

St Wilfrid's RC College

Careers Strategy

St Wilfrid's RC College is founded on its mission of excellence through faith, learning and support. With Gospel values at the core, our students leave St Wilfrid's resilient, confident and well rounded individuals with the knowledge to make informed future choices. Driven to success by clear goals, they are outward facing members of society making positive contributions.

Introduction

As a Catholic School, our core mission is to support everyone in order to aspire to excellence. To this end, our careers programme is at the heart of empowering students to set personal goals which drive progress and attainment. A bespoke programme has been developed for each year group to ensure individual needs are met and activities are appropriate to student stages of career learning. This is delivered through PSHE, subject areas and key events. Throughout the year students will engage with employers from a variety of sectors, some of which will be during the school's enrichment/activities week in the summer term. The careers programme is led by the Assistant Headteacher thus ensuring that the careers provision addresses whole school needs supporting students from year 7 seamlessly to post 16.

Rationale

"Driven to success by clear goals, they are outward facing members of society making positive contributions"

St Wilfrid's has a strategically planned whole school provision in place for careers education, information, advice and guidance that is designed to inspire all students to make informed choices about their future aims and ambitions. In pursuit of this aim, we have developed a careers programme which consists of a mix of teacher-led activities, online resources and engagement with external employers and professionals. It has been developed using local and national Labour Market Information while following Gatsby Benchmark and Careers Development Institute guidelines.

St Wilfrid's Careers Education and Guidance policy and programme has the following aims

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

Careers Programme

Implementation

Careers is delivered through PSHE lessons in years 7-11 and with explicit links in subject areas. The triangulation of the career module in PSHE and links to subject areas form a comprehensive overview of careers across the school. Themes develop through year groups with appropriate focuses in relation to transition points. Linking careers across the curriculum in subject areas has been reviewed by an audit. This comprehensive overview was completed and informed the review of the action plan. Staff CPD, assemblies and careers posters will be implemented during the summer term in response to this. Additional opportunities are provided during enrichment week and at key points in the calendar.

In the Curriculum

At St Wilfrid's, the CEIAG programme is taught as part of PSHE and across subject areas. In PSHE topics of study include finance awareness, work related learning, enterprise, work experience preparation and employability skills. Key transition points are explored through PSHE including routes into further education, undergraduates and higher-level apprenticeship courses. Subject areas explore career routes, employability skills such as presentations and make links to STEAM. (Science, Technology, Engineering, Art, Maths)

Enrichment

Opportunities to engage with employers are planned at strategic points during student progression through St Wilfrid's. These encounters build on their understanding of local labour market, job roles, and routes into further education. They build aspirations and support informed choices. Many of these events take place during the school's enrichment week. Students will take part in a range of workshops led by various external providers including FutureMe and Careerwave which build on careers information during their school journey. Students will explore Local Labour Market information, CV writing and routes into employment. We also deliver bespoke session through NECOP. Workshops include, Careers Speed dating and business ambassadors in the classroom provide meaningful interactions with local business persons and employers. All year 11 students receive a 1:1 career guidance interview from a level 7 qualified independent careers adviser.

Transition

St Wilfrid's takes care to ensure that students and parents are fully informed at all stages and key transitions. This includes providing advice for student and parents during year 9 in the lead up to option choices, and year 10 and 11 in the transition to post 16. This will take the form of individual sessions with a careers advisor, support from the pastoral team, assemblies, individual sessions with the SLT team and information from external providers during careers fayres.

Work Experience

All students in year 10 and 12 carry out a week-long work experience placement. Work experience aims to provide all young people with an opportunity to:

- Obtain a wider awareness of the world of work as part of their general education.
- Learn outside the classroom.
- Increase their economic understanding.
- Relate their studies to the world of work and training.

Where possible students arrange their own work experience. The process of contacting possible employers is a valuable tool for the development of skills and confidence. Students are supported in this process by their form tutors and pastoral staff. St Wilfrid's use FutureWorks as a provider to make sure that all Health and Safety reviews and checks are carried out for all placements ensuring that they will provide a safe learning environment.

Parents and Carers

Parental involvements and communication are encouraged at all stages of our careers programme. Information supporting key elements of the programme such as work experience are available on the website. These include online resources and links. Parents are kept up to date with career related information through parents' evenings, open evenings, the website, letters and social media.

Vision and strategic objectives

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In order to achieve the vision and aims of the careers policy, we have developed a clear action plan which will be implemented over the next two academic years to ensure that all Gatsby benchmarks are achieved and that the new curriculum policy is embedded with both internal and external stakeholders.

Embed new systems to allow clear tracking of students Careers experiences.

The implementation of a tracking document as an overview of student experiences of careers creates a comprehensive overview of individual careers journeys. This will be used to audit provision and target focus on benchmarks. Careers across subject areas have been collated acting as both audit and planning tool for internal stakeholders focusing on benchmark 4 and 2. As a consequence of the subject review, we have planned to facilitate Heads of Departments, teaching staff Continued Professional Development and student assemblies to raise the profile.

Ensure Students understand the links between careers and subject areas including transferable skills.

To ensure we carry out our vision of students making informed future choices, we have reviewed careers across the curriculum. We plan for all departments to make explicit links to careers. The starting point of this will be the development of careers posters showing subject skills links to jobs produced. This will be facilitated by whole school CPD and planning time will be given to staff to plan for explicit link in each module of the curriculum. The triangulation of this staff CPD, curriculum content and displays will be brought together in careers assemblies across all year groups. These will support student understanding of LMI and skills in subjects.

Use Student voice and survey to implement improvements on strategic level and embed student understanding.

Student voice is used for two purposes. As an opportunity for individual students to review careers encounters making links to subject areas and the curriculum and as a mechanism to monitor and evaluate current provision with a view to continuous improvement in the planning of the next academic year.

Meeting the needs of all students

Living our mission statement through the ethos of the school, we aim to support each child to aspire to excellence. This is central to our vision as a school. We strive to create an environment where each student feels supported, safe and able to achieve their full potential. The careers strategy is a key element of this. These are some of the ways in which we meet the needs of all students.

SEND

Well established links with South Tyneside Local Authority ensure vulnerable students receive support during and after KS4. All SEND students are prioritised in 1:1 interview alongside those students identified as potential NEETs. The LA, working with the school can track this and intervene where necessary (for example through parental engagement, home visits, accompanying to training/college open evenings). The impartial and independent LA Careers adviser attends all Education, Health Care Plan Meetings so that student progression is maximised. SEND students attend Careers fayres with specialist staff to support understanding of pathways.

Raising Aspirations

A key element of the careers policy is to contribute towards achievement through student goals and aspirations. Starting with the transition from year 6 into 7, we support students through their careers journey with the school ethos of aspiring to excellence. Practically, students are supported to complete CV's, apprenticeship applications, UCAS applications, attend the Higher Education Convention take part in several University led activities to raise aspirations, explore future pathways, and develop financial competence, independent learning and resilience. Strategic partnerships with Careerwave, local Universities and NECOP exists to further enhance curriculum links, applied learning and student progression. These workshops include interview skills, presentation planning, and explore the role of business in higher degree level apprenticeships. Links with HMRC, Careerwave, NECOP and CEC continue to offer opportunities for students.

Careers Guidance Interviews

All Year 11 and post 16 students receive a 1:1 career guidance interview from a level 7 qualified independent and impartial careers adviser. Each student is given advice to produce a careers action plan. From the point of producing the plan, the student then takes ownership of this. The CEIAG programme is designed to give students the 'tools' to develop their personal career ambitions independently, working on the principle of 'making informed decisions'.

Careers guidance interviews are monitored through regular meetings, student feedback and the quality of the personal career action plans. CEIAG, including destination data, is evaluated and reported to the SLT link. Areas for development are highlighted in action planning.

Gender, equality diversity and inclusion

The gospel values form the core of the ethos of St Wilfrid's. Students in the school are taught through the mission statement to respect and support others. The programme of assemblies, Character programme and PSHE are planned to provide opportunities for students to explore and challenge stereotypes regarding gender, equality, diversity and inclusion and job roles. The introduction of whole school STEM clubs and events such as the Science Careers Fayre, challenge perceived notions and encourages all students to explore possibilities. The Girl Kind programme challenges assumptions and empowers students. Other areas of the curriculum such as general and Core RE address ethics of the working environment.

Action plan and targets

The development of action plans against Gatsby benchmarks and careers institute guidelines were informed by a comprehensive audit of the current careers provision, Compass+, and review of the PSHE curriculum. The action plan is a working document evolving and reviewed regularly with updates to internal and external stakeholders including Trustees, Senior Leadership Team, Heads of Department and staff. Actions are plotted against each benchmark with aims, action, resources, responsibilities, outcomes and timescales detailed.

Monitoring and Evaluation

Monitoring and Evaluation are in place at key points during the year to ensure the Careers programme continues to meet the needs of all individuals. This is embedded in the Action plan. Systematic tracking of each child's careers encounters and experience in PSHE, assemblies and other activities, form the basis to audit provision, ensure coverage and plan for purposeful events at key transition points. Destination Data is used at year 11 and post 16 to plan provision and information to students about Labour market information. This results in all pathways being represented and explored in the careers programme. Student Survey acts as a mechanism for students to review and identify careers experiences across the years and to audit area for development.

Policy in Place May 2021

Review Date July 2023