



BLESSED THOMAS HOLFORD  
CATHOLIC COLLEGE  
Inspiring People – Changing Lives

## Careers Guidance Policy

**Owner:** Careers Advisor  
**Reviewed:** September 2021  
**To be reviewed:** September 2022

### Vision and aims

Our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice.

We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance (CEIAG) that helps to prepare them, for choices and transitions affecting their future education, training and employment.

Through our Careers Education, Information, Advice and Guidance programme our aim at Blessed Thomas Holford is for our pupils and students to:

- ✓ develop positive attitudes and enquiring minds towards study and work
- ✓ be able to evaluate their own strengths and weaknesses and realise how to build on their strengths and develop their weaknesses
- ✓ be able to evaluate their own likes and dislikes and see themselves as individuals who do not need to follow the crowd
- ✓ be able to fully engage in their own career planning
- ✓ leave Blessed Thomas Holford with a range of transferable skills that will enable them to be successful in their future career planning (e.g. each pupil will leave Year 11 with a current CV that they have planned and developed themselves; they will know how and where to access websites and information about future career paths and choices; they will know what is expected of them in an interview situation)
- ✓ understand opportunities at key transition points (such as leaving school, college, university, changing jobs) and be able to make effective and appropriate decisions at these points and put these decisions into action
- ✓ be able to access clear, relevant and impartial careers information, advice and guidance appropriate to their personal needs throughout their time with us
- ✓ be able to achieve personal and economic wellbeing throughout their lives
- ✓ be motivated and enthused so that they can realise their full potential

## **Statutory Duty**

All schools have a statutory duty to provide careers education in Years 7-11 (1997 Education act, 2003 Education regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill). Careers guidance and access for Education and training providers (October 2018) drives schools towards ***'a world class careers system that will help young people and adults to choose the area the career that is right for them'***.

Principals underpinning our impartial careers advice:

- Empowers students to plan and manage their future.
- Responds to the needs of each student.
- Provides comprehensive and up to date information and guidance.
- Raises aspirations.
- Actively promotes equality of opportunity and challenges stereotypes.
- Helps our students to progress to the destination of their choice and beyond.

## **Entitlement**

Every student (Year 7 to 13) is entitled to high quality careers guidance, as part of their overall education, this raises aspirations and allows students to progress to the destination of their choice. Every students is entitled to the following as a minimum:

- A stable careers programme delivered throughout each key stage that is informed by quality labour market information.
- The opportunity to have contact with post-16 colleges, sixth forms and other providers.
- The opportunity to visit and experience a place of work.
- The opportunity to meet and learn from employers.
- Access to higher education providers.
- Impartial information, advice and guidance from a suitably qualified professional.

As well as this minimum provision each student is entitled to careers guidance as appropriate to meet the needs of each student. This guidance will come in a number of different ways both formal and informal at appropriate times throughout the school journey.

## **Management and Delivery**

We deliver CEIAG by providing pupils with a variety of careers activities and experiences relevant to their stage of development – this is known as the ***careers programme***. This planned programme of impartial careers information, advice and guidance is conducted with the help of internal staff, external professional providers, and institutes such as universities, apprenticeship and traineeship providers, colleges and business representatives. Activities range from in-house activities where guest speakers and exhibitors are invited, to trips outside of school, to 1:1 careers interviews to name a few.

We have used empirical research and evidence taken from the Department of Education's paper: ***"Careers strategy: making the most of everyone's skills and talents"***(Dec, 2017), the Government paper: ***"Careers guidance and access for education and training providers:***

***Statutory guidance for schools on providing careers guidance***” (Jan, 2018) and ***the 8 Gatsby Benchmarks*** to inform and develop our careers programme to make it relevant, impartial, and robust and compliant with Ofsted and statutory regulations.

### **Monitoring and Evaluating**

The CEIAG programme will be measured against the Gatsby Benchmarks. Audits of CEIAG will be carried out termly using the Government self-evaluation tool **Compass** - this has been designed specifically to measure the value and impact of school CEIAG.

In addition to the Gatsby Benchmarks, data from regular stakeholder evaluations will be used to judge the quality of provision, make amendments and respond to emerging needs of our cohort regarding CEIAG.

As part of our monitoring and evaluating we will pay particular attention to our destination data and compare this against local and national trends.

### **Stakeholder Partnerships**

The CEIAG programme is greatly enhanced by our links with a growing number of partners and volunteers. We will work with employers, training providers and FE/HE institutions. Parental involvement is encouraged at all stages. This is promoted through regular communications highlighting upcoming events and inviting volunteers.

We will provide opportunities for students in Years 7 to 13 the opportunity to talk about technical qualifications and apprenticeships. We will work in partnership with local and national providers of post-14, post-16 and post-18 options and allow our students in Year 7 to 13 access to these providers in order to inform important transition points.

We will seek and respond to stakeholder feedback. Feedback will be invited from all stakeholders including students, parents / carers, employers and providers.

### **Equality and Diversity**

CEIAG is provided to all students and provision is made for all students to access the curriculum. Students are encouraged to follow career paths that suit their interest, skills, strengths and aspirations with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

### **Provider Access Policy (Baker Clause)**

Blessed Thomas Holford will publish a procedure document that outlines arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

Any external provider wishing to request access should contact the relevant Careers contact. Contact details will be provided within the access procedure displayed on the school website. The current contact is Miss N Johnson, Careers Adviser. [careers@bthcc.org.uk](mailto:careers@bthcc.org.uk)

Blessed Thomas Holford will make facilities available for discussions between the provider and students, as appropriate to the activity. They 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 relevant Careers contact or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature.

**Further guidance and information**

This policy should be read in conjunction with:

- The Gatsby Benchmarks
- The CEIAG programme