



CAREERS EDUCATION AND INFORMATION ADVICE and GUIDANCE (CEIAG)

WHY DO WE HAVE THIS POLICY

The Sisters of Notre Dame have been responsible for providing an education in Everton Valley since 1869. St Julie, our Foundress, believed that we had a responsibility to “give them what they need for life” and in that spirit we strive to ensure that given the complexities of modern life is more important than ever that young people are given the very best preparation in terms of CEIAG. This is their entitlement and Notre Dame Catholic College staff work to provide the good start that pupils need.

Notre Dame Catholic College believes that good quality CEIAG can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. The school will provide CEIAG that is relevant, timely and sufficient to meet pupil's needs.

The school staff work hard to develop an atmosphere, which treats all pupils as equals providing a positive experience, which we hope, our pupils will take with them into adult life and the work place. Our Policy for Equal Opportunities (including Racial Equality and Cultural Diversity), Personal, Social, Health & Citizenship Education Policy and School Discipline Policy all encourage pupils to take responsibility for their own personal development and to consider all opportunities. For pupils with additional needs the school will facilitate further differentiated CEIAG support for pupils.

Schools have a statutory duty to secure Independent and impartial careers guidance for pupils in Years 8-13 (Statutory Guidance, DfE, September 2013, Education Act, DfE, 2011) and although careers education is no longer a legal requirement we wish to continue to make provision in this area. Our policy is also framed to help us prepare for Raising the Participation age and to benefit our Pupil Premium pupils. Our CEIAG programme aims to meet all the Gatsby standards.

AIMS OF CAREERS EDUCATION AND INFORMATION ADVICE and GUIDANCE AT NOTRE DAME CATHOLIC COLLEGE

Through CEIAG, our pupils will:

- ❖ Develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes.

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- ❖ Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities available through learning and work, and of career progression structures.
- ❖ Develop skills to form and implement effective decisions and a reflective approach to learning from experience.

HOW DOES THE SCHOOL RESPOND?

- ❖ There is a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils in Years 7-13 in partnership with professional careers advisers.
- ❖ The school buys in independent and impartial guidance services provided by the Matrix approved Career Connect.
- ❖ The school is committed to achieving a range of outcomes for young people such as positive destinations, successful transitions and the on-going development of employability skills.
- ❖ The school is committed to maintaining the standards of the Careers Quality Award for CEIAG provided by Career Connect and awarded to the school in July 2014.
- ❖ CEIAG is integrated into the curriculum provision in every department.
- ❖ A Careers co-ordinator plans and co-ordinates the day to day delivery of the careers programme and reports to the named member of the Leadership Team with responsibility for CEIAG.
- ❖ The careers programme incorporates up to date labour market information.
- ❖ CEIAG is supported by a link governor.
- ❖ All staff contribute to CEIAG through their roles as tutors, subject teachers and support staff.
- ❖ Specialist careers education lessons are delivered through the PSHCE programme.
- ❖ Pupils are actively involved in the planning delivery and evaluation of all activities; feedback is collated and fed into the CEIAG improvement plan and the College Development Plan.
- ❖ Funding is allocated in the annual budget planning. The Careers Co-ordinator is responsible for the effective deployment and monitoring of resources.
- ❖ Staff training needs are identified and CPD provided where necessary.
- ❖ The PSHCE Curriculum Leader, Mr Matthew Campbell, monitors the effectiveness of teaching and learning within the whole of the PSHCE programme, accessing support from the Careers Co-ordinator, Mrs G Hall and the Career Connect Careers Adviser, Elaine Merideth where appropriate.
- ❖ Appointments can be made at any mutually convenient time to meet the Careers Coordinator/Careers Adviser by pupils and/or parents.
- ❖ The careers resources are maintained by the designated Career Connect Adviser and audited annually by Career Connect to ensure

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that they meet the highest standards. The school website has a designated Careers area and contains links to key CEIAG information websites.

- ❖ Notre Dame Catholic College Careers Adviser attends parent consultation and information evenings from Year 9 onwards. Visits to careers conventions, universities, schools, training providers and employers are set up for pupils in all key stages as applicable to their courses and individual needs.
- ❖ In Key Stage 4 pupils work on producing a passport to success including a personal statement and CV. All Year 11 pupils have a personal transition meeting looking at their aspirations for KS5.
- ❖ The 6th form staff deliver dedicated PSHCE sessions on the university application process, including decision making and research skills around where to apply and whether to go to university or look at alternative provision. The 6th form team work closely with the Careers Co-ordinator and Career Connect and access additional support for pupils through independent advice and guidance with the Career Connect adviser.
- ❖ The Career Connect Adviser regularly reports back regarding the career planning needs of individuals and groups. Reviews ensure identification of any cohort issues (e.g. a large number of pupils wanting employment who do not have sufficient job search skills) and plans are put in place to address these. The Headteacher and the Career Connect Adviser review and rewrite the Partnership Agreement annually. Reviews ensure that both parties are meeting their commitments. Year 11 progression data (destination information) is used to monitor the number of pupils who progress into various post16 opportunities and drop-out rates from destinations. These factors are taken into consideration when reviewing the programme annually.

Links to Other Notre Dame Catholic College Policies and Planning Documents

- Personal, Social, Health and Citizenship Education Policy
- Equal Opportunities and Anti-Harassment Policy
- Most Able and Talented Policy
- Work Related Learning and Enterprise Education Policy
- Health and Safety Policy
- Learning and Teaching Policy
- Behaviour Management Policy
- Social Inclusion Policy
- Confidentiality Policy
- College Development Plan 2016-2017
- Departmental Policies/Schemes of Work
- Notre Dame Catholic College and Career Connect Partnership Agreement
- Liverpool Compact Business Education Partnership Agreement.

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The Gatsby Careers Benchmarks

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand 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
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

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