



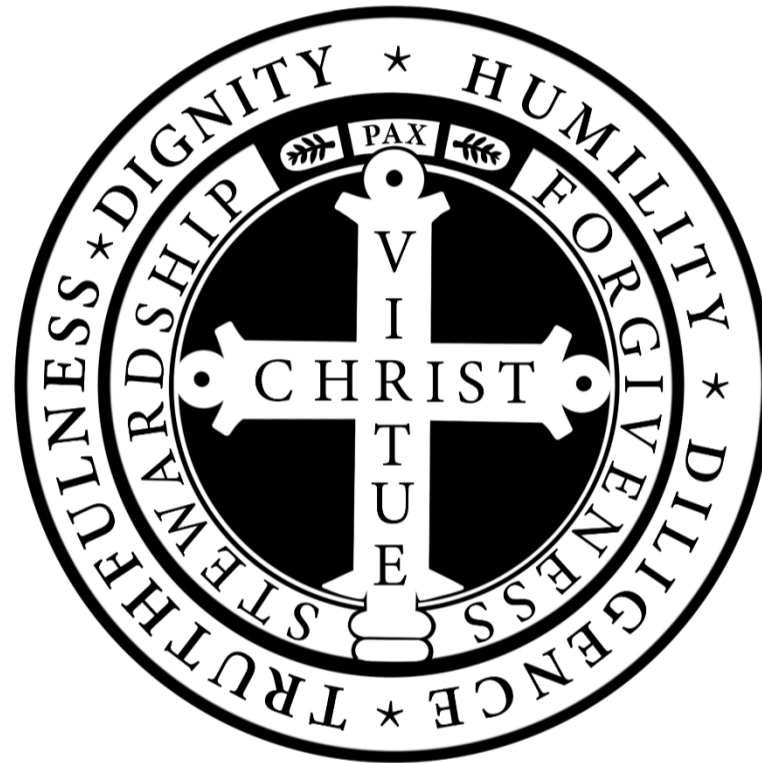
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# St Benedict's Catholic High School

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## Careers Plan 23 - 24



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## 1. Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations.

The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

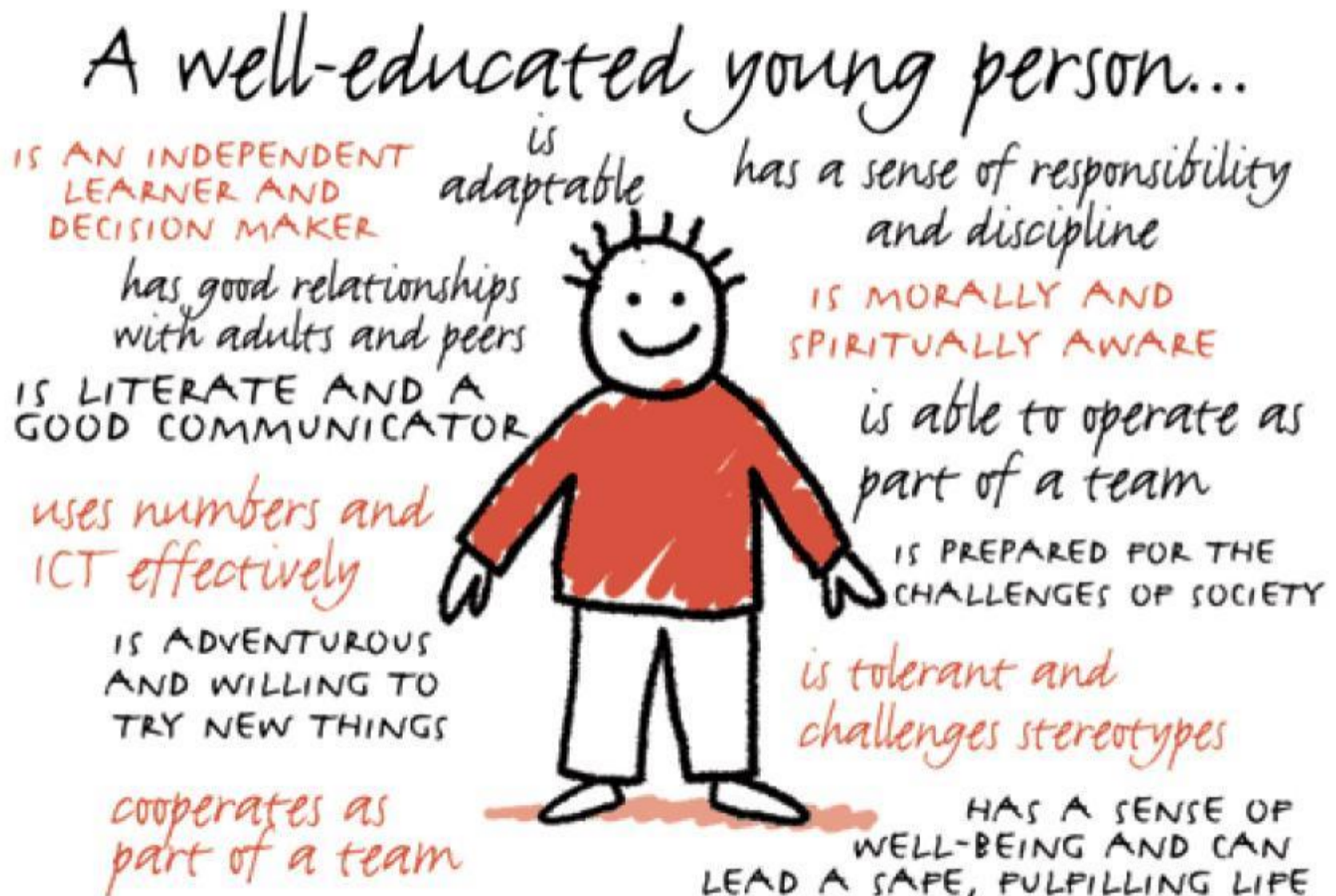
The careers plan sets out how St Benedict's School intends to provide a good careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. The main outcomes of the plan (over the coming years) is to achieve the 8 recommendations of the Gatsby report "Good Career Guidance" dated 2014 and good Career Guidance: Reaching the Gatsby Benchmarks (A Handbook for Secondary Schools, Gatsby Charitable Foundation, 2018)

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

## 2. St Benedict's Student Desirable Traits

This Career Plan fully aligns with and helps to develop the following students traits:-



### 3. Document Purpose

This document outlines the relevant career planning requirements from the Department of Education ‘*Careers Strategy: making the most of everyone’s skills and talents*’. It also meets the requirements of the report ‘*Good Career Guidance*’ issued in 2014 by Lord Sainsbury’s Gatsby Charitable Foundation.

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

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

The Gatsby benchmarks have a key role in:

- ensuring young people can benefit from and contribute to the success of the proposed new industrial strategy for the UK
- underpinning the Department for Education guidance to schools and colleges on meeting their statutory responsibility for careers guidance
- raising young people’s aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.

### 4. Progress Towards Meeting the Gatsby Benchmarks

	1	2	3	4	5	6	7	8
December 2022	100%	100%	81%	100%	100%	100%	95%	75%
Easter 2023	100%	100%	81%	100%	100%	100%	95%	87%
Summer 2023	100%	100%	81%	100%	100%	100%	95%	87%
December 2023	100%	100%	90%	100%	100%	100%	95%	87%
% of Schools Nationally meeting this benchmark (July 2023)	66%	81%	54%	76%	80%	64%	52%	75%

5. Summary of Careers Activities

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Employer / University / Alternative Provider Talks		Y	y	Y	Y	Y	Y
Team Building Activities	Y			Y		Y	
World of Work Day			Y				
Careers interviews			y	Y	y	y	
Work Experience				Y		y	
Mock Interviews				Y		Y	
Dream Placement						y	
Jobs in the NHS Roadshow		Y					
CVs and letters of application		Y		Y	Y	Y	
University Visits			Y	Y		Y	
STEM club with ambassadors				Y			
Hairdressing and Beauty Club				Y			
Science Roadshow	Y	Y	Y				
Futures Evening			Y				
Key Stage Information Evening				Y		Y	
Hello Futures Workshops					Y	Y	Y
Introduction to Unifrog	Y					Y	
Careers library Treasure Hunt	Y	Y	Y				
Logging Activities and Skills on Unifrog	Y	Y	Y	Y	Y	Y	Y
Unifrog skills - Teamwork	Y			Y			
Unifrog skills - Listening	Y			Y			
Unifrog skills Leadership			Y				
Unifrog profiling	Y		Y			Y	
Career Terminology		Y					
Entrepreneurship		Y	Y			Y	
Smashing The Glass Ceiling			y				
Using Unifrog to help with choices			Y	Y	Y	Y	Y
Digital Footprint and Employment			Y				
Right and Responsibilities of Employees				Y		Y	
Steps to achieve my Careers Aim				Y		Y	
LMI	Y	Y	Y	Y	Y	Y	Y
Apprenticeships Day				Y			
Well-being in the Work Place				Y		Y	
Having a plan B					Y		
Is AI a Threat to our jobs?					Y		
Lakes College Careers Fair & Taster Days				Y			
Balancing Workload				Y		Y	Y
Role of the union						Y	
Professional Behaviours		Y		Y	Y	Y	Y
Workplace confidentiality and Cyber Security					Y	Y	
Careers in the Curriculum	Y	Y	Y	Y	Y	Y	Y

## 6. Useful Information

Information and self-help material will be made available in the Careers area of the library. The resources within the centre will be updated regularly and students will be able to request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the centre and will be provided with guidance on the use of the resources where necessary.

Resource	Description
<a href="http://www.unifrog.org">www.unifrog.org</a>	The complete destinations platform
<a href="http://www.yeuk.org.uk">www.yeuk.org.uk</a>	YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK
<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>	Provide information, advice and guidance to help you make decisions on learning, training and work
<a href="http://www.icould.com">www.icould.com</a>	Features films of real people talking about their careers and the route they took
<a href="http://www.careersbox.co.uk">www.careersbox.co.uk</a>	Free online library of careers related films, news and information
<a href="http://www.ucas.co.uk">www.ucas.co.uk</a>	Information about university courses and applications
<a href="http://ncofe.org.uk">http://ncofe.org.uk</a>	Information about careers and qualifications you need
<a href="http://www.successatschool.org">www.successatschool.org</a>	Lots of information about careers sectors, information and advice
<a href="http://www.plotr.co.uk">www.plotr.co.uk</a>	For 11-25 year olds with articles and expert advice, plus employer profiles
<a href="http://www.ratemyapprenticeship.co.uk">www.ratemyapprenticeship.co.uk</a>	Over 7000 reviews by school leavers on apprenticeships and lots of advice and opportunities.
<a href="http://www.getingofar.gov.uk">www.getingofar.gov.uk</a>	Information about apprenticeships with video clips and opportunities
<a href="http://www.healthcareers.nhs.uk">www.healthcareers.nhs.uk</a>	Lots of information, advice and guidance on careers in the NHS
<a href="http://www.notgoingtouni.co.uk">www.notgoingtouni.co.uk</a>	Aims to help young people make informed decisions showing opportunities outside of traditional university
<a href="http://www.parentalguidance.org.uk">www.parentalguidance.org.uk</a>	Careers information and advice for parents and carers
<a href="http://www.goconstruct.org">www.goconstruct.org</a>	Information about careers in the construction industry
<a href="https://nationalcareersservice.direct.gov.uk">https://nationalcareersservice.direct.gov.uk</a>	For young people aged 13-16. CV Builder, job profiles and lots more.
<a href="http://www.barclayslifeskills.com">www.barclayslifeskills.com</a>	To learn about life skills, interview skills, application and CV writing
<a href="http://www.princes-trust.org.uk">www.princes-trust.org.uk</a>	Information to help young people make informed decisions about careers
<a href="http://www.volunteering.org.uk">www.volunteering.org.uk</a>	Information about volunteering in different sectors
<a href="http://www.bestcourse4me.com">www.bestcourse4me.com</a>	Independent and free information that shows links between what you study, what you can earn and what jobs are available
<a href="http://www.applytouni.com">www.applytouni.com</a>	Information about applying to university
<a href="http://unistats.direct.gov.uk">http://unistats.direct.gov.uk</a>	The official website for comparing universities.
<a href="http://www.how2become.com/resources/ultimate-guide-to-building-a-cv">www.how2become.com/resources/ultimate-guide-to-building-a-cv</a>	Information about how to write a winning CV
<a href="http://www.cumbrialep.co.uk">http://www.cumbrialep.co.uk</a>	The Cumbria Local Enterprise Partnership providing information about the current labour market.
<a href="https://www.inspira.org.uk">https://www.inspira.org.uk</a>	Information about the Labour market in Cumbria, what support is available
<a href="https://www.thestudentroom.co.uk">https://www.thestudentroom.co.uk</a>	The largest student community in the world, discussing universities, health, lifestyle, relationships and has free university application help



## 7. Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

### SLT responsibilities

- There is a named member of the SLT who has primary responsibility for Careers.
- Ensure the School meets and exceeds the statutory careers requirements.
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure the School meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

### Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the school.
- Audit current teaching practices in terms of careers delivery.
- Prepare and deliver the careers plan.
- Report termly progress to the SLT.
- Bring any problems that you are unable to resolve to the attention of the SLT.
- Engage with all stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, students, parents, local businesses and guest speakers.
- Put systems in place to ensure delivery that is measurable year on year improvements to the careers programme.
- Be the School focal point on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

### Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers leader to deliver interview, business game and other work readiness activities during the year.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the senior lead for careers education to ensure students make a smooth transition to year 12 and are supported onto the right pathway.
- Complete a minimum of 1 days' work experience in a local business to understand how the school could best serve its business community.

### Subject Leaders

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.

### HoY responsibilities

- Take responsibility for careers education, information advice and guidance for their respective year groups, ensuring all students participate in year group CEIAG activities.
- Disseminate all CEIAG information to form tutors and ensuring all year students receive any advice needed.
- Support the Lead in Careers with delivery of activities and aspects of the program to ensure its effectiveness to all students.

### Teachers, form tutors and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

### Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.



## 8. Evaluation

The School believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

<b>Focus</b>	<b>Methods</b>	<b>Due Date</b>
<b>Student needs</b>	Students are spoken to during drop down days and during subject reviews to evaluate the quality of the careers programme. End of year survey to understand how well we met our students needs and to identify improvements. Pupils' intended and actual destinations are tracked and evaluated	<b>Summer</b>
<b>Careers Benchmark</b>	At the end of each term, the school will complete Compass - the Careers Benchmark tool. Results of the assessment will be used to identify further improvements.	<b>Termly</b>

