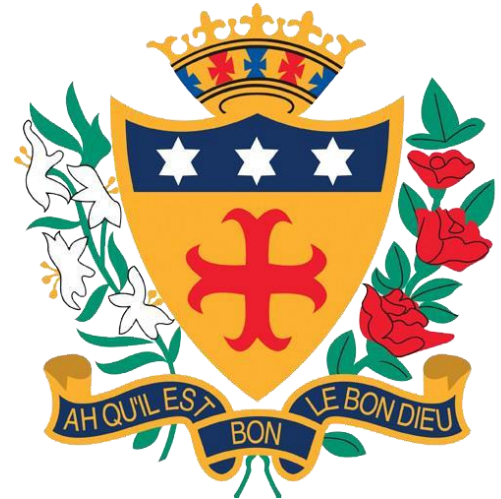


Notre Dame Catholic College

180 Great Homer St,
Liverpool L5 5AF



Careers Education and Guidance Policy

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Opening Hearts, Minds and Doors

Careers Education and Guidance

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Why do we have this Policy?

The Sisters of Notre Dame have been responsible for providing an education in Everton Valley since 1869. St Julie our Foundress believed that we had a responsibility to “give them what they need for life” and in that spirit we strive to ensure that given the complexities of modern life is more important than ever that young people are given the very best preparation in terms of CEIAG. This is their entitlement and Notre Dame Catholic College staff work to provide the good start that pupils need.

Notre Dame Catholic College believes that good CEIAG can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. The school will provide CEIAG that is relevant, timely and sufficient to meet pupils’ needs.

The school staff work hard to develop an atmosphere, which treats all pupils as equals providing a positive experience, which we hope, our pupils will take with them into adult life and the work place. Our policy for Equal Opportunities (including Racial Equality and Cultural Diversity), Personal Social Health and Citizenship Education Policy and School Discipline Policy all encourage pupils to take responsibility for their own personal development and to consider all opportunities. For pupils with additional needs the school will facilitate further differentiated CEIAG support for pupils.

Schools have a duty to secure independent careers guidance for pupils in Years 7-13. Our policy supports the school’s ongoing commitment to achieve the 8 Gatsby Careers Benchmarks. Updated statutory guidance – Careers guidance and access for education and training providers (January 2023)

Aims of Careers Education and Information Advice and Guidance at Notre Dame Catholic College

Through CEIAG our pupils will:

- Develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes.
- Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities available through learning and work and of career progression structures.
- Develop skills to form and implement effective decisions and a reflective approach to learning from experience.

How does the school respond?

- There is a planned programme of careers education and careers information, advice and guidance (CEIAG) for all pupils in Years 7-13 in partnership with professional careers organisations, employers, apprenticeship providers, as well as further education and higher education advisers.
- Students receive impartial CEIAG

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through the school's internal careers adviser who holds a relevant L6 careers qualification.

- The school is committed to implementing the recommendations of the government's Careers Strategy and aims to achieve all 8 Gatsby Careers Benchmarks.

The Gatsby Careers Benchmarks

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
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.

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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.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
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, colleges, universities and in the workplace
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to 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 timed to meet their individual needs.

- The school is committed to achieving a range of outcomes for young people such as positive destinations, successful transitions and the ongoing development of employability skills.
- The school is committed to maintaining the standards of the Quality in Careers Standard Award and was reaccredited the award in December 2022.
- CEIAG is integrated into the curriculum provision in every department.

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- The Careers Leader plans and co-ordinates the day to day delivery of the careers programme and reports to the named member of the leadership team with responsibility for CEIAG.
- The careers programme incorporates up to date labour market information.
- CEIAG is supported by a link governor Miss Kath Wyke
- All staff contribute to CEIAG through their roles as tutors, subject teachers and support staff.
- Specialist careers education lessons are delivered through PHSCE lessons.
- Pupils are actively involved in the planning, delivery and evaluation of all activities; feedback is collated and fed into the CEIAG improvement plan and the College Development Plan.
- Funding is allocated in the annual budget planning. The Careers Leader is responsible for the effective deployment and monitoring of resources.
- Staff training needs are identified and CPD provided where necessary.
- The PHSCE Curriculum Leader, Ms Victoria Robinson-Powell monitors the effectiveness of teaching and learning within the whole of the PHSCE programme, accessing support from the Careers Leader Mrs Gayle Hall.
- Appointments can be made at any mutually convenient time to meet with Mrs Hall the Careers Adviser by pupils and/or parents.
- The school website has a designated area and contains links to key CEIAG information websites.
- The Careers Adviser attends all the key parent events for the different year groups, and is available for one to one meetings.
- All students will have opportunities to speak to local colleges, universities, employers and training providers at our annual careers fair in school.
- Students across all key stages will have the opportunity to visit local further education colleges, universities, employers and training providers dependant on their courses and individual needs.
- All Year 11 students will have the opportunity to meet with the school Careers Adviser to discuss and plan their Post 16 options.
- Internally, Year 11 students meet with senior staff to discuss career aspirations after Key Stage 4.
- Sixth Form staff deliver dedicated PHSCE sessions on the university application process, including decision making and research skills. Students consider both university and apprenticeship pathways.
- The sixth form staff work closely with the Careers Adviser. Students are able to access careers advice and guidance through one to one meetings at a mutually convenient time.
- The Careers Leader meets regularly with the Deputy Head to discuss the needs of different cohorts of students and plan activity.
- Year 11 and Year 13 destination information is used to monitor the number of students progressing onto further education, employment, apprenticeships, university. This destination information helps us to identify which students have become NEET-not in education, employment or training and refer them to external careers support.

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Links to other Notre Dame Catholic College Policies and Planning Documents

*Personal, Social, Health and Citizenship Education

*Equal Opportunities and Anti-Harassment Policy

*Most Able and Talented Policy

*Health and Safety Policy

*Learning and Teaching Policy

*Behaviour Management Policy

*Social Inclusion Policy

*Confidentiality Policy

*College Development Plan

*Departmental Policies/Schemes of Work

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