

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
Service Compassion Justice Perseverance



CAREERS EDUCATION AND INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

APPROVED: November 2017
DATE TO BE REVIEWED: November 2019

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Christ is at the centre of our Church of England school community where we live, love and learn together within an inclusive and equalities framework, and where students of all faiths and none are welcomed into our Anglican Christian community. In all that we do, we seek to show God's care for our students. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit alive in every person.

Our vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values of service, compassion, justice and perseverance and our motto CARITATE ET DISCIPLINA - WITH LOVE AND LEARNING which come from the story of St Martin of Tours. Central to this is our school Bible verse from St Paul's first letter to the Corinthians.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.
1 Corinthians 13:4-8

CAREERS EDUCATION AND INFORMATION, ADVICE AND GUIDANCE (CEIAG)

1. Rationale

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make informed choices and plan their careers. Schools have a duty on schools to give students in Years 8 – 13 access to impartial careers education, information, advice and guidance and at St Martin's we recognise the need to prepare students for the opportunities, responsibilities and experience of adult life.

The aims include helping the students to develop a positive self-image and fostering aspirations for the future free from stereotypical expectations. St Martin's School endeavours to meet the eight Gatsby benchmarks that define the elements of a world class careers guidance system, the Statutory Guidance and Advice from DfE on careers guidance and the expectations in the OFSTED's Common Inspection Framework.

2. Commitment

St Martin's School is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7 – 13 in partnership with external agencies as appropriate.

3. Students' needs

The careers programme is designed to meet the needs of students at St Martin's. It is differentiated to ensure progression through activities from Years 7 – 13 that are appropriate to students' stages of career learning, planning and development and their

individual needs. Particular care is taken to meet the needs of Children Looked After and SEND students and to offer tailored help to support their transition.

4. Entitlement

Students are entitled to Careers Education, Information, Advice and Guidance that is engaging, up to date and impartial. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism. Appropriate options pathways are provided and reviewed to meet the needs strengths and talents of the school population. The career outcomes we endeavour to deliver for each year group draws on the 17 learning outcomes of the CDI Framework for Careers, Employability and Enterprise Education. We plan our activities to ensure these outcomes are met.

At the end of Year 7/8 St Martin's students will:

- maintain high aspirations and strong engagement in education
- demonstrate career exploration skills and organised thinking about occupations
- know how to recognise and counter stereotyped thinking about careers
- feel confident and in control of their choices, plans and actions
- have secure relationships with trusted and familiar adults who can challenge and support them

At the end of Year 9 St Martin's students will:

- demonstrate their continuing personal effectiveness and commitment to learning
- have made a sustainable decision about what to do at KS4
- be able to reflect on how well they managed their role in deciding on their Year 9 options
- recognise the career and life relevance of KS4 core subjects and the optional subjects they have chosen
- be able to identify their best use of enterprise and employability skills in the year
- maintain secure relationships with trusted and familiar adults who can challenge and support them

At the end of Year 10 St Martin's students will:

- have a secure understanding of the range of post-16 opportunities
- understand how their academic targets could impact on their future educational and career options
- be able to use their participation in work experience and other work-related activities to develop employability skills and improve their prospects
- know how to access careers information and advice/guidance now and in the future

At the end of Year 11 St Martin's students will:

- have made a sustainable decision about what to do post 16
- demonstrate career planning and recording skills
- have achieved transition preparedness including awareness of adaptability and resilience skills related to post-16 opportunities
- have a secure grasp of personal financial capability skills related to apprenticeships and employment
- be able to present themselves well in applications and interviews

At the end of Years 12/13 St Martin's students will:

- have made a sustainable decision about what to do at 17/18
- maintain career planning and recording skills
- be prepared to make transition including showing awareness of adaptability and resilience skills
- have a secure grasp of personal financial capability skills related to apprenticeships, employment and higher/further education
- be able to present themselves well in applications and interviews
- have a deep understanding of possible implications of contemporary issues in careers and work for themselves, society and the economy

5. Management and Staffing

The Careers Co-ordinator works closely with a range of staff within the school, external agencies and businesses, and members of the School's Leadership Team. Line management comes from the SLT in charge of Careers.

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subjects teachers. Careers education is planned, monitored and evaluated by the Careers Co-ordinator in consultation with the Deputy Head teacher responsible for oversight. Other key staff included the Progress Leaders, the Work-Related Learning Coordinator who coordinates work experience, and the 6th form Learning Mentor.

Specialist careers guidance is provided by an external agency (Career Events). Careers information is available in the Careers room, library and Sixth Form centre and the Careers coordinator liaises with the careers adviser from Careers Events to identify new resources including websites. There are regular meetings to take stock of progress and developments.

6. Curriculum

The careers programme includes the wellbeing programme, careers guidance activities (group work and individual interviews), work-related learning visits (including two weeks' work experience for Year 10 students), taster days and in-school drop-down days, action planning and recording achievement (using Progress File from Year 7). There are a wide range of events and programmes targeted to meet the needs of learners including careers fairs, STEM careers focus days, Generating Genius, Girls in Construction are offered. There are developing links with the Enterprise Adviser Network to strengthen the encounters with employers.

7. Monitoring And Evaluation

Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of students, parents and the wider school community to assess how far we are meeting our planned outcomes. Impact reports are produced on a termly basis and contribute to an annual report to governors which identifies recommendation for implementation in the next year's plan. The school has completed the Compass self-evaluation assessment against the eight Gatsby benchmarks and is working towards external validation of its provision through the Quality in Careers Standard.

8. Partnerships

The school partners with a range of external agencies to support the provision of CEIAG including: the Enterprise Adviser Network, Career Events, Kings Health Trust, the STEM Ambassador programme, Cambridge University, the Generating Genius programme, London South Bank University and London Engineering Project. There is close liaison with other Lambeth schools as part of the Career Cluster project.

9. Resources

Funding is allocated in the annual budget in the context of whole school priorities. Sources of external funding are actively sought.

10. Review

This Careers Education and Information, Advice and Guidance Policy will be reviewed as part of the school's policy review cycle.