



Saint Paul's Catholic High School



We are His body, living and learning as one.

CAREERS POLICY

Document Record

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Author	Ms C McKeeney
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Rationale

We strongly believe that the best way to prepare our students for the future is to ensure that we provide a stable Careers Programme from Key Stage 3 through to Key Stage 4. The Careers programme must provide our students with access to an outstanding educational experience that is tailored to individual needs. Through the Careers Programme, the school aims to support and assist students to:

- Discuss in depth and assess their potential of abilities, interests, and needs/values.
- Guide and support their ability to make an informed choices about further education/employment that is achievable, realistic and sustainable for their future.
- Be informed of a range of life and occupational opportunities in a context of social and economic change.
- To support before, during and after transition phases and assisting our students towards the independence and resilience required to access certain provisions and institutions.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

Specific guidance

This policy is also in line with the Skills and Post - 16 Act, 2022. It outlines that our school must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13. More information in relation to our school approach to this can be found within the school's Provider Access Policy here:

<https://www.st-paulshigh.net/policies/>

Our school must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13.

Schools must offer:

- 2 encounters for students during the 'first key phase' (year 8 or 9)
- All students must attend
- Encounters can take place any time during year 8, and between 1st September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (year 10 or 11)
- All students must attend
- Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for students during the 'third key phase' (year 12 or 13) that are mandatory

for the school to put on but optional for students to attend, to take place any time during year 12 or between 1 September and 28 February during year 13

Our school will secure independent careers guidance, available to all students from year 7, increasing in Key Stage 4. As an academy in England, we are now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website.

This policy includes this information and shows how our school complies with this requirement. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme:

- To help learners remain engaged in their education and have a better understanding of lifelong learning.
- To build self-development and career management skills through careers, employability, and enterprise education.
- To facilitate learning for all students about careers and the world of work.
- To raise aspirations and awareness of the full range of post- 16 and post - 18 opportunities.
- To enable learners to make considered choices by the end of all key stages and help them plan and manage their transitions to new roles and situations.
- To assist learners to identify and develop their career management, employability, and enterprise skills.
- To help learners to value difference and diversity between people relating to the values of Christ.
- To build and develop learners' knowledge and understanding of the modern labour market, how it operates, what it has to offer and its pitfalls.
- To enable learners to have a better understanding of local, national, and global labour markets, how to access LMI and to understand the impact of LMI when making career decisions.
- To prepare learners for the world of work by giving them the skills they require to navigate an uncertain landscape of employment opportunities.
- To help learners develop a broad knowledge of employment sectors and careers and an understanding of how careers are built and how long they can take to progress and develop.
- To support the learner's transition into education or employment by promoting a culture of high aspirations and equality of opportunity.

Roles and Responsibilities

Our careers leader is Ms C McKeeney and they can be contacted by telephone at 0161 499 0000 or emailing c.mckeeney@st-paulshigh.net

Our careers leader works closely with the Senior Leadership Team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all our students with special. Educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for looked-after children (CLA) and previously CLA to:
 - o Make sure they know which students are in care or are care leavers
 - o Understand their additional support needs
 - o Make sure that, for CLA, their personal education plan can help inform time for careers advice.
- Review our school's provider access policy statement at least annually, in agreement with our governing body.

Our Senior leadership team (SLT) will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to students in years 7 to 11 about technical education qualifications and apprenticeships and set out arrangements for this in our school's provider access policy statement.
- Network with employers, education and training providers, and other careers organisations

Our Local Governing Body will:

- Appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement.
- Make sure that details of our school's careers programme and the name of the career's leader are published on the school's website.
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

Our Careers Advisor will:

- Ensure that the school maintains its high level of careers provision and advice for all students at all times through being a main point of contact for advice to staff, parents and students.
- Provide high quality 1-1 careers guidance for students in Years 7 to 13 and ensure students have access to a record of this.

Our tutors and teachers will:

- Deliver appropriate careers guidance to all students in line with the school's careers programme.
- Signpost students to the career's advisor where specialist/further information is required.

Programme

At all times, the content of the Careers Education and Guidance programme will be supported by liaison with:

- The Careers Service
- Teaching Staff Industry
- Parents
- Colleges
- Compass Plus

It will incorporate the use of:

- Videos
- Visiting speakers
- Industrial visits

Application and Practice

All students will, at the relevant stages in their school life, have access to:

1. A Careers Programme
2. A Careers Library – where possible
4. Practice Interviews
5. Guidance Days
6. Liaison with colleges/industry
7. Individual guidance interviews with a Careers Officer
8. Careers Conventions.
9. Assemblies

Delivery

The delivery of Careers Education and Guidance will make use of a variety of approaches:

1. Careers activities within the timetabled PSHE lesson.
2. Through subjects organised within curriculum planning
3. At specific 'drop down days' organised by the Careers Lead
4. Through individual consultation with the Careers Coordinator/Careers Officer.
5. By encouraging students' own resourcefulness through access to the Careers library and online resources.
6. Individual guidance interviews by the Careers Advisor
7. By classroom displays relating occupations to subjects.

8. Offering experiences with employers and further education establishments through trips, visits and external programmes.

In line with the Gatsby Benchmarks linked to the evaluation of the teaching of Careers, the National Careers Standards and our Catholic Values we have endeavoured to develop a programme for students that incorporates both a taught careers package and events linked to careers. Our delivery is regularly reviewed using the national compass tool with support from our enterprise coordinator.

The 8 Gatsby Benchmarks are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
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.

Evaluation

The Service Level Agreement drawn up between the school and the Careers Service will be adhered to and reviewed annually. The programme will be regularly reviewed through discussion with Departments, students and the Careers Officer. The policy will be reviewed on an annual basis by the Head of Careers and the Local Governing Body of the school.

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programmes.

initiatives by:

- Tracking and analysing student engagement with online careers programmes such as Compass Plus
- Student voice
- Quality Assurance using the school's internal monitoring procedure.
- Careers advisor reports
- Leavers' information
- Parent voice
- Staff voice
- Provider and Employer feedback
- Moving on report

Staff Development

All staff are expected to contribute to the career learning and development of students within their roles. To meet any emerging training and development needs that arise from this, we implement internal training in addition to external agencies where appropriate.