



## Careers Policy

Produced by:	Mrs T Sinacore Careers Advisor
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Chair:	Mr W Howell
Next Review Date	September 2025

## **Careers Educational Policy**

### **Introduction**

The John Colet School's careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

JCS is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2022.

### The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

### **Aim**

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

### **Objectives**

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further and higher education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further, higher education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged

- receive extra assistance and guidance to reach their potential, where this is necessary

### **Provision**

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught CIT-COM programme in Years 7 through to Year 13, which is predominantly form tutor led. Form tutors rotate groups for CIT-COM so students may be taught by a different form tutor. Careers information is available both in the library and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

At Key Stage 3, this includes developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided.

At Key Stage 4, pupils continue research into careers and pathways for post 16. They develop skills in CV, letter writing, presentations and interviews. This includes a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships and A-level options and a Sixth Form open evening for parents and pupils. Individual interviews are held with a Level 6 qualified careers practitioner, who provides guidance on post 16 options.

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and alternatives to university. Students also receive support in applying for jobs, personal branding and interview skills. There is also a UCAS information presentation held for parents and pupils. In addition, Year 12 has a week of work experience; pupils are involved in voluntary community and charity work. Individual careers interviews are held with a Level 6 qualified careers practitioner.

In addition there is also the annual careers fair involving university, further education, apprenticeship and career representatives to which Year 7 through to Year 13 pupils are able to attend.

### **Roles and responsibilities**

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to KS5.

### **Specific Career Responsibilities**

Dee Fanchi (AHT): SLT lead

Trudy Sinacore: Careers Adviser and named Careers Leader

Tina Duggan: Link Governor

### **Monitoring, Recording and Evaluation**

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience during Year 10. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.

### **Careers and SEN provision.**

Every pupil with SEN follows the same programme of careers as their peers, with adaption and support from the SEN team where appropriate. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

### **Entitlement**

Please see Appendix A outlining pupil and parent entitlement.

### **Partnerships**

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, parents and other local groups, such as Bucks Skills Hub. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the careers fair, workplace visits and mock interviews.

In addition, we work closely with universities and local FE Colleges. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme.

### **Policy statement for provider access**

A provider wishing to request access should contact Trudy Sinacore (Careers Leader), via 01296 623348 or [tsinacore@johncolet.co.uk](mailto:tsinacore@johncolet.co.uk). Please see the separate [access statement](#) for further details.

## **Appendix A: Careers Entitlement**

### **Pupils attending the School are in their careers programme entitled to:**

- Receive a stable careers programme from Year 7 that continues until they leave school (either Year 11 or Year 13).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, Further Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE, FE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities. Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers. Have a minimum of one week's work experience, with the opportunity for a second in Year 12.

### **Pupils are expected to:**

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt. Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

### **Parents are entitled to have:**

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.