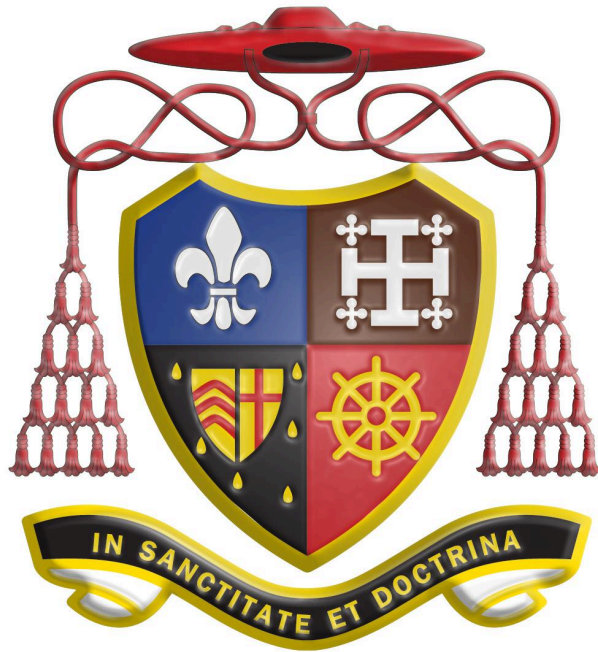


St Bonaventure's



CAREERS EDUCATION POLICY & PROCEDURES

Reviewed June 2021

St Bonaventure's School is a Catholic community that aims to actively live out its mission to "Live, Love and Learn in the presence of the Lord". This policy aims to help all stakeholders live out the Gospel values as given by Jesus Christ in The Beatitudes.

These reveal the goal of human existence and are the objective values as given by Christ;

- Forgiveness & Mercy
- Truth & Justice
- Tolerance & Peace
- Dignity & Compassion
- Purity & Holiness
- Humility & Gentleness
- Faithfulness & Integrity
- Preferential Option for the Poor & Vulnerable
- Sanctity of Life & Care for God's Creation
- Solidarity & The Common Good
- Charity & Subsidiarity
- Distributism & Social Justice

Since the foundation of St Bonaventure's in 1877 by The Franciscan Friars, these values have formed the basis of all relationships.

All adults that have chosen to work in this community must ensure that they fulfil their mission of Catholic education by displaying, modelling and promoting these values.

All who work in a Catholic school must conduct themselves in a way which does not conflict with the "precept" and "tenets" of the Catholic Church and are bound by their contractual obligations "not to do anything in any way detrimental or prejudicial to the interest of the Catholic character of the school".

Every individual in a Catholic school, most especially the students, have the entitlement to be treated with the love, respect and dignity that comes from being a child of God, with the face of Christ.

This policy has expectations for all that are rooted in these Gospel Values and conform to the teaching of the Catholic Church. The implementation of these policies should demonstrate the importance of personal responsibility and the need for justice but also facilitate healing and reconciliation.

The school policy is based upon the Policy document produced and distributed by the Catholic Education Service and is recommended by the Diocese of Brentwood.

SCHOOL MISSION STATEMENT:

"Live, Love and Learn In The Presence of the Lord."

Introduction:

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about careers education. We set out our rationale for and approach to careers education in the school.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in June 2021.

This policy will be reviewed every 2 years by the Head teacher, Careers Lead, the Governing Body and Staff.

The next review date is June 2023.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the careers curriculum will also be published on the school's web site.

VISION AND VALUES

At St Bonaventure's we are committed to implementing a careers programme that provides our students with the skills and knowledge necessary to make well-informed decisions in regards to their further education and career aspirations. As the Department of Education states:

"We want every person, no matter what their background is, to be able to build a rewarding career. We want to end the generational cycle of disadvantage which means that people from poorer backgrounds earn significantly less than those with wealthier parents, even when they have the same job, experience and qualifications. We want to break down the barriers that currently mean that people with special educational needs and disabilities, or those from disadvantaged groups, experience significantly lower employment rates. We want to challenge perceptions and raise aspirations so that subject and career choices are free from gender bias and people look beyond their immediate environment to new and exciting possibilities."

A successful careers program, therefore, is integral to our Catholic values of social justice and the pursuit of equality.

DEFINING CAREERS EDUCATION

The Department of Education states that its aim in regards to careers strategy is for:

- "all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;"

Careers Education, therefore, can be seen as any education which helps young people gain skills and knowledge which will help them towards understanding the labour market and succeed in the workplace. Careers Education also involves ensuring that young people have access to advice and resources which will aid them in making decisions in regards to their own pathways in further education and their future careers.

STATUTORY REQUIREMENTS AND EXPECTATIONS

The school is committed to fulfilling its statutory duties, which are as follows:

- ❖ Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
- ❖ Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- ❖ Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- ❖ Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.
- ❖ For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- ❖ Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
- ❖ Every school must publish details of their careers programme for young people and their parents.

LEARNER ENTITLEMENT

Every student is entitled to high quality career education and guidance as part of their overall education. This careers education will include:

- ❖ Opportunities for students to access impartial Careers advice through interviews and drop-in sessions with Careers Advisors;
- ❖ Opportunities to meet and communicate with employers;
- ❖ Information about different pathways and qualifications, including apprenticeships, sixth-form, etc.
- ❖ Careers sessions and workshops lead by staff (for example, during drop-down days);
- ❖ Access to up to date Labour Market Information to inform their choices;

GATSBY BENCHMARKS

As part of its commitment to its statutory obligations and excellent careers provision, the school is dedicated to using the Gatsby Benchmarks to guide and improve its Careers provision. The eight Gatsby Benchmarks are as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

MANAGEMENT AND DELIVERY

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme, which are detailed below.

Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will:

- ❖ Provide training for teachers who will be delivering careers education sessions as part of Personal Development days;
- ❖ Provide training for teachers on understanding the Gatsby Benchmarks and facilitating careers education in their own curriculum subjects;
- ❖ Ensure all relevant information regarding the Careers curriculum is available and accessible to all staff;

Funding and resourcing

Funding for careers will be allocated in the school budget with the aim to resource the careers provision at the level needed to achieve the aims of the policy. Where relevant, funding allocated to Key Stages may also be used for careers provision.

Teaching, Learning, and Assessment

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. Our careers education will involve opportunities for AfL, student reflection, dialogic teaching, and student led activities.

Information, advice and guidance

The school is committed to providing independent and impartial career guidance and to ensure that students have access to information and advice about all pathways – not just HE. The school commits to career guidance delivered by a Level 6 or above qualified career development professional (careers adviser) who upholds the professional standards of the Career Development Institute.

Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by the Head, the Careers Lead, the Senior Leadership Team, and the Governing Body. The programme will be monitored and evaluated through observation, surveys of staff and students, tracking documents, and records of careers related activities.

Roles and responsibilities

Individuals	Responsibilities
Senior Leadership Team	<p>The role of the Senior Leadership Team is to:</p> <ul style="list-style-type: none">• Contribute towards developing, monitoring and evaluating the whole school strategy for careers;• communicate with, and provide support to the Careers department in delivering Careers provision;• provide opportunities for appropriate CPD training to ensure that staff understand Careers learning and are able to provide high quality careers education in curriculum subjects, form time and drop down days;
Line Manager for Careers	<p>The role of the Line Manager is to:</p> <ul style="list-style-type: none">• Support the Curriculum Lead in the development and provision of the careers curriculum;• Communicate information on careers education and provision to the Senior Leadership Team;• Communicate details of careers provision to the governing sub-committee and governing body.
Curriculum Lead for Careers (Careers Lead)	<p>The role of the Curriculum Lead / Careers Lead is to:</p> <ul style="list-style-type: none">• lead and support the Careers department in the design and development of high-quality careers education and provision through designing an engaging and broad careers curriculum;• monitor and evaluate the provision of careers education through departmental self evaluation, department meeting and line management;• disseminate excellent practice and resources amongst colleagues, both formally and informally.• ensure the quality of careers provision is consistent for all learners;
Careers Advisor	<p>The role of the Careers Advisor is to:</p> <ul style="list-style-type: none">• Provide impartial and individual careers advice to students through careers interviews, drop-in sessions, workshops, etc.;• Support the Curriculum Lead for Careers in designing and developing the careers curriculum and relevant resources;

	<ul style="list-style-type: none">● Support the Curriculum Lead for Careers in planning and promoting whole school events such as National Careers week;
Teacher	<p>The role of the teacher is to:</p> <ul style="list-style-type: none">● Contribute towards a whole-school approach to careers through contributing towards and participating in whole school events such as National Careers Week;● Integrate careers learning into the curriculum e.g. through highlighting career pathways and opportunities related to their curriculum subject;● Where appropriate, attend relevant CPD and training (for example, if they will be leading a careers session during a drop-down day)
Pastoral Leaders	<p>The role of the Keystage & Year Lead is to:</p> <ul style="list-style-type: none">● Support the provision of Careers education through events and activities which include their year group or key stage (such as drop-down days, employer visits, form time activities, etc.)
Governors	<p>The governing board is responsible for:</p> <ul style="list-style-type: none">● Monitoring and evaluating the school’s approach to careers education;