



St. Gregory's Catholic High School

Careers, Education, Information, Advice and Guidance (CEIAG) Policy

Monitoring

The implementation of the policy and standard of CEIAG provision will be regularly monitored by the CEIAG coordinator and designated SLT link. This will include recording, analysing and reviewing all destination data and NEET figures provided by Warrington Borough Council to identify the positive destinations achieved by its pupils and to ensure that there are no significant gaps in destinations between young people from disadvantaged backgrounds and others.

Evaluation

The policy was reviewed by the Assistant Headteacher and SLT on 10th June 2024 prior to the submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Board for approval.

Policy Review Dates:

Date last approved by Full Governing Board: 13th July 2021

Date submitted to Governor Committee: 20th June 2024

Date submitted to Full Governing Board: 11th July 2024

Review Frequency: Every 3 Years

Start date for policy review: January 2027

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Annex 1 - St Gregory's Catholic High School CEIAG Strategic Plan and Providers Access Statement 2023-2024 (This is a yearly reviewed part of the CEIAG provision) Information is up to date at time of publishing.

Statement of intent

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 January 2023.

The main aims of careers provision at St. Gregory's Catholic High School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal Framework

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

- DfE 'Careers guidance and access for education and training providers' 2023
- 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

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

2. Roles and Responsibilities

The Governors are responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 11. Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships.
- 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 the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Governors to be kept updated on the legal requirements during link meetings to ensure they are able to hold the school to account

The Headteacher is responsible for:

- Working with the Governors and all relevant staff to ensure that the CEIAG programme is compliant with statutory guidance.
- Is effectively planned and implemented, and is appropriately resourced
- Is effectively monitored and evaluated.

The SLT link is responsible for:

- Meeting regularly with the CEIAG coordinator to discuss CEIAG provision and will report back all relevant information to the Headteacher and Senior Leadership Team
- Assisting in monitoring and evaluating the CEIAG policy

The CEIAG coordinator is responsible for:

- Managing the provision of careers information.
- Liaising with the Headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the Personal Development leader and other subject leaders to plan careers education in the curriculum.
- Liaising with PPMs, mentors and the SENDCo to identify pupils needing guidance.
- Referring pupils to careers advisers.

- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting the careers Adviser and tutors providing initial information and advice.
- Monitoring 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.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- 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.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships, to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for Child in Care and previously Child in Care to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENDCo and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- 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.
- Targeting most vulnerable pupils (but not limited to): pupils with SEND, pupil premium, looked after children and previously looked after children.

The Careers Adviser is responsible for:

- Reporting regularly to the CEIAG coordinator regarding 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, Celebration of the Word and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service through the St Gregory's Ambition for All Diploma
- Actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.

- Attending regular meetings with the CEIAG coordinator to discuss the school's career plan.
- Providing an open-door service for pupils to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Targeting most vulnerable pupils (but not limited to): pupils with SEND, pupil premium, looked after children and previously looked after children.

The Careers STEM Co-ordinator(s) is responsible for:

- Managing the provision of STEM careers information.
- Liaising with the Headteacher and the careers adviser to implement and maintain effective STEM careers guidance.
- Liaising with PPMs, mentors and the SENDCo to identify pupils needing guidance on STEM careers.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers with links to STEM
- Providing pupils with effective careers guidance and supporting social mobility by improving STEM opportunities for all young people
- Using the Gatsby Benchmarks to improve the school's STEM careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships in relation to STEM subjects, to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the STEM careers provision the school offers.
- Ensuring that pupils with SEND understand their different career pathways within STEM, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Targeting most vulnerable pupils (but not limited to): pupils with SEND, pupil premium, looked after children and previously looked after children.

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.
- Creating a positive learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

- St. Gregory’s Catholic High School has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed regularly against the benchmarks to ensure it remains on target.
- The school has appointed a CEIAG coordinator to ensure the leadership and coordination of a high-quality careers programme. The name and contact details of the CEIAG co-ordinator is published on the school website.
- The school has an appointed careers adviser who will support the CEIAG coordinator and provide individual, tailored careers guidance to pupils. The name and contact details of the careers adviser is published on the school website.

4. Labour Market information

- The school will aim to meet the requirements of ‘Benchmark 2: Learning from career and labour market information’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.
- 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.
- 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 science, technology, engineering and maths (STEM) qualifications lead to.

5. Addressing the needs of pupils

- The school will aim to meet the requirements to meet ‘Benchmark 3: Addressing the needs of each pupil as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.
- 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.

- Destinations data will be retained by the school for at least three years after a pupil has left school. 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.
- 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 destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed regularly by the Headteacher and careers leader who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Targeted support

- The school will work with the LA, children's social care and Virtual School Head 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 P-LAC.
 - 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.
- The school will work in partnership with their commissioning schools and LAs as well as post-16 providers to provide support and advice on transitional pathways into FE or training.
- The school will work with the Local Authority and RONI data to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.
- 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 and those in receipt of the Pupil Premium, 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, including those in receipt of the Pupil Premium, 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.

- The CEIAG coordinator will engage with the designated teacher for Child in Care and previously Child in Care to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

7. Pupils with SEND

- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- The careers leader will work closely with the SENDCo 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.
- Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual pupils' aspirations; the results will be used to personally tailor careers guidance.
- 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, how jobs can be adapted to fit a person's abilities and rights of a person who has SEND, if they work with people who have SEND or if you manage a team where members have SEND.
- 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.
- Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- 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 education, health and care plan (EHCP) will be informed by good careers guidance.

8. Curriculum

- The school will aim to meet requirements of '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 their subject teaching.

- Pupils are expected to study the core academic subjects at GCSE, including English, Maths, Science, Religious Education and at least one history, geography and a language but are encouraged to do the full EBacc. 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 Personal Development 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 engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- Every year we will aim to provide an opportunity for pupils to 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.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.
- 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.

9. Enabling encounters with employers and alumni

- The school will aim to meet the requirements of ‘Benchmark 5: Encounters with employers and employees’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers.’
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- Every year we will aim to provide an opportunity for pupils to participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. The encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring.
 - Employer delivered employability workshops.

- Business games and enterprise competitions.
- 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 roll-out of T-levels. The school will work with in an Enterprise Adviser from The Pledge 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. 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. Providing work experience

- The school aims to meet ‘Benchmark 6: Experiences of workplaces’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers.’
- Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.
- The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learn from these experiences.
- Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the experience to each pupil’s ability, needs and aspirations. The school will work with employers to put in place additional support within the experience for pupils with additional needs, where required, and help prepare the pupil for the work experience.

11. Further Education (FE) Enabling encounters with further education and higher education

- The school will aim to meet the requirements of ‘Benchmark 7: Encounters with further and higher education’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.
- The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:
 - Study full time in a school, college or with a training provider.
 - Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.
- The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths

throughout their school life, to prevent last minute decision-making. The school will not present higher education (HE) more favourably compared to further education (FE) or other technical routes.

- By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.
- Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services' Find a Course. Education and training providers will have access to all pupils in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- The school will ensure that there are opportunities for providers to visit the school and speak to the pupils in Years 7 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- A range of opportunities for visits from providers offering other options, such as FE will also be provided.

12. Personal guidance

- The school will aim to meet the requirements of 'Benchmark 8: Personal guidance' as outlined in the DfE's 'Careers guidance and access for education and training providers'.
- All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.
- - The careers adviser working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- The careers adviser working with Child in Care or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

13. Sharing Information

- The school will provide the relevant information about all pupils to the LA support services 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.
 - The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
 - Pupils with an EHCP will have their data monitored by the LA until the age of 25.

14. Resources

- The School makes available a range of resources for access by pupils at school and at home via the school website. These include links to on-line careers services, sixth-form Colleges, Higher Education options and Apprenticeship schemes. Information can also be located in the dedicated careers section of the Learning Resource Centre and on the noticeboard outside the Pastoral Office.
- Targeted information will also be shared via email to pupils when appropriate.

15. Complaints –

- Complaints will be dealt with in accordance with the school complaints procedure available on the school's website or from school. All complaints will be easy to submit and considered impartially.

16. Compliance with legal duties and statutory guidance

- Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.
- All pupils in Years 8 to 11 will receive at least four encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:
- In Year 8 or between 1 September and 28 February during Year 9, all pupils must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all pupils must attend two mandatory sessions by accredited providers
- The school will be clear on the following:
 - Who is to be given access to pupils
 - Which pupils access will be given to
 - How this will happen and when
- The school will ensure that providers provide the following information to pupils and parents:
 - Information about the provider and the technical qualifications and apprenticeships that they offer
 - Information about the potential careers to which those technical qualifications or apprenticeships might lead
 - What learning and training with them is like
 - Any answers to questions that pupils and parents may have

- The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will not, under any circumstance, restrict invitations to selected groups of pupils or hold events outside of normal school hours.
- The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:
 - Details on how the school will meet the legal requirement to provide four encounters with providers between Year 8 and 11.
 - Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
 - Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
 - Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
 - How the school will work with each visiting provider.
 - A list of providers who have previously visited the school.
 - Destinations of previous pupils.
 - Details about live online encounters with providers.
 - Information on how a provider can raise a complaint and the procedure to go through.

Annex 1: St Gregory's Catholic High School CEIAG Strategic Action Plan and Providers Access Policy.



St Gregory's Catholic High School CEIAG Strategic Action Plan

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Vision

CEIAG is a significant part of St Gregory's Catholic High School's provision. We aim to enable pupils to acquire the self-development and career management skills they need to achieve positive employment destinations. The CEIAG programme supports pupils by helping them to make informed decisions about their next steps, whether that be a transition to the next phase of education (GCSE options), decisions about post 16 education or training, or the choices of higher education, further education, apprenticeship or employment. The delivery of the careers programme is through PERSONAL DEVELOPMENT lessons; Collective Worships involving external visitors such as colleges, employers, alumni, and guest speakers; Careers Adviser meetings; extracurricular activities; Careers Fair and is a core strand of our St Gregory's High School Ambition For All Diploma. The CEIAG programme is tracked against the Gatsby benchmarks and meets the Career Development Institutes learning outcomes.

CEAIG Team

Miss Crawley is the Careers Leader at St Gregory's Catholic High School. The role ensures the school is compliant with the 8 Gatsby benchmarks and that good careers guidance is available throughout the school. Mr Hill is the senior leader for CEIAG and provides a link between the Careers Leader and the Senior Leadership Team & Governors. The CEIAG link governor is John Rigby. Miss Lowe is our independent careers Adviser who provides impartial and up-to-date information to our pupils in Y9 and Y11 to support their GCSE and post 16-option choices.

Key Strategic Objectives:

Objective 1:

To strive for excellence with competitive and comparable numbers of pupils remaining in Education, Employment or Training after leaving St Gregory's with Warrington's average.

Objective 2:

Use pupil voice to inform planning of CEIAG activities.

Objective 3:

Promote and increase the uptake of Apprenticeships and other work-related study as T-Levels as a post-16 option.

Objective 4:

Engage with, and celebrate the local labour market to secure the best outcomes for pupils and contribute to a productive and successful economy.

Objective 5:

To create a culture through advice, education and opportunities to ensure we drive Ambition for All of our pupils and their families.

Action plan to achieve objectives

Gatsby Principle	Action Point	Actions	Outcome/ Impact	Frequency/ Completion date
<p><u>Benchmark 1</u> <u>A stable careers programme</u></p> <p>Every pupil, and their parents/carers, 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.</p> <p>Links to key objectives: 1, 3 & 5</p>	<p>An Action Plan centred on the Gatsby Principles will be created and approved by the board of governors.</p>	<p>The Action Plan will be published on the school's website. All documents created for the CEIAG Programme will include a reference to the Gatsby Benchmarks.</p>	<p>Comply fully with <u>DFE Guidance</u> and the Gatsby recommendation. School governors understand and support CEIAG Programme.</p>	<p>Annually</p>
	<p>The school's website will be updated to include information specifically aimed at parents/carers, pupils, employers and teachers.</p>	<p>Targeted information and resources will be uploaded to the CEIAG section of the website.</p>	<p>The CEIAG section of the website will become an excellent resource, providing relevant and informative advice for parents/carers, pupils, employers and teachers.</p>	<p>Annually</p>
	<p>The CEIAG programme will be periodically evaluated.</p>	<p>The CEIAG programme will be evaluated once every term using Compass Plus.</p>	<p>CEIAG provision continually improves and evolves to help meet the needs of every student.</p>	<p>Triannual (Term 1, 2 and 3).</p>

<p><u>Benchmark 2</u> <u>Learning from career & labour market information</u></p> <p>Every pupil, 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.</p> <p>Links to key objectives: 1, 3, 4 & 5</p>	<p>Labour market information and careers resources will be shared with parents/carers, pupils and staff.</p>	<p>Year 7, 8 & 9 will receive tutorials for Kudos during their ICT lessons. Year 10 & 11 will have access to Kudos and will be offered after school tutorials.</p> <p>The CEIAG section for parents/carers on the school's website will contain informative guide about post 16 choices and career journeys.</p> <p>Current Apprenticeship/ Traineeship vacancies in Warrington will be shared with pupils and parents via ClassCharts every month.</p> <p>CEIAG twilight sessions will inform staff about post 16 choices and labour market information.</p>	<p>Pupils will be informed about potential career choices, enabling them to make better decisions about their GCSE and post 16 choices.</p> <p>Parents will be better informed about various careers and their related subjects, to assist pupils in making decisions.</p> <p>Pupils and parents will be better informed about local labour market opportunities.</p> <p>Staff will be able to advise pupils on their post 16 choices and be able to inform pupils about up-and-coming</p>	<p>Spring term for Year 7, 8, 9 & 10. Autumn term for Year 11.</p> <p>Annually</p> <p>Ongoing (monthly).</p> <p>Annually (specific dates of sessions are subject to change).</p>
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		The Personal Development curriculum has a six-week CEIAG scheme of work delivered to each year group, providing career and labour market information.	labour market opportunities. The Personal Development lessons are designed to meet the six learning areas set by the Career Development institute (available on the <u>CEIAG programme</u>)	Spring Term for Years 7, 8, 9 & 10. Autumn Term for Year 11.
<p><u>Benchmark 3</u> <u>Addressing the needs of each pupil</u></p> <p>Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.</p> <p>Links to key objectives: 1 & 2</p>	<p>Careers guidance interviews will be offered to every pupil during their time at St Gregory's.</p> <p>Feedback from pupils will be taken to ensure that student's needs are met.</p>	<p>Internal databases and Compass Plus will be used to record the interviews. Careers guidance interviews for SEND and vulnerable pupils will receive personalised support throughout the options process.</p> <p>Future Skills Questionnaires will be completed by pupils at the end of the year, they will be sent to pupils via ClassCharts.</p>	<p>All pupils will receive the independent guidance needed to make well-informed and realistic career choices.</p> <p>The Future Skills Questionnaire results will be used to inform the future CEIAG programmes (enhancement days, Collective Worship, careers club speakers, etc.).</p>	<p>Autumn Term.</p> <p>Summer Term.</p>

	Destinations data will be used to evaluate careers interventions.	Additional contact details will be requested from Y11 pupils prior to the leaving, to help support accurate data of each pupil's destination 3 years after leaving school.	Destinations data will be shared with the local authority, publish on the school website and used to evaluate careers interventions.	Annually.
<p><u>Benchmark 4</u> <u>Linking curriculum learning to careers</u></p> <p>Careers and enterprise education will be part of and included in a pupil's core lessons, linking curriculum to real-world career paths.</p> <p>Links to key objectives: 1 & 5</p>	Pupils will have meaningful CEIAG learning experiences in their core lessons and PERSONAL DEVELOPMENT sessions.	<p>Pupils will receive a careers task every half term in Maths, English and Science.</p> <p>The PERSONAL DEVELOPMENT curriculum has a six-week CEIAG scheme of work delivered to each year group.</p>	<p>Pupils will have a good understanding of how the subject/topic their studying links with real life careers. CEIAG will contribute to the quality of teaching and learning.</p> <p>The CEIAG PERSONAL DEVELOPMENT scheme of work will cover the six learning areas set out by the Career Development Institute.</p>	<p>Every half term.</p> <p>Spring Term for Years 7, 8, 9 & 10. Autumn Term for Year 11.</p>

<p><u>Benchmark 5</u> <u>Encounters with employers & employees</u></p> <p>All pupils should have encounters with employers and their workforce that result in a better understanding of the workplace and the potential career paths open to them.</p> <p>Links to key objectives: 1, 2, 3 & 4</p>	<p>Pupils should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>Employers will be invited from a range of organisations to ensure compliance with the Baker Clause.</p>	<p>Organise and host a careers fair to be held every year during the spring term. Local and national employers will be invited to the fair to showcase career opportunities. Pupils in year 9, 10 & 11 will attend the career fair to coincide and support GCSE options and post 16 choices.</p> <p>Using future skills questionnaires pupils will be able to have their say on the organisations invited to the club. All year groups will have the opportunity to attend the club.</p> <p>Mock interviews with employers will be held for pupils in Year 10.</p>	<p>Pupils will gain a valuable insight to a range of employers and will have a greater awareness of the career opportunities available to them in the local area.</p> <p>Pupils will be able to apply for a range of different roles and have a mock interview with employers from different sectors.</p>	<p>Spring Term.</p> <p>Autumn Term</p> <p>Summer Term.</p>
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<p><u>Benchmark 6</u> <u>Experiences of workplaces</u></p> <p>It is important for pupils to experience the workplace environment to understand the context in which they could one day be working.</p> <p>Links to key objectives: 1, 2, 4 & 5</p>	<p>Every St Gregory's pupil will take part in a virtual work experience.</p>	<p>During Year 9 pupils will have the opportunity to take part in a virtual work experience with a mix of local and national companies.</p> <p>Pupils unable to take part in the virtual work place experience, will be offered a trip to a local employer/company.</p> <p>Virtual work experience opportunities on Springpod will be shared with pupils and parents via ClassCharts every month.</p>	<p>All students have at least one meaningful experience of a workplace.</p>	<p>Summer Term 2023.</p>
<p><u>Benchmark 7</u> <u>Encounters with further and higher education</u></p> <p>Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these</p>	<p>Pupils will be given a range of opportunities to hear from and visit to further and higher education facilities.</p>	<p>In Year 11 PERSONAL DEVELOPMENT sessions will be used to hold collective worships with sixth form school/colleges and further education facilities.</p>	<p>Remain comparable with other schools in <u>Warrington</u> and the <u>national average</u> (6.5% in 2022) for the number of NEET pupils.</p>	<p>Autumn Term.</p>

<p>organisations whilst at school.</p> <p>Links to key objectives: 1, 2, 3 & 5</p>	<p>Speakers will be invited from a range of both higher and further education facilities, as well as training providers and apprenticeship schemes to ensure compliance with the Baker Clause.</p>	<p>During Year 10 pupils will have the opportunity to visit a further and higher education facility.</p> <p>Regular trips to higher education facilities will be offered to groups of pupils, with an aim of at least 40% of the group being disadvantaged.</p>	<p>Increase pupil's aspirations and awareness of post 16 choices.</p> <p>Increase the number of disadvantaged pupils progressing into higher education.</p>	<p>Summer Term.</p> <p>Biannually.</p>
<p><u>Benchmark 8</u> <u>Personal guidance</u></p> <p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.</p> <p>Links to key objectives: 1, 3 & 5</p>	<p>Pupils will be given careers guidance interviews with a Level 6 career adviser, at appropriate transition points in Year 9 and Year 11.</p>	<p>Excel spreadsheets and Compass Plus will be used to record the interviews to ensure all pupils have at least one interview during their time at St Gregory's. Word documents will be used to record the details of each meeting.</p>	<p>All pupils receive the guidance they need to make well informed, realistic career choices.</p>	<p>Autumn Term.</p>

Destination Data

Pupils staying in Education or Employment for at least 2 terms after key stage 4

	2018	2019	2020 Unpublished	2021
Education or Employment	97%	93%	97%	93%
LA Average	95%	95%	95%	94%
National Average	94%	94%	94%	94%
Total number of pupils	184	165	191	188
Education	90%	88%	93%	89%
Further Education	69%	45%	46%	54%
School Sixth Forms	2%	5%	3%	1%
Sixth Form Colleges	18%	39%	45%	34%
Other Education	0%	0%	0%	1%
Apprenticeships	4%	2%	2%	1%
Employment	3%	2%	2%	3%
Not staying in education or employment	2%	4%	3%	6%
Destination Unknown	1%	2%	0%	1%
NEET	3%	7%	3%	7%

Disadvantaged

Destinations	2018	2019	2020 Unpublished	2021
Disadvantaged	No data due to pandemic	88%	95%	94%
LA Disadvantaged		87%	89%	86%
Nat Disadvantaged		88%	89%	86%
Non-Disadvantaged		94%	98%	92%
LA Non-Disadvantaged		97%	97%	96%
Nat Non-Disadvantaged		96%	96%	96%

Please note: 2020 and 2021 data is reported without a checking exercise by the DfE due to the pandemic.

September Offer by Year Group

Pupil Offer by Year Group (LA Data)

2020

% September Offer Received	100.0%
% No September Offer	0.0%
% Entered Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2021

% September Offer Received	100.0%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2021

% September Offer Received	99.5%
% No September Offer	0.5%
% Entering Employment No Training	0.5%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2022

% September Offer Received	100.0%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

Local Authority Destination	2022*	2023*
Full Time Education	92.7%	96.5%
Employment with Training (Including Apprenticeships)	2.6%	2.7%
Full Time Training	-	-
Employment without Training	2.1%	0.4%
NEET	1.6%	0.8%
Working towards participation	1%	0%
Unknown	-	-

*This data is based on information received from the Local Authority and has not been officially published by the DFE yet.

Compass Evaluations

Gatsby Benchmark	July 2022	September 2022	January 2023	July 2023	September 2023	January 2024	National Average
1	70	76	82	82	88	94	66
2	100	100	100	100	100	100	88
3	100	100	100	100	100	100	54
4	50	75	75	75	87	100	76
5	100	50	100	100	100	100	80
6	25	25	100	100	100	100	60
7	40	80	100	100	95	100	52
8	100	100	100	100	100	100	75

Below is a detailed plan of our pupils' meaningful encounters with independent training providers and careers related trip and events.

Independent/alternative training providers (I/ATP)

Events highlighted in red are meaningful encounters with independent/alternative providers.

Events highlighted in purple are for selected pupils based on positive disadvantage and career aspirations.

	Autumn Term	Spring Term	Summer Term
Year 7	Civil Remediation (I/ATP) and Tenstar Construction Simulator	<p>GXO Presentation/Q&A (I/ATP) – Employers from GXO came into school to show our pupils what alternative training options such as apprenticeships they offer.</p> <p>Careers Week Activities: During the week 4th March – 8th March 2024 each department designed career based starter activities to show pupils what roles and qualifications there are in each subject we offer at school.</p> <p>Careers focused Personal Development Lessons: Pupils have looked at what are life skills. What are hard and soft skills and why both these types of skills are needed in their future careers?</p>	
Year 8	BBC Bitesize Career Roadshow: Pupils were informed about different careers within the media industry. For examples Producers, Media team Manager and a	<p>Careers Week Activities: During the week 4th March – 8th March 2024 each department designed career based starter activities to show pupils what roles and</p>	<u>Independent training provider Talk TBC</u>

	<p>key features investigator. Each member of the panel explained the different routes/qualifications they had taken to do their role. Pupils were able to do a Q&A session.</p> <p>Civil Remediation (I/ATP) and Tenstar Construction Simulator</p>	<p>qualifications there are in each subject we offer at school.</p> <p>Careers focused Personal Development Lessons: Pupils looked at what a growth mindset was and why it is important to develop a positive mindset. Pupils have looked at what communication skills are and how they can be used effectively. Pupils have also looked at careers within STEM and STEAM. They have also looked at companies that are considered STEM companies in the local labour market.</p>	
Year 9	<p>BBC Bitesize Career Roadshow: Pupils were informed about different careers within the media industry. For examples Producers, Media team Manager and a key features investigator. Each member of the panel explained the different routes/qualifications they had taken to do their role. Pupils were able to do a Q&A session.</p> <p>Civil Remediation (ITP) and Tenstar Construction Simulator</p>	<p>Careers Fair with a variety of local/national employers, independent training providers, Further Education colleges and Higher Education facilities**</p> <p>Independent/alternative training provider talk – Cronton and Riverside College came into school to talk to our pupils to discuss alternative routes that they offer such as A-Levels, vocational courses and apprenticeships. Meetings with an independent careers adviser: All PP and SEND pupils are given an appointment but</p>	<p>No encounters – legislation requires encounters to take place by 28 February if in year 9</p>

		<p>this is offered to all pupils in Year 9.</p> <p>KS4 options event is a market place that enables pupils in Year 9 to explore the different options available to them. They are able to speak to pupils who currently study the subject and ask teachers what each course involves.</p> <p>Work Experience: All our Year 9 pupils have a work experience encounter as part of the options process based on their choice. This year we have worked with: Balfour Beatty and Investec. These businesses came into school and worked with the pupils on mini projects related to their field. For example, Balfour Beatty asked pupils to work together to construct bridges using skills and techniques that engineers and construction workers use.</p> <p>STEM Liverpool University trip: Pupils started with an environmental session, where they had a talk with a Glaciologist. Our second session took place in the laboratories, Pupil needed to wear lab</p>	
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		<p>coats and safety spectacles. Pupils then looked at the different colours of food dye used in Skittles. Pupils extracted the colours and tested which food dye matched up using a spectrophotometer. The third session was a maths-based session. Pupils worked in small groups, through multiple different problem-solving challenges to try and build mathmagic land.</p> <p>Carmel College "Save the World" trip: Our young leaders were invited to experience subjects such as Law, Politics, Media or Public Relations.</p> <p>Careers focused Personal Development Lessons: Pupils in Year 9 have been focusing on labour market information and KS4 Options process. Pupils learnt what LMI is and how they can use it to help them plan future careers. Pupils also looked at what KS4 options are available to them, where they can find information on the school website and to help them understand the process to make the right choices for them.</p>	
Year 10	Civil Remediation (I/ATP) and Tenstar	Careers Fair with a variety of	Taster day at Cronton and Riverside College

	<p>Construction Simulator</p>	<p>local/national employers, independent training providers, Further Education colleges and Higher Education facilities**</p> <p>Carmel College Engineering/Computing Trip: Pupils were able to attend Carmel College to experience different challenges linked to engineering and computer science.</p> <p>Cronton College MOND Prize: Pupils went to Cronton College in two teams, they were set different STEM challenges based around Biology, Chemistry, Physics, Maths and Engineering. After each challenge each team receives points towards a final total. The winners receive the MOND trophy.</p>	<p>(Independent/alternative Training Provider): Pupils are able to go to the college and experience subjects they possibly would like to choose when leave school.</p> <p>Ask Apprenticeships encounter: Pupils are presented with information about independent and alternative training providers through apprenticeships. They are shown where to find information on opportunities, how to apply and what they need to do for an apprenticeship application.</p> <p>Mock Interviews with local employers and independent/alternative training providers: 10 local employers who offer alternative training come into school and ask interview all the pupils in Year 10 to show pupils what they need to do during a job interview.</p> <p>Careers focused Personal Development Lessons: Pupils in Year 10 have been focused on how to write a curriculum vitae and a cover letter for future jobs. Pupils have also looked at how the economy works, how to manage their</p>
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			money based on an average UK wage and how not managing money well can affect their mental health.
Year 11	<p>Opportunities for visits from local Further Education and sixth form colleges, training providers come into school to inform our pupils of the post-16 options.</p> <p>Meetings with an independent careers adviser: All PP and SEND pupils are given an appointment but this is offered to all pupils in Year 11.</p> <p>Post 16 Applications: Pupils who need help applying for college or apprenticeships receive help and support in completing applications.</p> <p>Civil Remediation (I/ATP) and Tenstar Construction Simulator</p> <p>Overview of post 16 options for students and parents to include: A levels, Applied General Qualifications (e.g., BTECs), technical/vocational qualifications, apprenticeships, traineeships and supported internships</p> <p>Local Youth Club Careers Fair where there is a range of</p>	<p>Careers Fair with a variety of local/national employers, independent training providers, Further Education colleges and Higher Education facilities**</p> <p>Post 16 interviews for colleges and independent/alternative training providers.</p>	Confirmation of post 16 education destinations for all students

	colleges, universities, independent and alternative training providers.		
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** Employers, Colleges, Universities and independent/alternative training providers who attended the Careers Fair 2024.

Carmel College	McIntyre	RAF	Navy Submarines
Cronton and Riverside College	Wigan Warriors	Bridge Group	DWP
Priestley College	Warrington Borough Council	Edge Hill University	GEA Engineering
Warrington Vale Royal College	Army	GXO Logistics	NHS Bridgewater
Wigan & Leigh College	PP O'Connor	Sellafield	TTE Training
Winstanley College	Robbie Fowler Football Academy	Police	Balfour Beatty
St Helens College	Liverpool John Moores University	Cheshire Fire Service	10:10 Games
Europe 4 Business	Chester University	Navy	Cheshire Training Group
Jamm Studios	Watson Solicitors		

St Gregory's Catholic High School: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider) 56
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following independent/alternative training providers from the local area to speak to our pupils:

- Cronton and Riverside College
- University Technical College (UTC)
- GXO Logistics
- TTE Training

Destinations of our pupils

Last year our year 11 pupils moved to a range of providers in the local area after school:

Full Time Education	Employment with Training (Including Apprenticeships)	Full Time Training	Employment without Training	NEET	Working towards participation	Unknown
96.5%	2.7%	-	0.4%	0.8%	-	-

Management of provider access requests

Procedure

A provider wishing to request access should contact Hannah Crawley, CEIAG Coordinator, hcrawley@stgregoryshigh.com

Opportunities for access

The school offers four provider encounters required by law (highlighted in red) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. (Two CEIAG opportunities with independent/alternative training providers provided at key stage 3 and at key stage 4).

Please speak to our Careers Leader to identify the most suitable opportunity for you

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Learning Resource Centre, which is managed by the school librarian. The Learning Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Approval and review

Most Recent Share with Careers Link Governor, John Rigby, March 2024