



## Careers Policy

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**St. Francis College**

June 2024

## Contents

1.	Aims .....	3
2.	Scope and application.....	3
3.	Regulatory framework .....	3
4.	Publication and availability .....	4
5.	Responsibility statement and allocation of tasks .....	4
6.	Rationale .....	5
7.	A stable careers programme (Gatsby Benchmark 1).....	5
8.	Learning from career and labour market information (Gatsby Benchmark 2).....	5
9.	Addressing the needs of each pupil (Gatsby Benchmark 3) .....	6
10.	Linking curriculum learning to careers (Gatsby Benchmark 4).....	6
11.	Encounters with employers and employees (Gatsby Benchmark 5).....	7
12.	Experiences of workplaces (Gatsby Benchmark 6).....	7
13.	Encounters with further and higher education (Gatsby Benchmark 7).....	8
14.	Personal guidance (Gatsby Benchmark 8) .....	8
15.	Version Control .....	8

## 1. Aims

This is the Careers Policy of St. Francis' College. The aims of this policy are:

- 1.1 To give our pupils access to accurate, up-to-date, impartial careers guidance so that they can make informed choices about a broad range of careers options, and which helps them to fulfil their potential.
- 1.2 To use the eight Gatsby Benchmarks of good career guidance to inform our planning and delivery of careers guidance at St. Francis' College. The eight Benchmarks are:
  - (a) a stable careers programme;
  - (b) learning from career and labour market information;
  - (c) addressing the needs of each pupil;
  - (d) linking curriculum learning to careers;
  - (e) encounters with employers and employees;
  - (f) experiences of workplaces;
  - (g) encounters with further and higher education;
  - (h) personal guidance;

## 2. Scope and application

- 2.1 This policy applies to the whole College.
- 2.2 There are specific actions that are relevant to Prep or Senior areas.

## 3. Regulatory framework

- 3.1 This policy has been prepared to meet the College's responsibilities under:
  - 3.1.1 Section 42A, 42B, 45 and 45A of the Education Act 1997;
  - 3.1.2 Section 72 of the Education and Skills Act 2008;
  - 3.1.3 Schedule 4 (15) of the School Information (England) Regulations 2008;
  - 3.1.4 Education (Independent College Standards) Regulations 2014;
  - 3.1.5 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
  - 3.1.6 Education and Skills Act 2008;
  - 3.1.7 Childcare Act 2006;
  - 3.1.8 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
  - 3.1.9 Equality Act 2010;

3.1.10 ISI Inspections framework;

3.1.11 NMS statutory guidance;

3.1.12 SEN code of practice;

3.1.13 KCSIE guidelines.

3.2 The following College policies, procedures and resource materials are relevant to this policy:

3.2.1 Scholarship Policy;

3.2.2 Teaching and Learning Policy;

3.2.3 Pastoral Care Policy;

3.2.4 Individual Needs Policy;

3.2.5 EAL Policy;

3.2.6 Personal Development Policy.

#### 4. Publication and availability

4.1 This policy is published on the College website;

4.2 This policy is available in hard copy on request;

4.3 A copy of the policy is available for inspection from the College office during the College day;

4.4 This policy can be made available in large print or another accessible format if required.

#### 5. Responsibility statement and allocation of tasks

5.1 The Proprietor is responsible for all matters which are the subject of this policy.

5.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date	Head of Careers	As required
Monitoring the implementation of the policy and any action taken in response and evaluating effectiveness	Head of Careers	As required, and at least termly

Task	Allocated to	When / frequency of review
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the College's processes under the policy	Head of Careers with stakeholders informing these decisions	As required, and at least annually

## 6. Rationale

- 6.1 *“High-quality careers education and guidance in school or College is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.”* Department of Education, 2023.

## 7. A stable careers programme (Gatsby Benchmark 1)

- 7.1 Every year group in the Senior College has a Half Term (Autumn Term 2) of Personal Development lessons offering a range of high-quality and inspiring, progressive careers activities that enable students to make well-informed decisions about education, training, apprenticeship, and employment opportunities. The expansion of PD lessons to last 55 minutes will allow for more depth and breadth in this provision and the scheme of work will be rewritten by the Head of Careers to reflect this.
- 7.2 These will be supported by Tutor Time activities designed by the Heads of Year, liaising with the Head of Careers, who will ensure the quality of the programme by carrying out learning walks and surveying students and staff after their PD lessons (via Microsoft Forms)
- 7.3 The road map of the topics covered by the Careers Programme will be available to inform young people, teachers, parents, and employers what each student can expect from their careers education and guidance, each year at the College via the College website.
- 7.4 Parents will get an outline of the careers provision and a brief introduction to the Morrisby Software as part of the New Academic Year Induction Evenings.
- 7.5 The programme will be evaluated by the students via a Microsoft Office Form at the end of the unit and by staff through learning walks by the Head of Careers and meetings between the staff who deliver these lessons and the Head of Careers.

## 8. Learning from career and labour market information (Gatsby Benchmark 2)

- 8.1 All students (Year 7 to Year 12) this academic year have carried out the Morrisby interest questionnaire and are able to log on and look up their chosen 20 careers that

are a close match for their interests. Each of these career profiles contains up to date and impartial careers information and labour market changes 2023-2028.

- 8.2 There is also a functionality enabling students to search for careers they are interested in using this package.
- 8.3 Useful careers websites will be publicised to students via the Deputy Head Bulletin (students) and Head's Bulletin (for parents).

### **9. Addressing the needs of each pupil (Gatsby Benchmark 3)**

- 9.1 The College's Careers Programme actively seeks to challenge stereotypical thinking and raise aspirations. It addresses the perceptions students may have about their gender and careers.
- 9.2 The Morrisby Careers Package allows the Head of Careers to see what careers individual students are highlighting as their favourites and tailor advice around these considerations. It allows a record of guidance given as minutes of face-to-face meetings are recorded and kept on that student's profile. (see section 13)
- 9.3 Parents will have the opportunity to upgrade their child's interest questionnaire to a fuller profile which covers psychometric testing and matches careers to a child's strengths as well as their interests.
- 9.4 The Careers Convention is designed so that students are given choices and can select talks and activities that address their needs.
- 9.5 The College will collect and maintain accurate data for each pupil on their education, training, or employment destinations for at least three years after they leave.

### **10. Linking curriculum learning to careers (Gatsby Benchmark 4)**

- 10.1 Each subject should support students to identify the essential skills they develop and to identify the pathways to future careers. This may occur during lessons or homework tasks, at subject information evenings at GCSE and A Level as well as through displays.
- 10.2 Staff will be encouraged through Curriculum 2024 to emphasise skills that are valued by employers – soft skills and transferrable skills. They will also be able to sell the unique skills imparted by their subject e.g. understanding spatial relationships for Geography, numeracy in Maths, dealing with past information in History, being able to appreciate other faiths for RS etc. Staff will be encouraged to explain how these skills will be useful as an employee/employer. The Head of Careers will deliver staff training in the regular INSET and CPD slots to enable staff to implement this within their lessons.
- 10.3 The Head of Careers will support the Heads of Department in the tasks above by suggesting resources such those by The Careers & Enterprise Company, 'My Learning, My Future' and STEM learning targeting specific subjects.
- 10.4 As part of Personal Development lessons in Year 9, the College will support students to understand that the core academic subjects at GCSE – English, Maths, Science, History or Geography, and a Modern Language make up the English Baccalaureate. These subjects, which provide a sound basis for a variety of careers beyond the age of 16, can also enrich students' studies to give them a broad general knowledge that will enable them to participate in and contribute to society.

- 10.5 The DREAMS curriculum will give students opportunities to display their skills and that will allow them to shine at interview, or in written applications. The Head of Careers will liaise with the DREAMS co-ordinator to ensure these opportunities are well signposted to students.
- 10.6 The SFC Diploma will allow students to record and reflect on their wider curriculum experiences and the skills that they have developed by undertaking certain roles and organising events within the College.

## **11. Encounters with employers and employees (Gatsby Benchmark 5)**

- 11.1 Year 7 will participate in a 'Take Your Child to Work Day.'
- 11.2 Year 8 will be involved in a Question-and-Answer session with a panel who have separate roles within the College (outside of teaching).
- 11.3 Year 9 to Year 13 will take part in the yearly Careers Convention where they can meet a range of employers and employees. These include alumni and staff contacts, as well as parents and outside providers. This will take place as part of the DREAMS slot in Curriculum 2024 – it will next year be split into two slots – a 'talks' section and a networking session which is more informal with a one-to-one engagement between employers/employees and students.
- 11.4 Various years will be signposted to virtual careers encounters where appropriate. In the Prep Department, a Careers Convention for Year 5 and 6 students as part of FIVE STAR DAYS (the College's activity week)
- 11.5 These encounters may include visits by employers or employees organised within departments, e.g. author and poet visits in English. Or as part of assemblies, e.g., visit by H –Town Rags Vintage clothing shop, explaining the role of their merchandisers as part of recycling week.

## **12. Experiences of workplaces (Gatsby Benchmark 6)**

- 12.1 Year 12 students will be undertaking work experience or work shadowing during the College 's FIVE STAR DAYS (unless a pre-arranged work experience occurs at another time). It is understood that boarders may need support to organise work experience in the local area. The Year 12 placement will be more finely tuned with their eventual career in mind.
- 12.2 Year 11 students are strongly advised to arrange a work experience or work shadowing placement, or some volunteering during the Summer Holiday after Year 11. From 2025, Year 10 will have work experience as part of their curriculum.
- 12.3 Year 10 will have work experience allocated to them as part of their GCSE provision. This will not be in a chosen field but serve as an opportunity for them to experience the general world of work and expectations of it. This will allow them to sample the differences between work and school.
- 12.4 Year 7 will have experience of workplaces through the 'Take Your Child to Work' Day.
- 12.5 Year 5 will have experience of bringing parents into school to discuss their jobs in an assembly. This will be organised by the Head of Careers and the Assistant Head (Head of Prep Department).

- 12.6 Those seeking high-level vocational courses e.g. medicine, law, architecture will be placed on the Aspirations Programme, which will consist of mentoring, self-directed visits and learning projects. The offering each year will flex based on the interests of the student cohort. This programme will help students prepare for admissions tests, where applicable.

### 13. Encounters with further and higher education (Gatsby Benchmark 7)

Year 9 and above will have encounters with further and higher education through the Careers Convention, including degree apprenticeships. The Personal Development curriculum will also emphasise that there are many new routes for students to take and the different advantages and disadvantages of apprenticeships compared with Degrees.

- 13.1 Year 11 will have an encounter as part of their Sixth Form Taster Day.
- 13.2 The Sixth Form are encouraged to visit further and higher education providers they are interested in for their Open Days.
- 13.3 The Year 12 students visit a UCAS convention (Summer Term) where many universities are present and relevant workshops and talks are held. In the Autumn Term, the Year 12 students are recommended to visit the Skills Event in London.

### 14. Personal guidance (Gatsby Benchmark 8)

- 14.1 Every student will have a one-to-one meeting with the Head of Careers during the academic year recorded on Morrisby (see Section 8).
- 14.2 Prep Department teachers can guide their classes with help from the Assistant Head (Head of Prep Department).
- 14.3 The Head of Careers will offer a drop-in service for students every Wednesday at lunchtime to offer guidance as and when students require.
- 14.4 Parents can sign up for their child to have one-to-one guidance with a qualified careers advisor through the Morrisby profiling system in Year 10.
- 14.5 The opportunity to speak with a career's advisor either over the phone or by web chat through the national careers service has been publicized with students (via the Deputy Head's Bulletin) and with parents (Head's Bulletin).

### 15. Version Control

Date of adoption of this policy	January 2023
Date of last review of this policy	June 2024
Date for next review of this policy	June 2025
Policy owner (SMT)	Head of Careers, overseen by the Assistant Head (Head of Prep Department)
Policy owner (Proprietor)	Amit Mehta (ILG)