



Careers Policy and Strategy (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Last Reviewed: February 2023

Frequency of Review: Annually

Next Review Due: February 2024

Introduction/Aims:

The aim of the Careers policy at Our Lady of Sion School is to fulfil the regulatory requirements incumbent upon all independent schools and to provide a service that accords with the ethos of the school.

The regulatory requirements from the Independent Schools Inspectorate requires the senior school at Our Lady of Sion School to provide:

Pupils access to accurate, up-to-date careers guidance that is:

- presented in an impartial manner;
- allowing informed choices and covering a broad range of career options;
- encouraging all students to fulfil their potential.

The school aims to provide each student with impartial advice from independent sources. The policy also reflects the statutory guidance from the Department of Education in their document 'Careers guidance and access for education and training providers' July 2021 with particular note of the Gatsby Benchmarks of Career Guidance:

1. A stable career 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

Our Policy ensures that students have the opportunity to access these benchmarks (Appendix A). Using the Compass Benchmark tool each year to evaluate careers activity against the eight benchmarks of best practice.

In January 2023, the Department of Education published "Careers guidance and access for education and training providers". This is the most recent publication from the DoE with respect to Careers Guidance and Education (CGE), providing further clarification about the expectations for meeting each of the 8 benchmarks.

Our Lady of Sion is committed to providing a planned programme of careers education, advice and guidance (CEAG) for all students in the Senior School (Years 7 - 13).

As per the Baker Clause, we aim to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. Acting impartially and not show bias towards any route, be that academic or technical. The careers advice given explores a full range of technical options. Sion will always focus on the student and what is best for them.

The requirements that are set out include:

- emphasis on inspiring students about careers choices;
- the involvement of external sources including speakers, business and training providers, careers fairs and visits;
- consideration of the needs of students who require further support;
- facilitating communication with universities, employers etc;
- access to information about the careers programme on the school website.

Our Lady of Sion School aims to fulfil the needs of students by:

- an individualised approach that is holistic;
- providing individualised advice that is in the best interests of the student;
- being open at all times to changing needs of the students;
- liaising with independent bodies as required;
- keeping parents informed of events, speakers, etc;
- keeping up to date with developments in the labour market and higher education sector;
- providing a supportive environment in which students are able to make their own choice;
- utilising up to date resources including career programmes;
- designing and implementing a programme of study that allows students to develop their career skills.

The responsibility of delivering good quality, unbiased careers education is with the Governors, the Headteacher, the Head of Sixth Form and the named Careers Leader.

Approved by Chair of Govenors 22.2.23

Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1. A STABLE CAREERS PROGRAMME	<ul style="list-style-type: none"> PSHE Careers lesson 	<ul style="list-style-type: none"> PSHE Careers lesson 	<ul style="list-style-type: none"> PSHE Careers lesson 	<ul style="list-style-type: none"> Space for Dialogue 	<ul style="list-style-type: none"> Space for Dialogue NCS 	<ul style="list-style-type: none"> Careers lesson NCS 	<ul style="list-style-type: none"> Careers lesson
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	<ul style="list-style-type: none"> PSHE Careers lesson Access to Morrisby account 	<ul style="list-style-type: none"> PSHE Careers lesson Access to Morrisby account 	<ul style="list-style-type: none"> PSHE Careers lesson Access to Morrisby account 	<ul style="list-style-type: none"> Access to Morrisby account 	<ul style="list-style-type: none"> Access to Morrisby account 	<ul style="list-style-type: none"> Access to Morrisby account 	<ul style="list-style-type: none"> Access to Morrisby account
3. ADDRESSING THE NEEDS OF EACH PUPIL	<ul style="list-style-type: none"> PSHE Careers lesson Access to Morrisby account Posters 	<ul style="list-style-type: none"> PSHE Careers lesson Access to Morrisby account Posters 	<ul style="list-style-type: none"> PSHE Careers lesson Access to Morrisby account Posters 	<ul style="list-style-type: none"> Access to Morrisby account Yearly meeting with Careers Lead Posters 	<ul style="list-style-type: none"> Access to Morrisby account Yearly meeting with Careers Lead Posters 	<ul style="list-style-type: none"> Meeting with Careers Advisor every half term Access to Morrisby account Posters 	<ul style="list-style-type: none"> Meeting with Careers Advisor every half term Access to Morrisby account Posters
4. LINKING CURRICULUM LEARNING TO CAREERS	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop 	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop 	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop 	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop 	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop 	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop 	<ul style="list-style-type: none"> Medical Mavericks – Careers in health medical workshop

5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<ul style="list-style-type: none"> • PSHE Careers lesson • Digital Careers Spotlight Talks • Careers Guest speakers including Medicine, Law and Aviation 	<ul style="list-style-type: none"> • Digital Careers Spotlight Talks • Careers Guest speakers including Medicine, Law and Aviation 	<ul style="list-style-type: none"> • Digital Careers Spotlight Talks • Careers Guest speakers including Medicine, Law and Aviation 	<ul style="list-style-type: none"> • What University & What Career Live Online Event • Digital Careers Spotlight Talks • Careers Guest speakers including Medicine, Law and Aviation 	<ul style="list-style-type: none"> • What University & What Career Live Online Event • Digital Careers Spotlight Talk • NCS • Careers Guest speakers including Medicine, Law and Aviation 	<ul style="list-style-type: none"> • What University & What Career Live Online Event • Digital Careers Spotlight Talks • NCS • Careers Guest speakers including Medicine, Law and Aviation 	<ul style="list-style-type: none"> • What University & What Career Live Online Event • Digital Careers Spotlight Talks • Careers Guest speakers including Medicine, Law and Aviation
6. EXPERIENCES OF WORKPLACES				<ul style="list-style-type: none"> • Springpod 	<ul style="list-style-type: none"> • Springpod • NCS 	<ul style="list-style-type: none"> • Work Experience to support UCAS • Springpod • Future Learn • NCS 	<ul style="list-style-type: none"> • Work Experience to support UCAS • Springpod • Future Learn
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<ul style="list-style-type: none"> • Access to Morrisby account 	<ul style="list-style-type: none"> • Access to Morrisby account 	<ul style="list-style-type: none"> • Access to Morrisby account 	<ul style="list-style-type: none"> • What University & What Career 	<ul style="list-style-type: none"> • What University & What Career 	<ul style="list-style-type: none"> • What University & What Career 	<ul style="list-style-type: none"> • What University & What Career

	<ul style="list-style-type: none"> • PSHE lessons 	<ul style="list-style-type: none"> • PSHE lessons 	<ul style="list-style-type: none"> • PSHE lessons 	<ul style="list-style-type: none"> • Live Online Event • What Next Sussex Live Further Education Event 	<ul style="list-style-type: none"> • Live Online Event • What Next Sussex Live Further Education Event • NCS 	<ul style="list-style-type: none"> • Live Online Event • What Next Sussex Live Further Education Event • Attend a virtual open day • Future Learn • London Schools Course workshop • NCS 	<ul style="list-style-type: none"> • Live Online Event • What Next Sussex Live Further Education Event • University Visits • Future Learn
8. PERSONAL GUIDANCE	<ul style="list-style-type: none"> • PSHE teacher 	<ul style="list-style-type: none"> • PSHE teacher 	<ul style="list-style-type: none"> • PSHE teacher 	<ul style="list-style-type: none"> • Meeting with Careers Advisor twice a year 	<ul style="list-style-type: none"> • Meeting with Careers Advisor twice a year 	<ul style="list-style-type: none"> • Meeting with Careers Advisor every half term 	<ul style="list-style-type: none"> • Meeting with Careers Advisor every half term

Gatsby Benchmark	Guidance	Sion Provides
<p>1. A STABLE CAREERS PROGRAMME</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<ul style="list-style-type: none"> • With support of the careers development framework. https://www.thecdi.net/write/Framework/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf • Development of careers guidance through key stage: https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf • Using Compass to assess our careers activity against the 8 Gatsby Benchmarks. Last assesses in January 2022. https://tools.careersandenterprise.co.uk/oauth/login/classic • Presented during PSHE and Space for Dialogue lessons led by Head of Careers, E Baxter. • Program published on school website and is accessible to all.
<p>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</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>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<ul style="list-style-type: none"> • LMI information created on posters for each subject which are also on the LP (see benchmark 4). These are displayed in the classrooms of each subject. • Presented during PSHE and Space for Dialogue lessons led by Head of Careers, E Baxter. • All students have access to Morrisby Careers account providing students with up-to-date LMI.
<p>3. ADDRESSING THE NEEDS OF EACH PUPIL</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge 	<ul style="list-style-type: none"> • Challenge stereotypes through PSHE lessons

<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>stereotypical thinking and raise aspirations.</p> <ul style="list-style-type: none"> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. 	<ul style="list-style-type: none"> Morrisby account for every child in the school which keeps record and students have access to. Year 10-11 have yearly meetings with Careers Advisor. Year 12-13 have termly meetings with Careers Advisor.
<p>4. LINKING CURRICULUM LEARNING TO CAREERS</p> <p>All teachers should link curriculum learning with careers. For example, STEM (Science Technology Engineering Maths) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<ul style="list-style-type: none"> Posters for each subject created- key skills, future careers, LMI External visiting groups- Medical Mavericks (careers in health medical workshop) STEM club
<p>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be</p>	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or 	<ul style="list-style-type: none"> NCS- Year 11 and 12. Half termly visiting guest speakers including: Medicine, Law and Aviation. Digital Careers Spotlight Talks What Careers Live online event

through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	what it takes to be successful in the workplace.	
6. EXPERIENCES OF WORKPLACES Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. • * As far as is possible, schools and employers should ensure these are positive experiences. 	<ul style="list-style-type: none"> • NCS- Year 11 and 12. • Springpod Years 10-13 • Year 12 and 13 Work experience to support UCAS • Year 12 and 13- Future Learn
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION All pupils 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. • * A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment. 	<ul style="list-style-type: none"> • Provided with information about a full range of higher education choices through the careers LP page. • Individual Careers Meeting in year 10 and 11 with careers lead • NCS- YR 11/12 • What Next Sussex Live Further Education Event • Year 12 and 13 attending open days • Year 12 UCAS live

<p>8. PERSONAL GUIDANCE Every pupil 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 pupils but should be timed to meet their individual needs.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<ul style="list-style-type: none"> • Year 10 and Year 11 have careers interviews with Careers Lead • Interview practice for Year 11 with Careers Lead • Year 12 and 13 termly meetings with Careers Lead • Guidance interviews with tutor group
---	---	---