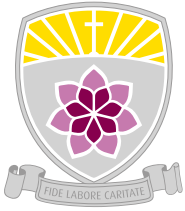


Cardinal Hume Catholic School



Career Guidance Policy March 2024





The Aim

The aim of the careers provision at Cardinal Hume is consistent with the aims and values of our school, specifically 'To prepare students for adult life and fit them for productive roles at work, in the community, at home and at leisure by providing them with the necessary knowledge, concepts, skills and attitudes'. We also aim to fulfil the Gatsby Benchmarks, that outline effective careers education, to help prepare our students for adult life.

A dedicated Careers Education webpage has been designed for the school website to allow students, parents/carers and employers to access detailed information regarding all aspects of careers education at Cardinal Hume.

Measuring the Impact

The impact of careers education at Cardinal Hume Catholic School is measured in a number of ways, including:

- Destinations of school leavers onto the next stages of their career journey are recorded and collated, including monitoring NEET figures in conjunction with Gateshead council CEIAG department.
- Termly Compass+ evaluations carried out by Careers Leader in line with CEC guidelines.
- Student evaluations of all activities, visits and trips including Y10/12 work experience are carried out to determine the impact and suitability for repeating.
- Employer feedback is collected, recorded, and analysed by Careers Leader to determine success of Y10 & Y12 students on work experience.
- Student voice is utilised to determine the effectiveness of the careers IAG programme.
- Regular, planned IAG staff meetings discuss the effectiveness of the careers IAG programme.
- Careers leader monitors work across curriculum areas to embed careers learning into the curriculum, including lesson observations of English, Maths and STEM subjects to ensure Gatsby benchmark 4 is fully met by the school curriculum.
- Analysis of IDSR figures carried out by Careers Leader and SLT.

A Structured Approach

At Cardinal Hume Catholic School our strategy structures the approach to ensure the tools and resources offered to us are utilised to make the most effective progress:

- 1 Utilise the Compass evaluation tool to honestly assess current capability and opportunities for students within our careers programme.
- 2 Align and clearly communicate realistic and actionable focus areas across the school year.
- 3 Engage the right resources, both within our school and across our partners, to maximize progress and impact via generously sharing and reapplying best practices.
- 4 Capture specific activities in the 'Careers Plan' to document progress and engage all teaching staff.
- 5 Utilise the Unifrog software to enable each and every student to build a personal profile and document their personal need, interactions, activities and guidance.
- 6 Systematically utilise the Compass evaluation tool to measure progress and report back to SLT and the board of governors on a regular and planned basis.

Resource & Commitment

Careers Leader	Mr Martin Stobbs
Careers Advisor	Mr Stephen Moses
Work Experience Coordinators	Mrs Jayne Harwood; Mrs Colleen Smith
SLT with responsibility for Careers . .	Mr Chris Jones
Headteacher	Mr Brendan Robson
LEP Advisor	David Coe
Enterprise Advisor	Rhys Jones (Head of Research & Development Proctor & Gamble, Newcastle)

Careers IAG Sessions

All students from Y7 – Y11 receive 5 sessions of Careers IAG each year. The focus of each year group reflects the previous years focus to ensure correct progression relevant to the key stages in a student's school journey. The use of the online careers' platform 'Unifrog' is used within careers IAG sessions. All students in Cardinal Hume have an account set up for them in Y7 that they can use to access Unifrog throughout their time at the school. Unifrog usernames are set as the students' school e-mail account.

Careers IAG continues into sixth form with a focus on ensuring all students have an appropriate career pathway planned out. Unifrog is further utilised by sixth form students for the UCAS application process.

Meeting the Gatsby Benchmarks

1 A stable careers programme

Cardinal Hume has a stable, structured careers programme, that has the explicit backing of the senior leadership team and the school governors. An experienced and well qualified senior teacher was appointed as careers leader in 2019 with responsibility for managing the provision of careers education across the school.

The careers programme is published on the school website to enable students, parents, teachers and employers to access and understand it. The programme is evaluated on a termly basis with feedback from students, parents, teachers and employers as part of the continual evaluation process.

2 Learning from career and labour market information

Students, and their parents, have access to good quality information about future study options and labour market opportunities. They receive help from our qualified careers advisers to make the best use of available information.

Within the IAG programme all students, by the end of year 9, will have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents are encouraged to access and use information about labour markets and future study options via the 'weduc' system and parent information evenings, to inform and support their children's decisions.

3 Addressing the needs of each pupil

At Cardinal Hume we acknowledge that students have differing needs at different stages of their career's guidance. Opportunities for advice and support is tailored to the needs of each pupil. Our careers programme looks to embed equality and diversity considerations throughout its delivery, actively challenging stereotypical thinking and raising pupil aspirations.

Systematic records are kept of individual advice given to each pupil and subsequent agreed decisions. All students are e-mailed a copy of these records to support their career development.

The intended destinations of all school leavers are collated and recorded to ensure effective progression; a data sharing agreement has been set up in conjunction with Gateshead Council CEIAG to allow for continued tracking of destinations after students have left the school.

4 Linking curriculum learning to careers

Teachers at Cardinal Hume embed careers information into lessons by teaching about relevant career pathways and job roles within lessons. For example, Maths teachers highlight the relevance of numeracy within careers such as Architecture, Games Design, Accountancy, Engineering and many more. English teachers highlight how literacy skills are required across a wide range of careers such as Journalism, Law, Blogging, Creative Writing, Publishing and many more.

All subject leaders have included how they meet this benchmark within their department development plans to ensure coverage across the entire curriculum.

5 Encounters with employers and employees

Students receive multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Within Cardinal Hume this is delivered through a range of enrichment opportunities including visiting speakers during IAG and lessons, mentoring, enterprise schemes, virtual events and trips to workplaces.

Our aim is that each year, from year 7 onward, all students should participate in at least one encounter with an employer or employee to learn about what work is like or what it takes to be successful in the workplace.

6 Experiences of workplaces

Every pupil at Cardinal Hume is given the opportunity of first-hand experience of a workplace through work visits, work shadowing and work experience to help their exploration of career opportunities and expand their networks.

All students in year 10 are given the opportunity to embark on a work experience placement. This takes place in July during the final week of the summer term. In year 12 students are given a second opportunity for a work experience placement. Additional to this, students are encouraged to participate in virtual work experience in their own time, with many VWEX opportunities being shared with students via teams and e-mail.

All work experiences are additional to any part-time jobs that students may already have.

7 Encounters with further and higher education

All students are made aware of 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. By the end of year 11, each pupil will have received an opportunity to explore what it is like to learn in a range of educational environments, including sixth form, college, university, and apprenticeship providers. Additional guidance is given to students in Y10/11 by the North East University Collaboration Programme (NEUCP) during IAG sessions.

By the end of year 13, all students who are considering applying for university will have had at least two visits to universities to meet staff and students. Any students considering applying for apprenticeships after sixth form are provided with advice and guidance on how to achieve this. Training providers are encouraged to send apprenticeship opportunities to the school, that are forwarded to students so that they can apply if interested.

8 Personal guidance

From October to March, all year 11 students receive an impartial guidance interview with our qualified Careers Adviser and receive an individual action plan tailored to meet their specific careers aspirations. A second interview is provided in year 12 to further explore students' individual needs, which may have changed significantly since year 11. The advice and guidance they receive reflect these changes.

Students intended destinations are discussed at length with them during these sessions to ensure they have a suitable plan in place for their future progression.

Provider Access Legislation (PAL)

To ensure compliance with the updated provider access legislation (PAL) of January 2023, students will now receive six encounters with approved providers of apprenticeships and technical education:

- Two encounters for students during the 'first key phase' (year 9) that are mandatory for all students to attend – Y9 IAG session in main hall with 2 providers.
- Two encounters for students during the 'second key phase' that are mandatory for all students to attend – Y11 IAG session in main hall with 2 providers.
- Two encounters for students during the 'third key phase' (year 12 & 13) that are mandatory for the school to put on but optional for students to attend – Sixth form information evening with a host of providers.

This new legislation has replaced the 'Baker Clause' and is intended to become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

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