <li>Year 8 assembly and workshop on apprenticeship options.</li> <li>Year 8 assembly to introduce LMI and Careers fair to reflect Northampton LMI.</li> <li>Year 8 students can articulate the main learning pathways.</li> <li>Various curriculum link workshops.</li> </ul>   |
| <b>Year 9</b><br><b>Pathways</b><br><br>Students are equipped with information to prepare them to make informed decisions about their GCSE options and pathways.                              | <ul style="list-style-type: none"> <li>Students are willing to challenge themselves and try new things.</li> <li>Students are aware of the range of different sectors and organisations where they can work.</li> <li>Students can imagine a range of possibilities for themselves in their career.</li> <li>Students can identify a role model and are aware of the value of leadership, the concept of entrepreneurialism and self-employment.</li> <li>Students recognise the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces.</li> <li>Students are aware that trends in technology and science have implications for career.</li> </ul>  | <ul style="list-style-type: none"> <li>Evidence that all students have completed subject insights Springpod.</li> <li>All students and parents will attend futures evening and engage with exhibitors from different career backgrounds.</li> <li>Student and parents attend Options evening.</li> <li>All students can identify the difference between college, sixth form and apprenticeship.</li> <li>All students have meaningful interaction interactions with professionals from across various industry.</li> </ul>   |
| <b>Year 10</b><br><b>Experience</b><br><br>Students will develop specific work-related skills from various experiences of workplace.  | <ul style="list-style-type: none"> <li>Students are positively engaging in learning and taking action to achieve good outcomes. They recognise the value of challenging themselves and trying new things.</li> <li>Students research the range of workplaces and what it is like to work there.</li> <li>Students explore the risks and rewards associated with different pathways and careers.</li> <li>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them.</li> <li>developing knowledge of rights and responsibilities in the workplace and in society.</li> <li>exploring local and national labour market trends.</li> </ul>   | <ul style="list-style-type: none"> <li>Students take up a work experience placement and volunteering opportunity for the school.</li> <li>Produce a career action plan for post-16.</li> <li>Take part in a mock interview with a business volunteer.</li> <li>All students have meaningful interaction interactions with professionals from across various industry.</li> </ul>   |
| <b>Year 11</b><br><b>Apply</b><br><br>For students to demonstrate a critical and proactive attitude in applying for post 16 study either in sixth form, college, apprenticeship, or T Levels. | <ul style="list-style-type: none"> <li>Students are considering what learning pathway they should pursue next</li> <li>Students are researching how recruitment and selection processes work and what they need to do to succeed in them.</li> <li>Students are taking steps to achieve in their GCSEs and make a decision about their post-16 pathway.</li> <li>Students are starting to take responsibility for making things happen in their career.</li> <li>Students are recognising the role that money and finances will play, in the decisions that they make and, in their life and career.</li> <li>Students are exploring the relationship between career, community and society.</li> </ul>   | <ul style="list-style-type: none"> <li>Take part in a CV Building Workshop</li> <li>All students have a 121 in careers guidance meeting.</li> <li>All students meet colleges and apprenticeship providers.</li> <li>All students visit local university and colleges.</li> <li>Students make applications to ambitious post 16 destinations</li> <li>Students make successful transition to post 16 destination.</li> <li>No student leave school NEET.</li> <li>All students accepted at their first-choice post 16 provider.</li> </ul>  |
| <b>Year 12</b><br><b>Destinations i</b><br><br>Students are successful in applications to Post-18 providers that can support their long-term ambitions and destinations.                      | <ul style="list-style-type: none"> <li>Students are planning their next steps in learning and work and taking responsibility for their learning and aiming high.</li> <li>Students are actively seeking out information on the labour market and education system to support their career.</li> <li>Students are considering the risks and rewards of different pathways and career and deciding between them.</li> <li>Students start building and maintaining relationships and networks within and beyond the school.</li> <li>Students are beginning to manage their own money and plan their finances (e.g. thinking about student loans).</li> <li>Students are evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career.</li> </ul>                         | <ul style="list-style-type: none"> <li>All students complete work experience placement.</li> <li>All students visit 2 universities.</li> <li>All students make applications to ambitious post 18 destinations.</li> <li>All students make successful transition to post 18 destinations.</li> <li>All students participate in future week and engage with exhibitors from different career sectors.</li> <li>All students complete several workshops by different providers.</li> <li>All students attend apprenticeship workshops.</li> <li>All students can articulate the pros and cons of post-18 options to make informed decisions.</li> <li>All students attend 121 career guidance meeting.</li> </ul>   |
| <b>Year 13</b><br><b>Destinations ii</b><br><br>Students are successful in applications to Post-18 providers that can support their long-term ambitions and destinations.                     | <ul style="list-style-type: none"> <li>To ensure that all students have a valuable destination for the end of their study.</li> <li>Students are able to reflect on and record achievements, experiences and learning and communicate them to others.</li> <li>Students have a clear understanding of the learning pathways and qualifications that they will need to pursue their career.</li> <li>Students can manage the transition into the post-16 learning context and preparing for post-18 transitions.</li> <li>Students are creative and agile as they develop their career pathway.</li> <li>Students can take action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them.</li> <li>Students are exploring and responding to trends in technology and science.</li> </ul> | <ul style="list-style-type: none"> <li>Students can articulate the pros and cons of post-18 options to make informed decisions.</li> <li>Students will secure either an apprenticeship, a place at university or a post of employment.</li> <li>All students to be interviewed at the start of year 13 to ensure understanding of their intentions.</li> <li>All students to work with Sixth Form team to ensure UCAS applications completed by stipulated deadline.</li> <li>All apprenticeship/employment seekers to be interviewed by Guidance officer to help with CV writing, applications writing.</li> <li>Students will be ready for a life outside of school with all the planning skills needed for budgets and time.</li> <li>No students leave sixth form NEET.</li> </ul> |

Colour coded based on CDI new career development framework.

