



Document Status		
Date of Next Review	November 2019	Responsibility
Date of Review	Adopted LA model	School Improvement Group (SIG)
17:10:2018		Responsibility Head Teacher/Chair of Governors
Method of Communication		Head Teacher Mr Mark Taylor
School Website :		<i>Mark Taylor</i>
http://www.st-augs.co.uk		Chair of Governors Mrs E.Siddall
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<p>St Augustine's is a Roman Catholic school that believes that everyone is made in the image and likeness of God and called to an eternal destiny in Jesus Christ. We respect, accept and care for all. As a Christ-centred, welcoming community we recognise and celebrate the uniqueness of every person. We strive to foster a love and joy of learning and develop in each child an awareness of their own spirituality</p>		

St. Augustine's School is a voluntary-aided Catholic school serving a coastal area from Whitby to Bridlington and inland to Pickering. Through a holistic approach to education, and in a caring environment, it encourages the development of each pupil's full potential within the framework of the teaching of the Gospel and the Church

In our careers guidance policy our definition of careers guidance is aligned to those provided by the Department of Education (DfE) and Ofsted.

DfE Careers strategy: making the most of everyone's skills and talents - December 2017

'We want all young people in secondary school and college to get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience'

'Every young person should be supported by their secondary school to prepare themselves for a future successful career. Young people, parents and employers need to be involved from the beginning in the design, delivery and evaluation of the advice and guidance programme in schools and colleges.'

Ofsted Thematic Report – Going In the Right Direction? – September 2013

'Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.'

Purpose of Careers Guidance

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our school has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every pupil is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employers value. This will help every young person to realise their potential and enhance their employability.

Careers Skills: - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school's careers provision, therefore, needs to help pupils to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

Employability Skills: - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'. The top 10 skills that employers want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy

9. Valuing diversity and difference

10. Negotiation Skills

Statutory Responsibilities of the Governing Body

The statutory duty requires the governing body to ensure that all registered pupils at the school are provided with independent¹ careers guidance from year 7 (11-12 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial² manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Duty to participate in education or training after 16

Young people are expected to remain in education or training until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular pupils must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our pupils' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Careers Guidance Provision

- **Careers Education**

Our PSHE Y7-11 curriculum has specific units of work, with identified learning objectives, outcomes and related activities. These include:

¹ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

² Impartial is defined as showing no bias or favouritism towards a particular education or work option.

- The economy and financial matters
- Rights and responsibilities of consumers
- Rights and responsibilities of employers and employees
- Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national community.
- How to make informed choices and be enterprising and ambitious.
- How to develop employability, team working and leadership skills and develop flexibility and resilience.
- About the economic and business environment.
- How personal finance choices can affect oneself and others.

In addition each curriculum area identifies careers education elements and includes these in lesson planning

- Schemes of work recognise the importance of Careers education
- Lesson plans include work related learning opportunities
- Departments display subject links to occupations and progression

The school uses the North Yorkshire Key Stage 3 and 4 PSHEe entitlement framework and the ACEG Framework for Careers and Work Related Education to guide its provision.

- **GCSE English and Mathematics.-**

Through our Careers Guidance we highlight to pupils that if they do not achieve a grade 4 or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

- **STEM (science, technology, engineering and maths)**

We work to ensure that pupils understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to expose pupils to a diverse selection of professionals from varying occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college. We recognise that there is a need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

Pupils have numerous interventions with STEM activities including:

- Attendance at the annual event ‘Scarborough Engineering Week to explore the progression and career opportunities within STEM.
- Visits from local employers from the STEM industries.
- Opportunity to produce course work to show case at annual ‘Big Bang’ event.

- **Careers Impartial Advice and Guidance (IAG)**

- In our school pupils are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from universities and colleges and mentors and coaches.

- Independent and impartial careers information, advice and guidance can be accessed by any pupil through the in house CEIAG Co-ordinator.
- All pupils receive at least one face-to-face careers interview with a Level 6 trained careers adviser. All Year 9 and 11 pupils receive a minimum of one, mandatory face to face careers interview.
- All pupils receive a face-to-face interview at key decision making points during their education (Years 9 & 11) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview, all pupils are helped to develop a careers action plan.
- There is a system in place for centrally storing, distributing and following up pupil action plans.
- Pupil Premium pupils and those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews. Their progression is monitored with the SENCO and CEIAG Co-ordinator and involves parent and pupil liaison.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The school organises information events for pupils and their parents to which all local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the open days and evenings for all local education providers to all pupils and their parents throughout education phases and transition between key stages.
- Pupils are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the school's website or virtual learning environment (VLE). As well as a number of other relevant websites.
- Learner views are sought on the best way to offer provision.

- **Employer engagement**

We are committed to engaging with our local employers and professional community to ensure that our pupils have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Mentoring and coaching
 - Speakers from the world of work in schools
 - An insight from our Local Education Partnership, Young Enterprise, First Edition and NYCHEC into the labour market and the needs of employers
 - Workplace visits and some work experience placements
 - Work 'taster' events such as games and competitions
 - Careers fairs and career networking events
 - Access to open days at further and higher education institutions
 - Access to creative online resources and labour market intelligence
 - Help with basic career management skills like CV writing, CV building, job searches and job interviews
 - The use of the national STEM Ambassador network

Access to information on the full range of education and training options and active engagement with other local learning providers

We have secured independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities. We provide in good time before decision points information about the options available, including:

- Post-14: GCSEs; options offered by local universities, technical colleges and other training providers; opportunities for 14 year old enrolment at local colleges
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees.

A range of local training providers, FE & HE colleges regularly attend events in school including parents' evenings, assemblies, PHSE lessons and off time table careers days.

The National Careers Service

We signpost our pupils and their parents to the National Careers Service which offers information and professional advice about education, training and work to people of all ages. (<https://nationalcareersservice.direct.gov.uk> , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

The school uses the following documents to ensure it continues to adhere to statutory requirements:

DfE Careers Strategy: making the most of everyone's skills and talents December 2017

DfE Careers guidance and access for education and training providers (Statutory guidance for governing bodies, school leaders and school staff January 2018

GATSBY Understanding the role of the Careers Leader along with The Gatsby Benchmarks framework - 2018

Careers Guidance Leadership and Management Team

Team	Name
Nominated governor with responsibility for oversight of Careers Guidance	Michael Jaconelli
Senior Leadership lead	Mark Taylor/Paul Griffin (Careers Leader)
Middle Leader(s) Careers Guidance <ul style="list-style-type: none"> • Careers education • Employer engagement 	Laura Meade

The Careers Guidance leadership and management team are responsible for:

- The Careers Guidance action plan, developed each year and which is linked to the school improvement plan

- Careers Guidance Training needs analysis and keeping a record of training
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of pupil needs and abilities
- Enabling pupils to have access to career resources and drop in careers sessions, and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits)
- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents/carers and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP)
- Updating the school's Careers Guidance policy and information on the school's website
- Providing an annual report to the governing body on Careers Guidance

Assessment of pupil progress

Assessment is aligned to our school's teaching, learning and assessment policy. There are Systems in place to effectively track pupils' progress through our Careers Guidance provision.

Assessment in Careers Guidance includes opportunities for

- Baseline assessment to determine pupils' starting points, including: what pupils already know and understand, what they have misunderstood, what gaps they have in their knowledge and skills, what preconceptions may have to be challenged.
- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes of our range of Careers Guidance activities to ensure that pupils are making expected progress, to provide feedback for pupils on how to improve, and to inform planning for subsequent Careers Guidance activities and units of work in the Careers Education programme in PSHE and subject cross-curricular delivery.
- Assessment of Learning (summative assessment) – assessment, recording and reporting of pupils' progress through our Careers Guidance provision including a range of formal assessment opportunities, pupil action plans, journals/diaries, review meetings. Progress in Careers Guidance is reported to parents through our school reporting systems and meetings with parents.

Elements of the Careers Guidance programme can be accredited through:

- AQA Entry 1, 2 & 3 and Level 1 & 2 QCF Award and Certificate in Personal and Social Education
- ASDAN Certificate of Personal Effectiveness Level 1 and 2(CoPE) Certificate-sized NQF qualification at Levels 1 and 2
- ASDAN Certificate of Personal Effectiveness Level 3(CoPE) Certificate-sized NQF qualification at Employability Award and Certificate-sized QCF qualifications from Entry 2 to Level 3
- Personal and Social Development(PSD) Award and Certificate-sized QCF qualifications at Entry 1-3 and Levels 1 and 2

Monitoring of Careers Guidance Provision

Provision is monitored through a range of processes including

- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Work scrutiny of pupils' careers education journals/files/exercise books
- Scrutiny of sample careers interview records
- Feedback discussions with focus groups of pupils, parents/carers, staff, employer representatives
- Use of pupil surveys including the NYCHEC reports
- Annual audit of Careers Guidance
- Case studies on individual students

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Evaluating the effectiveness of our Careers Guidance

The effectiveness of guidance activities is evaluated through

- attainment and achievement key indicators
- destinations of our pupils.
- analysis of monitoring information as above

We will know we have been successful when we have higher numbers of pupils progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others.

We use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment and data provided to us by North Yorkshire Local Authority e.g. Year 11 Leavers destinations.

This policy is reviewed annually

Date of policy review _____

Next Policy review date _____

References

CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide <http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

DfE (2013b) Careers: Inspiration Vision Statement

<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf

DfE (2014c) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf

DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf

Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012 <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

STEMNET: Top 10 Employability Skills

<http://www.nationalstemcentre.org.uk/elibrary/resource/887/top-10-employability-skills>

North Yorkshire Careers Guidance Materials can be found on Fronter in the PSE room, or access through the Health and Wellbeing Room – (*Vision and Policy*: electronic version of this Careers Guidance sample policy template. *Policy into practice*, Secondary PSHE and Citizenship section, then Economic wellbeing section for further Careers guidance materials) on Fronter <https://fronter.com/northyorks/>

North Yorkshire Safeguarding Materials can be found on North Yorkshire cypsinfosite Safeguarding audit <http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>

Child Protection Policy and Safer Working Practices/Staff Behaviour Policy <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

Learning beyond the Classroom <http://cyps.northyorks.gov.uk/index.aspx?articleid=21018>