



Careers Education Information Advice and Guidance and Employability Learning policy

Cardinal Newman School

Introduction

A young person's career is the progress they make in learning & work. Therefore, all young people need a planned programme of activities to help them choose 14-19 pathways that are right for them. Cardinal Newman School and the Newman 6th are committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in Years 7-13

Careers Education

Through a planned programme of activities, Careers Education, Information, Advice Guidance (CEIAG) and Employability skills, Cardinal Newman School believes that the appropriate and effective **Career Information Advice and Guidance** available to all young people throughout their time in school will make a major contribution to society, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding, as a foundation for managing their lifelong career and learning, transitioning from learners to workers.

Careers Information

The provision of accurate, impartial up-to-date and objective information on opportunities, progress routes, choices, where to find help and advice, and how to access it.

Careers Advice

The provision of advice through activities that helps young people to gather, understand and interpret information and apply it to their own situation.

Careers Guidance

The provision of impractical guidance with a qualified advisor supporting to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

Information about students learning can be found on the school website

Students Entitlement

All pupils in years 7 to 13 are entitled:

- To find out about both academic and non-academic routes that are available to them as part of the careers programme, enabling all our students to make an informed choice about their post 16 provision.-
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- to understand how to make applications for the full range of academic and technical courses.



This policy should be read in conjunction with these school policies:

Assessment& Feedback; Curriculum; Gifted; Pastoral Care; PSHE; SEN and Teaching Learning



Objectives

Our prime objective at Cardinal Newman School is to provide the best possible careers programme for all students through a wide range of opportunities; it is essential that students have the knowledge and skills they need to make the correct choices. The school is committed to

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled, which will help them to plan and manage their careers.
- Ensure students are able to identify, access and use up to date impartial information, advice and guidance from a variety of sources.
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance e.g. Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2023); as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

Aim

To encourage students to develop a positive self-image, based on an accurate assessment of their abilities and aptitudes and an understanding of the links between their personality, strengths and future opportunities

To encourage students to acquire individual aspirations for their future, based on a sound understanding of their Christian faith and the range of immediate and lifelong opportunities available through learning, work and career progression.

To ensure that students are aware of employers' needs and requirements and have had experience in the work environment thereby developing an economic understanding.

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Student entitlement

Learners are entitled to CEIAG, which meets professional standards of practice, and which is delivered by trained staff, and which is person-centered, impartial and confidential. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. Every effort is made to introduce students to different career paths early in their time at Cardinal Newman School. The school is continually taking advantage of opportunities



for students to have meaningful encounters with a range of local and national employers, encounters and/or visits with colleges, training providers and universities, to enrich their learning.

Implementation

We have developed a continuous, progressive programme covering the statutory guidance for students from year 7 through to Year 13, This links with other related curriculum activities that promote personal social development, economic well-being and financial capability

This programme enables students to learn about the structures, systems and factor that guide, shape and influence people's career prospects and career development (Career management)

Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans and how they can do so (Career Exploration)

Develop and practice the self-help skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance (Self Development)

At KS3 & KS4 Careers education is delivered as part of the PSHE schedule. At KS4 Careers education is delivered as discrete sessions

Monitoring, review and evaluation

Our career programme is reviewed regularly. The following provision is reviewed by the Career Manager and the SLT Career lead.

- Annual review of partnership with Luton Council and career guidance interviews
- Lesson and tutor observations within PSHE lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through key stakeholders i.e. students, parents, teachers and external providers. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, online self-evaluation tool for schools

The quality of careers education is also monitored and evaluated by the Senior Leader and Governors at the school. The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook. A successful career 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 colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. KS4 and KS5 education destinations are becoming an established part of the accountability system.

This information is reported to Directors and Governors of St. Albans Trust and to the leadership team. This information is reported on a Yearly basis

Equality Monitoring



CNS ensures that all pupils of whatever background or disability can achieve their potential. All students regardless of background or ability will be treated equally



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through learning,
love and faith."



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