



Careers and Progression Policy

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole Sixth Form.

1. Policy Statement

Christ the King Sixth Forms is committed to offering all students and prospective students (applicants) an effective and impartial programme of Careers Education, Information, Advice and Guidance (CEIAG). We support students in making choices which suits their interests and abilities, sustain their personal and employability development over time and enhance their life chances. The Sixth Form acknowledges both the 'Gatsby Benchmarks' targets and Ofsted's Intent, Implementation, Impact structure and our policy reflects those alongside our desire to attain the national Quality in Careers Standard.

These core aims are underpinned by our mission statement. We work with a clear sense of purpose to achieve these aims, offering courtesy and fairness to all and respect for the rights and beliefs of all.

This Policy has been drafted in accordance with the DfE guidance: '*Careers guidance and access for education and training providers*' (updated January 2023). The policy was written with input from the Careers Team, teachers, students, SLT and our link governor. It should be read in conjunction with our 'Careers and Progression Strategy', 'Provider Access Policy', 'The Employer Involvement Policy' and 'The Work Placement and Work Experience Strategy' all of which are central to the overall careers and progression strategy.

2. Principles, Values and Entitlement

All users of our CEIAG service are entitled to a service which is:

- Of high quality, impartial and delivered by appropriately qualified and trained staff.
- Based in dedicated, open access and well signposted service areas.
- Welcoming, friendly, personalised and aspirational.

- Fully aware of and responsive to diversity, equality of opportunity and the need to challenge stereotypes.
- Designed to develop self-confidence, self-sufficiency and optimism.
- Integrated with other support services e.g. Careers, Additional Learning Support, Pastoral, Exams and Admissions.
- Structured to support the continuous improvement of the quality of students' experience and 'social capital' development - locally, nationally and internationally - through integration with: Curriculum provision and our Pastoral programme.
- Responsive to the local needs of young people through close collaboration with a range of partners.
- Allows them 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.
- As per the updated Provider Access Legislation (PAL) of January 2023, we ensure that all our pupils have at least two encounters with approved providers of apprenticeships and technical education. In practice, our students have many more encounters than this.
- To understand how to make applications for the full range of academic and technical courses.

2.1 Provision for Students (prospective, current and former)

- To ensure students, and potential students, are fully aware of their entitlement to up-to-date, impartial, accessible CEIAG, to be available at all stages of their progression, from initial application through to completion of their courses and for an appropriate time after leaving the Sixth Form.
- To ensure all students make exceptional progress and move on to study or work in leading universities, companies and professions.
- To promote optimism, raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers.
- To encourage self-development through supported self-assessment of strengths, limitations, aspirations, values, needs and potential.
- To encourage the use of internally mediated (and some unmediated) information sources to explore, research and evaluate opportunities in supported internships, apprenticeships and other employment, higher education, further education and training schemes, gap year activities, internships, work experience and volunteering.
- To encourage development of employability skills/competencies, a broad understanding of the world of work and an ability to respond to changing opportunities.
- To encourage students to take advantage of work experiences/placements/mentoring / insights and the full range of other progression related insight opportunities.
- To encourage participation in continued learning, through work-based training, further or higher education.
- To help students/prospective students to establish criteria for their career management decisions and to assist them at transition stages through research, application and interview support.
- To refer students to other specialist support networks in the Sixth Forms when this is most appropriate to ensure they can address barriers to their learning and progression.
- To refer students to specialist external agencies when this is most appropriate to ensure they receive expert, realistic and unbiased support.
- To work rigorously in support of all students in their efforts to secure a viable, secure post sixth form destination appropriate to their aims, programme of study and personal circumstances.

- To ensure a planned, progressive curriculum programme integrating the Gatsby Benchmarks.

2.2 Entitlement for students

- 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.
- As per the updated Provider Access Legislation (PAL) of January 2023, we ensure that all our pupils have at least two encounters with approved providers of apprenticeships and technical education. In practice, our students have many more encounters than this.
- To have in place the six career development skills that people need to have positive careers based on the CDI's inclusive and differentiated Career Development Framework: 'Grow throughout life', 'explore possibilities', 'manage career', 'create opportunities', 'balance life and work' and 'see the big picture'.
- Inclusion, standardisation and differentiation are ensured by having bespoke activities and materials provided to students at their different levels and different courses.
- The summary of the careers programme for each site highlights the inclusion, standardisation and differentiation we take in terms of student entitlement at each of our sites.

2.3 Requirements of Staff

- To ensure that CEIAG is delivered by appropriately qualified, knowledgeable and experienced staff.
- To ensure that all Careers and staff in student support functions undertake professional training and development in line with their role, in order to be able to offer appropriate information and advice to students, parents and other sixth form staff.
- To ensure all teacher and support staff training needs are met to meet the 'Gatsby Benchmarks' targets, Ofsted's Intent, Implementation, Impact structure and the national Quality in Careers Standard.
- To ensure full integration between the Curriculum and Careers service.
- To ensure that the Careers service supports the different site specialisms.
- To ensure that careers information and advice is available to individual students within one week of a request for such support. Information and advice to be provided by all members of the Careers Service and appropriately trained teachers and support staff.
- To develop, on behalf of students, effective working relationships with other relevant stakeholders, including: partner schools, HE institutions, other local schools/colleges, training providers, employers and charities etc.

2.4 Provision for Stakeholders –

- Parents and Carers

- To provide methods for the delivery of information so as to ensure parents/carers are well informed about the support offered in terms of careers support e.g. via the website, social media, emails /letters home, sixth form events, face-to-face and virtual meetings etc.

- To provide information and resources to parents/carers of prospective students to enable them to support their daughter/son with decisions on post-18 progression.
- To inform parents/carers of current students of all forthcoming events and activities relating to the students' progression journey e.g. 'Careers – how we support students' presentations, apprenticeship/employment, SEND and HE fairs, UCAS application and post-application processes, student finance, Sixth Form 'Academic Review Days', post-results services, 'Welcome New Parents' evenings, 'UCAS Early Entry Evening with Alumni,' Induction Days, enrolment etc.
- To seek parents/carers' feedback on relevant activities and events and to consider these responses carefully in the development of future provision.
- **Learning providers and universities**
 - To ensure mutually supportive working relationships with local schools, colleges and HE providers to ensure a range of rich and varied experiences to learners. These relationships to be the responsibility of the Careers Lead (with all other Careers staff and Curriculum areas as appropriate) and to be developed so as to ensure effective communication and support for students seeking alternative educational and apprenticeship opportunities. Particular relationships with organisations providing support and opportunities for SEND students to lie with the Careers Lead and the service member with specific SEND student responsibilities.
- **Employers and alumni**
 - To ensure close links with alumni, employers, voluntary sector organisations, training providers and mentor organisations so as to maximise opportunities on behalf of students. These efforts are to be the responsibility of all service members, with oversight from the site Deputy Principal to ensure a range of rich and varied experiences to learners.
- **Staff and governors**
 - To keep the governors informed of the work related to Careers via the link governor.
 - To work closely with other support staff functions in in the sixth form so as to provide logical, effective and unified support for students, for example with: Curriculum, Additional Learning Support, Character and Wellbeing, Exams and Admissions.
 - These efforts are to be the responsibility of all service members, with oversight from the Deputy Principal with responsibility for Careers.

3. Roles and Responsibilities

3.1 The Senior Leadership Team are responsible for:

- Appointment of the Careers staff.
- Ensuring that all staff are aware of this Policy and the accompanying strategy for development of the sixth forms careers service across each of the sites.
- Ensuring that there are sufficient, qualified and experienced staff and operational resources to sustain full and effective delivery of the service and development strategy.

3.2 The Board of Governors are responsible for:

- Ensuring the Careers provision is appropriate to the needs of each of the specialist sites.
- Appointing a 'Careers Lead' who is at Deputy Principal level and has responsibility for delivering the school's careers programme.

- Appointing a 'link' governor to work with the 'Careers Lead' who has responsibility for careers on evaluation and development of the careers programme and provision.

3.3 The 'Careers Lead' with responsibility for Careers is responsible for:

- Devising and delivering a high quality, stable careers programme which meets the expectations of the latest government guidance and its 'Gatsby Benchmarks' as well as Ofsted's Intent, Implementation, Impact structure and those of the national Quality in Careers Standard.
- Developing a strategy for ongoing development of this programme.
- Working with the 'link' governor and SLT to ensure that the Careers Service and programme are properly resourced.
- Ensuring that the and Careers Policy is published on Christ the King Sixth Forms website.
- Ensuring that progression and destination information for all students is recorded so that destinations can be tracked and information used to improve the effectiveness of the careers service.
- Evaluation of the careers programme and subsequent measures to ensure improved relevance and effectiveness for students.
- Liaison with external partners, such as employers, partner schools, other learning & training providers, support networks, engagement agencies etc to support delivery and enhancement of the careers service.
- Liaison with Executive Principal, Deputy Principals and teaching staff to ensure careers education is embedded into the delivery of the Curriculum and subject content.
- Liaison with all other student-facing support services in Christ the King Sixth Forms to ensure that individual students are signposted to and/or receive assistance appropriate to identified needs.
- Managing a team so as to be able to support the delivery of the objectives and services set out in the Careers Strategy.
- The careers and progression vision is based on our mission and linked to the Gatsby Benchmarks.

3.4 Curriculum Responsibilities for Careers provision are held by:

Role	Academic Responsibility	Vocational Responsibility
Deputy Principal	Ensure that each A Level course has links with university speakers, university visit opportunities, Alumni links related to the course and employer links where appropriate. The Deputy Principal will work closely with the respective Assistant Principal and with the A Level course teachers.	Ensure that each course has a coherent employer involvement plan, with speakers from employers, employees and HE institutions planned and embedded into the curriculum delivery. The Deputy Principal will work closely with the respective Assistant Principal and with course teams) in developing and ensuring delivery in curriculum areas.
Assistant Principal	Ensure that each A Level course has links with university speakers, university visit opportunities, Alumni links related to the course and employer links where appropriate and that these are integrated into the delivery plan where appropriate.	Ensure that each course within the AP area has a coherent employer involvement plan, with speakers from employers, employees and HE institutions planned and embedded into the curriculum delivery.
Course Leader	Ensure that each A Level course has links with university speakers, university visit opportunities, Alumni links related to the course and	Create, track and maintain the employer involvement plan. Organising a coherent programme of speakers from employers, employees

	employer links where appropriate and that these are integrated into the delivery plan where appropriate.	and HE institutions which are logically planned and embedded into the curriculum delivery.
Course Teacher	To deliver the planned links with university speakers, university visit opportunities, To foster links with and integrate into the course delivery alumni links, and, where appropriate, use appropriate industry links in delivering the curriculum.	To deliver the employer involvement plan. Assist the team in creating and running a coherent programme of speakers from employers, employees and HE institutions, delivered in a logically planned and embedded into the curriculum delivery.
Careers and progression Team	Assist each subject area to provide opportunities and links to enrich the programme. To create an integrated careers programme which matches the academic programmes on offer.	To help create and assist the delivery of the employer involvement plan. Assist each subject area to provide opportunities and links to enrich the programme. To create an integrated careers and progression programme which matches each vocational programme.
10:10 Tutor	To give tutee guidance with regard to work placement of work experience. To monitor each tutee's work placement or work experience time, to evaluate and use the daily tutorial/ 10:10 1-2-1 sessions to evaluate and discuss progression and careers opportunities.	To give tutee guidance with regard to work placement of work experience. To monitor each tutee's work placement or work experience time, to evaluate and use the 10:10 1-2-1 sessions to evaluate and discuss careers opportunities.
Character and Wellbeing APs	To plan, track and monitor careers advice and guidance in the 10:10 programme/ daily tutor programme. To ensure students have access to advice and guidance regarding progression to university and degree apprenticeships as well as to the workplace. To track and monitor the applications and progression of CTK students.	To plan, track and monitor careers advice and guidance in the 10:10 programme. To ensure students have access to advice and guidance regarding progression to university and degree apprenticeships as well as to the workplace. To track and monitor the applications and progression of CTK students.

4. Resources

SLT and the Governing Body commit to the recruitment of well qualified staff in order to deliver the agreed careers programme in full. The service is supported through the allocation of a ring-fenced budget to be managed by the Deputy Principal with responsibility for Careers.

The Deputy Principal with responsibility for Careers and staff in the Careers Service have the following responsibilities with regard to resources:

- To ensure that advice and guidance are informed by up-to-date labour market information for, for example, local and regional employment trends, job vacancies, graduate employment trends, apprenticeship developments (at all levels), HE Course vacancies etc.
- To ensure that comprehensive, up-to-date online and hard copy resources are available to students in the Careers libraries at all times when the areas are open.
- To ensure that relevant resources are shared with other student-facing staff in order to support their own delivery of IAG e.g. Curriculum, Additional Learning Support, Pastoral, Exams and Admissions etc.
- To ensure that the delivery of careers education through the Curriculum and Pastoral Programme is properly resourced with activities and information appropriate to the needs of different groups of students.
- To identify appropriate update and training opportunities and commit to continuous professional development as a careers professional.
- To ensure that regular opportunities exist (including by self-referral) for individual careers guidance and action planning with Subject Teachers, Additional Learning Support, Pastoral, Exams and Admissions and others as appropriate.
- To ensure the budget allocated for careers work is properly allocated in the interests of students and the objectives of the service.

5. Review and Evaluation

- To seek, record and respond to service user feedback on the undertakings of the Careers Service.
- To undertake an annual service review, including a site-based Careers action plan, and engage fully in the validation process with SLT and Governors.
- The Deputy Principal with responsibility for Careers reviews this Policy every two years, following evaluation of the service and monitoring of the students' destination information on a yearly basis.
- To seek and maintain the national Quality in Careers Standard
- Regular use of Compass to review progress towards meeting Gatsby Benchmarks.

6. Further Information

For further information or for any enquiries relating to the CEIAG service at Christ the King Sixth Forms, please contact:

- Holly Power, Deputy Principal and Careers Lead can be contacted by telephone at **020 7358 2400** or by email at careers@ctksfc.ac.uk
- Communication with governors should be initiated through messages to the Clerk to Governance, governance@ctksfc.ac.uk

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