

St Francis of Assisi Catholic College

‘Nil satis optimum’



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Control Sheet

Version number	02 – New Policy
Original date approved	March 2022
Current date approved	Sept 25
Approved by	FGB
Date of next review	Sept 27
Status	Under consultation
Policy owner	Head Teacher/ Careers Leader/Coordinator
Policy location	Staff Shared Area
Target group	Staff, parents, pupils and relevant external agencies/providers
Consultation	College Union Representatives and Staff

Associated documents:	
College Policies • Staff Code of Conduct • Conduct • Equality, Diversity and Inclusion • GDPR • SEND	• Provider Access Policy
Links to:	
Statutory Guidance: • Careers guidance and access for education and training providers • Careers guidance and inspiration in schools • National Curriculum Non-statutory Guidance • Careers strategy: making the most of everyone's skills and talents Other Guidance and References: • Gatsby Benchmarks • Quality in Careers • Quality in Careers Standard • National Careers Service	

Vocations

Corinthians 1 7:20

Each man must remain in that condition in which he was called.

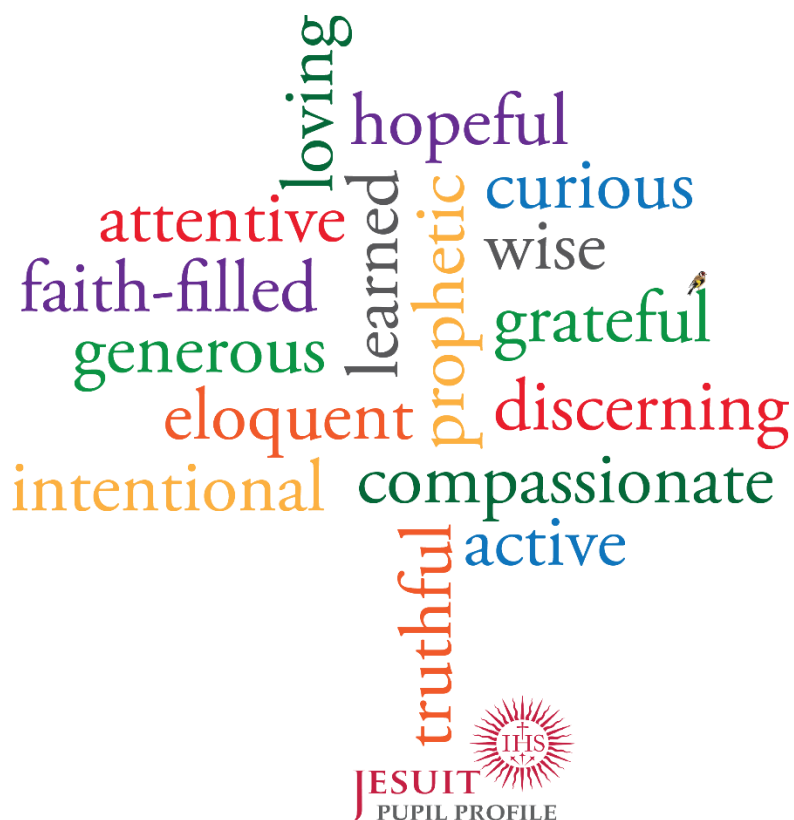
We are all made in the image of God. God calls us to use our talents for the greater good.

At St Francis of Assisi Catholic College, we strive to help each student to find their own path and explore their interests and talents through our Aspirational curriculum and Career pathway. We empower our students to never give up and to follow their calling embodying the teachings of the Gospel.

Philippians 3:14

I press on toward the goal for the prize of the upward call of God in Christ Jesus.

Through our Aspirational Curriculum we seek to develop the individual qualities set out in the Jesuit profile.



Nurturing the whole student, with Christ and the centre of all we pursue.

1. Our ethos

St Francis of Assisi Catholic College (referred to forthwith as 'the College') seeks to develop the whole person. We are a faith Community inspired in our mission by our motto 'Nil Satis Optimum' - 'nothing but the best is good enough'. In striving to fulfil this we follow our mission statement which in practice this means that we seek to:

- Encourage, support and inspire young people and the wider College community in their journey of faith.
- Create a well-ordered community where everyone is valued and respected.
- Develop the intellectual, creative, physical, spiritual and religious potential of every student and encourage involvement in the wider life of the College community.
- Work in partnership with parents, parishes, local industry and commerce and the wider community in a spirit of mutual service for the benefit of all.
- Prepare our young people for the life beyond college and in particular to develop personal integrity, moral values and a sense of justice so that they "preach the Gospel at all times, use words if necessary" (St Francis).

2. Student Entitlement Statement

Teachers, support staff as appropriate to their role in the College and qualified careers professionals will support students' career development in a number of ways, including:

- Access to broad and balanced curriculum provision.
- The opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14).
- In line with the DFE guidance September 2025 we will endeavor to provide a minimum of one week's work experience or equivalent in key stage 3 and at least one week in key stage 4.
- Hearing from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through guided pathway events, careers fayres, assemblies, group discussions and taster events.
- Understanding how to make applications for the full range of academic and technical courses available. At various points across the College year, a variety of employers and external providers are invited into the College to talk about different careers – refer to the Provider Access Policy in section 20.
- The promotion of the sharing of information through discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, workshops, career fayres, enrichment activities and on results days.
- Access to Careers information and ICT based careers programmes.
- Information and updates on notice boards, plasma screens and the College website.
- Identification of the needs of all students to target those who require early or additional support in their transition.
- Compliance with its statutory responsibilities under the 'Provider Access Legislation' by supporting students to understand the full range of education and training options. The College has a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. This

means the College must act impartially, in line with its statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. The College will promote a full range of technical options as it has an important role in ensuring that all pupils in years 8-13 are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications and can consider them, alongside academic options, when making decisions about their next steps.

3. Parent/Carer entitlement statement

Parents can access careers support for their child in a variety of ways including:

- Individual meetings, drop-in sessions, guided pathway events, parent evenings and on results days.
- Careers information and computer-based careers programmes.
- Information and updates on the College website and Twitter.

4. Equality and diversity statement

The careers education and guidance delivery satisfy the requirements of the College Equality, Diversity and Inclusion Policy. All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

5. Purpose

- Our CEIAG programme forms an integral part of the curriculum at the College and will allow students to look beyond the horizon, to recognise opportunities, realise their aspirations and enter the world of work, education and training with confidence.
- Careers education helps young people to develop the skills, confidence and knowledge that they need to make well informed, considered choices and plans that enable them to progress into further learning and work.
- A planned programme of careers and inspirational activities is a vital component in preparing young people for the world beyond the College. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers.
- The College has a duty to ensure that high quality information, advice and guidance empowers our students to make the best of their individual talents and achieve their ambitions by choosing the pathway that is right for them.
- At the College we are committed to providing every student with a planned programme of careers education throughout years 7-13 that includes information, advice and guidance that is impartial and confidential (within legal confines) and prepares them for the challenges of adult and working life.

6. Aims

The College has a statutory duty to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of all students. This Policy sets out the nature and aims of careers education at the College. Through its careers education programme the College aims to:

- Provide high quality independent and impartial careers advice to all students which raises aspirations and motivates them to consider a broad range of careers to fulfil their potential. By the age of 16 all students will have received at least one independent guidance interview with a Level 6 qualified careers practitioner.

- Empower young people to plan and manage their own futures.
- Give careers and labour market information and advice that is up to date.
- Respond to the needs of each learner, supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Provide opportunities to work in partnership with employers to inspire students through real-life contact with the world of work. All students will participate in at least one meaningful employer encounter each year and we will endeavor to provide work experience opportunities in Key Stage 3 and Key stage 4.
- Provide opportunities for students to access a range of further and higher education. institutions, training providers and others to ensure they are informed of all available pathways including technical education qualifications and apprenticeships.
- Develop enterprise and employability skills, including skills for self-employment.
- Support students at key transition points.

7. Core careers offer

All students at the College are entitled to receive a programme of careers education, work-related learning (WRL), information, advice and guidance. This will be delivered at appropriate times to support decision making. Our core careers offer for all students includes:

- Access to independent careers guidance by a Level 6 qualified professional – at least one interview by the age of 16, one interview in year 12 and one in year 13.
- Advice and support tailored to the needs of each student.
- Activities which seek to challenge stereotypical thinking and raise aspirations.
- Subject lessons linked to careers.
- Employer encounters – at least one each year including STEM employers.
- Experience of the workplace – at least one experience by the age of 16.
- Opportunities to speak with/visit a range of further education, higher education and training providers.
- Access to careers information via VMG, bulletins, careers library and online resources.
- Life Skills lessons.
- Promotion of local labour market information.
- Parental support and guidance.

8. Intended outcomes

The College is committed to raising aspirations and maximising the benefits for every student in the development of a whole College approach to CEIAG by providing a planned programme of activities both in and beyond the curriculum. The College is committed to providing:

- A comprehensive careers education programme with clear learning outcomes.
- Access to independent and impartial guidance for all students.
- A whole academy approach to CEIAG provision.
- A partnership approach to CEIAG provision.
- Assistance for all students to make a successful transition into further/higher education, employment, or training.
- A high quality CEIAG programme validated by Compass+ Evaluations.

9. Strategic objectives

The College has identified the following strategic objectives which underpin its approach to CEIAG:

Strategic Objective 1:

To broaden the aspirations of all students regardless of need or ability.

Strategic Objective 2:

To Increase the amount and variety of opportunities for students to have meaningful experiences of post-school education, training and employment providers.

Strategic Objective 3:

To provide opportunities for all students to have a meaningful experience of further and higher education by the end of Year 11.

Strategic Objective 4:

To provide opportunities for all students to see the relationship between what they learn within the formal curriculum and the wider world of work, thus linking their curriculum learning to careers.

10. Gatsby career benchmarks

The College fully endorses the the Department for Education's (DfE) updated Statutory Guidance from May 2025 for careers which is based on the Gatsby Benchmarks, providing a framework for schools and colleges to deliver good careers education.

1. **A stable careers programme.** Every school and college should have an embedded programme of career 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.
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 experiences 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 Level 6 qualified career adviser, who could be internal (a member of school staff) or external. These should be available whenever significant study or career choices are being made.

The College CEIAG team review progress for all students against the Gatsby benchmarks on annual basis and this will contribute to the Governing Body's annual review of the impact and implementation of the policy.

11. Curriculum delivery

We take a whole College approach towards CEIAG by ensuring it is embedded within the curriculum as there is clear value in linking subject learning to careers. This makes subjects relatable and relevant to everyday and working life.

There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 13 through the PSHE curriculum and our Values Education programme which enables students to:

- Develop themselves through career and work-related education.
- Learn about careers and the world of work.
- Develop career management and employability skills.

12. Provision of independent careers guidance

All careers advice and guidance given is student centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. Quality career guidance helps young people gain clarity on their strengths, understand their options, and successfully navigate transitions to the next stage of their education or careers.

13. Other formal and informal partnerships

The College has formal and informal partnerships arrangements with post-16 providers, colleges, employers, higher education and training providers.

At relevant points across the academic year, a variety of employers and external providers are invited into the College to talk about different careers. Please see our [Provider Access Policy](#) and Careers Activities in the [Careers Curriculum Plan](#) for further details.

14. Resources

Through events including Parent Evenings, Open Evenings and Guided Pathway Evenings, careers information and advice is made available to students, parents and carers.

The Careers Office is stocked with key publications suitable for a range of ages and abilities, with advice on hand from attending staff. Materials are audited annually to ensure information is up-to-date and accurate and relevant to meet students' requirements.

15. Budget

Funding is allocated by the College to provide an annual CEIAG budget. Maximum use will be made of quality assured resources that have zero cost, currency and longevity of careers and will be taken into consideration when purchasing materials.

16. Partnerships

This Policy recognises the range of partners that support the CEIAG offer within the College. These include:

- Liaison with post-16 providers and higher education institutions.
- Employers.
- Training providers.
- Enterprise advisor.
- Parents and carers.

17. Management of CEIAG provision

The CEIAG Programme is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents and the wider community.

18. Staffing

All staff contribute to CEIAG through their roles and there is a designated Careers Leader. Staff training is provided on a regular basis and further updates are given in briefings or professional development sessions. Any specific training needs are identified in conjunction with the College CPD Co-coordinator and reviewed on an annual basis.

Staff are provided with schemes of work and learning resources. Specific needs are identified in conjunction with the academy CPD co-coordinator and reviewed on an annual basis.

19. Leadership and management

Position	Name
Responsible SLT	Mrs L Blackmore
College Careers Leader(Coordinator)	Zoe Harris

The College Careers Leader/Coordinator has responsibility for the effective delivery of the CEIAG programme and will ensure that:

- The College has a CEIAG programme that meets the expectations of the Gatsby benchmarks.
- Quality assurance mechanisms are in place to ensure:
 - best practice;
 - robust record keeping;
 - taking feedback;
 - the evaluation of impact;
 - seeking out external review of provision
 - the College has published on its website details of its careers programme; arrangements for providers of technical education or apprenticeships to talk to students; and
 - destinations of young people from the College are tracked and that this information is used to improve the effectiveness of the careers programme.

20. Provider Access Policy

This Policy Statement Provider Access Policy sets out the College's arrangements for managing the access of providers to students at the College for the purposes of giving them information about the provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997 and Education (Careers Guidance in Schools) Act 2022.

21. Opportunities for access

A number of events are integrated into the school careers programme and will offer providers an opportunity to come into the College to speak to pupils and/or their parent/carer. Please see activities listed in the Careers Curriculum Plan

The College selects the external agencies and organisations it feels fit most appropriately with its aims. Activities and information provided by these providers are encouraged and our external provider agreement is published on our website. To monitor the content of this provision, and to ensure we meet our safeguarding responsibilities, discussions between all parties involved take place prior to any event, regardless of cost or staffing. Provider staff are accompanied by College staff and this allows us to effectively monitor the quality of provision and delivery.

22. Premises and facilities

The College will make the main hall, classrooms, meeting rooms or other appropriate spaces available for discussions between the provider and students, as appropriate to the activity. The College will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the College Careers Leader (Coordinator) or the responsible member of SLT. The Careers office is available to all students at lunch and break times.

23. Policy Review

The implementation and impact of this Policy will be reviewed annually by the Governing Body; this may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the College which makes this necessary. The recognised trade unions will be included in this process. This will include:

- Monitoring and evaluation of destinations data to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment.
- Auditing the budget and resources provided for both careers and work experience annually against the identified CEIAG areas for development as documented in the College Development Plan.
- Monitoring and evaluating the overall student learning experience in CEIAG in accordance with the established quality assurance processes at the College, including seeking the views of students, parents, partners and employers.
- Reviewing progress for all students against the Gatsby benchmarks on annual basis.

