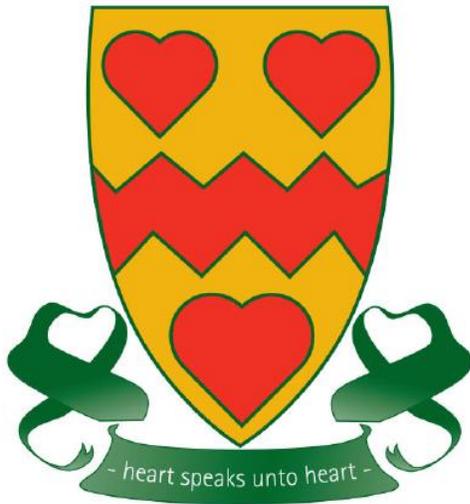


NEWMAN CATHOLIC COLLEGE



Newman
Catholic College

Everyone Counts
Everyone Contributes
Everyone Succeeds

CAREERS POLICY

What is Careers Guidance?

In our careers guidance policy our definition of careers guidance is aligned to those provided by DfE and Ofsted.

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff', March 2015 defines Careers Advice and Guidance as: 'Careers Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.'

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 student 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 students 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 students at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds).

The governing body must ensure that the independent careers guidance provided: Is presented in an impartial 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 students to whom it is given.

Careers Guidance Provision

At Newman Catholic College we work with Into University and Connexions to deliver careers guidance.

In our school students 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 student on request and is available every Tuesday and Friday at lunchtime by the Connexions Advisor. All Year 11 and Keystage 5 students receive at least one face-to-face careers interview with a trained careers adviser. All students receive a face-to-face session with Into University to inform and inspire them of all the available learning pathways open to them. During a careers interview in Year 11, all students are helped to develop a careers action plan. These are kept by the Connexions Advisor. 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. 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 informs students of information events for students and their parents at which all local providers of education and training offer advice. At Keystage 5 all students are involved in weekly enrichment activities to learn new skills, some students are involved in our Work Ready programme going out on work placements every week.

The school advertises the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages. Students 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. 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 students 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
- Workplace visits and work experience placements
- Careers fairs and career networking events
- Access to open days at universities, further and higher education institutions
- Help with basic career management skills like CV writing, CV building, job searches and job interviews

We employ a Connexions Advisor two days a week who provides 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 Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

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 students.
- Students being guided on to the correct options pathway in KS4
- Our NEET figures remaining at 0%
- Our Destinations data
- Student questionnaires

Year	Careers
7	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations
8	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work
9	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process
10	Work experience Preparation for and evaluation of work experience and readiness for work
11	Next steps Application processes, and skills for further education, employment and career progression
6th Form	Next Steps Application processes, and skills for further education, employment and career progression
Projects	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations

The Careers Programme will be covered through Drop Down Days, Assemblies, Tutor Time, Educational Visits, Visits from Employers in different fields eg: Wates- Construction, Balfour Beatty- Apprenticeships
HS2