



St Boniface's College Careers Programme

"As each of us received a gift, use it to serve one another, as good stewards of God's varied grace;" 1 Peter 5:5

Careers Plan 2021 - 2022

The College has a statutory duty to secure independent careers guidance for all students from Year 8 - 11. Our aim at St Boniface's Catholic College is for *all* students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options including academic, vocational and apprenticeships to help them achieve their ambitions.

Careers education does not just mean informing students about their options post 16 but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these choices will affect their options after school and which career 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 the world of work whichever pathway they choose.

There has never been a time when career 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.

Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. The College's Careers plan sets out how the College provides a fit for purpose careers programme 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 College provides in-school guidance and independent advice to ensure our students receive impartial advice that they need.

We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

The College careers provision is based on the CDI Framework for Careers, Employability and Enterprise Education and the Gatsby 8 framework. A formal Careers programme is in place indicating the importance of employability, careers and enterprise education as part of overall College policy and a clear understanding of national and regional drivers. The careers programme is clearly linked to the College Development Plan and there is a clear vision for employability and enterprise education.

The school careers plan is based on the DfE document Careers guidance and access for education and training providers and the Gatsby Benchmarks.

Honour, Integrity, Service

Careers Plan - Aims

Our Careers Education, Information, Advice and Guidance will:

- Provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfill their potential.
- Provide advice and guidance which is in the best interests of the students.
- Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers.
- Provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- Develop enterprise and employability skills including skills for self-employment
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Encourage students to see career development as a life-long process
- Support students at key transition points



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CEIAG has four elements:

1. **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan/manage their own career.
2. **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
3. **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided by a L6 qualified careers advisor.
4. **Work Related Learning:** Experience within and outside the curriculum to help students learn about economic well-being, careers and enterprise.



The Gatsby Benchmarks

The College's career plan supports the achievement of the eight Gatsby benchmarks

Benchmark 1: A Stable Careers Programme

Every school and College should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.

Benchmark 2: Learning from Careers and Labour Market Information

Every student 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 the best use of available information.

Benchmark 3: Addressing the Needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.

Benchmark 5: Encounters with employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Experiences of workplaces

Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7: Encounters with Further and Higher Education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Benchmark 8: Personal Guidance

Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Impartial Careers advisors who work with us throughout the year



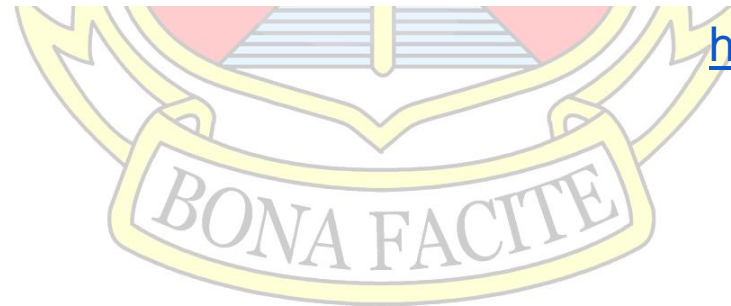
<https://cswgroup.co.uk/>



Next Steps South West...

provide impartial information andure. signposting
so you can make an informed decision about your fut

<https://nextstepssw.ac.uk>



<https://www.goconstruct.org/>

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Other useful websites that we use to support our students:



<https://amazingapprenticeships.com/apprenticeships/>



<https://www.gov.uk/apply-apprenticeship>

Careerpilot

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<https://careerpilot.org.uk/> All our students have a login

for Careers Pilot and there is an area for parents too.

CAREERS PROGRAMME

OUTCOME	ELEMENT OF LEARNING	LEARNING OUTCOME	ACTIVITIES	YEAR GROUPS
Self-awareness	Realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being.	Describe yourself, your strengths and your preferences	<p>PSHEE programme using worksheets and career pilot.</p> <p>Values, self-awareness attitudes and virtues covered in Ubuntu year 7 and Kairos year 8</p>	7, 8, 9
Self-determination	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.	Be able to focus on the positive aspects of your well-being, progress and achievements	<p>PSHEE programme using worksheets and career pilot</p> <p>Optimism, personal wellbeing and aspiration covered in Ubuntu year 7 and Kairos year 8</p>	7, 8, 9
Self-improvement	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	PSHEE programme using worksheets and career pilot	7, 8, 9

Exploring Careers and career development	Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others	Describe different explanations of what careers are and how they can be developed.	PSHEE programme using worksheets and career pilot Guest speakers Vocational careers topic in RS	7, 8, 9
Investigating work and working life	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	PM programme using worksheets and career pilot	7, 8, 9
Understanding business and industry	Understanding sizes and types of businesses and why they are organised as they are and how they view success which enables them to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	Give examples of different business organisational structures.	PM programme using worksheets and career pilot	7, 8, 9
Investigating jobs and labour market information	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information	Be aware of what job and labour market information (LMI) is and how it can be useful to you.	PM programme using worksheets and career pilot	7, 8, 9

Valuing equality, diversity and inclusion	Individuals need to share the commitment to equality, diversity and inclusion as a British and international value, by countering stereotyping, discrimination and prejudice, individuals can realise their won ambitions and help others to do so.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	PM programme using worksheets and career pilot British Values assemblies, tutorials, daily prayer and acts of worship. Also covered in Ubuntu year 7 and Kairos year 8	7, 8, 9
Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment and know how to minimise health and safety risks to you and those around you	PM programme using worksheets and career pilot Guest speakers Schemes of learning in Technology	7, 8, 9

Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities	
Making the most of careers information, advice and guidance	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	Identify your personal networks of support, including how to access and make the most of impartial face-to face and digital careers information, advice and guidance	Career pilot Guest Speakers Workshops	9, 10. 11
Preparing for employability	Preparing for employability is about enabling individuals to gain the skills and experiences	Recognise the qualities and skills you have demonstrated	Career pilot Guest Speakers	9, 10. 11

	they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	both in and out of school that will help to make you employable	Workshops	
Showing initiative and enterprise	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	Recognise when you are using the qualities and skills that entrepreneurs demonstrate.	Career pilot Guest Speakers Workshops	9, 10. 11
Developing personal financial capability	Being able to calculate and compare the costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future	Show that you can manage a personal budget and contribute to household and school budgets	Career pilot Guest Speakers Workshops	9, 10. 11

Identifying choices and opportunities	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Know how to identify and systematically explore the options open to you at a decision point.	Career pilot Guest Speakers Workshops	9, 10. 11
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