



Loreto High School Chorlton



Loreto High School Chorlton

Careers Policy

Adopted: March 2023



Loreto High School Chorlton

Contents:

Statement of intent

1. Legal framework
2. Principles, Values and Aims of Careers Education, Information, Advice and Guidance
3. Roles and responsibilities
4. Implementation of Careers Education, Information, Advice and Guidance
5. Labour market information
6. Addressing the needs of pupils
7. Targeted support
8. Pupils with SEND
9. Curriculum
10. Further education
11. Personal guidance
12. Information sharing
13. Monitoring and review



Loreto High School Chorlton

Statement of intent

Loreto schools and colleges in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that they will be educational communities where each person has the experience of being loved and valued as a sacred individual created by a loving God; communities where students enjoy an enriching and liberating education that helps them grown into the fullness of life and empowers them to be people of courage who are alive to the needs of humanity and committed to making a better world.

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018. A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of Loreto High School that all students need a planned programme of activities to help them choose progression routes that are appropriate for them in order that they are able to manage their careers, sustain employability and achieve personal and economic wellbeing; thus, they are prepared for life in modern Britain. Loreto High School recognises that it has a statutory duty to provide careers education and to give our students access to impartial careers information, education and guidance. It is committed to providing a planned programme of impartial careers education and information, advice and guidance for all learners in Years 7-11, in partnership with other agencies, educational establishments and employers and to providing extra support, as required, for vulnerable learners and those with additional needs.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2023) 'Careers guidance and access for education and training providers'
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

2. Principles, Values and Aims of Careers Education, Information, Advice and Guidance

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:



Loreto High School Chorlton

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

The Careers Education, Information, Advice and Guidance programme at Loreto High School is designed to meet the needs of our students. We believe that an effective Careers Education, Information, Advice and Guidance programme:-

- Provides access to a range of activities that inspire our students and supports them in the development of the character and confidence needed to build successful careers.
- Actively encourages and inspires our students to take ownership of their career plans and to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations.
- Provides transparent, impartial timely and accessible information on:-
 - careers education, information, advice and guidance
 - local and national education pathways
 - training opportunities
 - labour market opportunities
 - the development of employability skills
- Builds strong links with employers who can help to boost students' attitudes and employability skills, inform students about the range of roles and opportunities available and help them understand how to make this a reality.
- Offers high quality Careers and Life Skills that properly reflects individual students' studies and strengths, and supports the academic curriculum.
- Widens access to advice on options available post-16 and post-18, including apprenticeships, entrepreneurialism and other vocational routes alongside the more traditional A levels and university route.



Loreto High School Chorlton

- Provides face-to-face advice and guidance to build confidence and motivation.
- Works with organisations to identify vulnerable students, including those with special educational needs and those at risk of not participating post-16 and post-18, and the services that are available to support them.
- Provides information to students about the financial support that may be available to help them stay in education post-16 and post-18.
- Consciously works to prevent all forms of stereotyping in the advice and guidance provided to ensure that students of all backgrounds and diversity groups consider the widest possible range of careers.
- Supports teachers to actively consider links between their subjects and future careers and to embed careers information into lessons and subjects.
- Actively consults with students, parents and staff on provision to inform continuing improvement.
- Ensures that provision meets the quality that a dedicated Careers Education, Information, Advice and Guidance quality award can bring.

Loreto High School believes that Careers Education, Information, Advice and Guidance should:

- Contribute to strategies for raising attainment
- Support each stage of our students' personal and academic achievement
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Support successful transition to the next stage of education and employment
- Encourage participation in continued learning including higher and further education
- Develop enterprise and employment skills
- Meet the needs of all of our students through appropriate differentiation
- Focus students on their future aspirations
- Involve parents and carers.

A Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The Careers Leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The Careers Leader is Justin Chillingworth.

The appointed Careers Leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside



Loreto High School Chorlton

- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name and contact details of the Careers Leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

A Careers Adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The Careers Adviser is Grainne Morrison.

The Headteacher and Careers Leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

The school will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

3. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:

- Managing the provision of careers information.



Loreto High School Chorlton

- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. the Headteacher and Careers Adviser implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The Careers Adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.



Loreto High School Chorlton

- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4. Implementation of Careers Education, Information, Advice and Guidance

- Loreto High School delivers Careers Education, Information, Advice and Guidance in partnership with local and national agencies, educational establishments, training providers and employers via one to one support, intensive support, mentoring, through curriculum delivery, visits to organisations, visiting speakers and to Focus Days.
- Loreto High School recognises its responsibility to ensure that students are clear that if they do not achieve a grade 4 or better in GCSE maths or English by the end of Key Stage 4 they will be required to continue to study these at school, college or as an apprentice.
- Loreto High School ensures that students understand that a wide range of career choices require good knowledge of maths and the sciences and ensures that through the Careers Education, Information, Advice and Guidance programme and the work of the Careers Coordinator, students are exposed to a diverse selection of professionals from varying occupations which require STEM subjects.
- Loreto High School offers students the opportunity to develop entrepreneurial and enterprise skills. Students are expected to identify, record and track the development of these skills. Loreto High School ensures that all students are aware of out of school opportunities that could help them with their careers aspirations and works closely with the National Citizen Service and other voluntary and community organisations.
- The Careers Education, Information, Advice and Guidance programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), Careers and Life Skills week for students in Key Stage 4, work placements, work-related learning, the development of career management skills and individual learning planning/portfolio activities.
- Careers sessions are part of the school's CEIAG provision, assembly programme and form time learning.



Loreto High School Chorlton

- Other focused events, e.g. a further/higher education fair and apprenticeship fairs are provided at different times of the year.
- Work interviews, debrief and evaluation take place within the Careers and Life Skills Programme and other appropriate parts of the curriculum.
- The school will ensure that all pupils have had at least one first-hand virtual experience of a work place by the age of 16, additional to any part-time jobs they may have.
- The views of students are collected from individual students and using discussion groups and evaluation questionnaires.
- We highly value liaison with parents and carers regarding their child's career aspirations and offer opportunities at school functions for parents and carers to engage with school careers staff and colleagues from external provision.
- Careers Education, Information, Advice and Guidance pages on the school's website signpost students to our own and external advice and guidance.
- Providers of apprenticeships or post-16 courses or employers who wish to come into school to present to students do so through contact with the Careers Leader in the first instance.

5. Labour market information

- The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.



6. Addressing the needs of pupils

- The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely in the careers office. The school will allow access to this information, should a pupil or their parent request it.
- Destinations data will be retained by the school for at least three years. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- Information about destinations, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.
- Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.
- The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Headteacher and Careers Leader on an annual basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

7. Targeted support

- The school will work with the LA, children's social care and VSHs to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:
 - LAC and PLAC.
 - Care leavers.
 - Pupils from Gypsy, Roma and Traveller backgrounds.
- Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.



Loreto High School Chorlton

- The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 Further Education.
- To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.
- The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.

8. Pupils with SEND

- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- The Careers Leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.
- Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or Higher Education.
- The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

9. Linking curriculum learning to careers

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through JCH/CHG March 2023



Loreto High School Chorlton

their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum.

Pupils will be expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum.

Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of [STEM toolkits](#).

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents
- Business games and enterprise competitions.
- Employer involvement in the curriculum.

The school will develop strong links with local, regional and national employers across all sectors to help pupils obtain information on, and participate in, the rollout of T-levels. The school will work with an Enterprise Advisor, who will enhance connections to the labour market.

The careers programme will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.



10. Further education (FE)

- 10.1. Pupils are required to remain in education or training until their 18th birthday.
- 10.2. The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 10.3. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 10.4. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- 10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 10.6. The Provider Access Policy will be published on the school website and will include:
 - Any procedural requirements in relation to requests for access.
 - Grounds for granting and refusing requests for access.
 - Details of premises or facilities to be provided to a person who is given access.

11. Personal guidance

- 11.1. All pupils will be provided with opportunities for personal guidance interviews with our qualified Careers Adviser. Such interviews will take place by the time the pupil reaches age 16.
- 11.2. Our Careers Adviser will meet the professional standards outlined by the Career Development Institute. The school will provide personal guidance interviews and these will be followed up as necessary.
- 11.3. Our Careers Adviser working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- 11.4. Our Careers Adviser in working with LAC or care leavers will build a relationship with them to better understand their individual needs and will use their personal education plan to focus discussions.

12. Information sharing

- 12.1. The school will provide the relevant information about all pupils to the LA support services as outlined in the school's privacy notice including:
 - Basic information, such as the pupil's name or address.
 - Other information that the LA requires to support the pupil to participate in education or training to track their progress.



Loreto High School Chorlton

- 12.2. The LA will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

13. Monitoring and review

- 13.1. The governing body, in conjunction with the Headteacher and Careers Leader will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- 13.2. The Headteacher and Careers Leader will make any necessary changes to this policy, and will communicate these to all members of staff.
- 13.3. The Careers Leader will report to the Governors' Teaching, Curriculum and Standards Committee which is responsible for overseeing, reviewing and organising the revision of the Careers Education, Information, Advice and Guidance.