



## Careers Education, Information and Guidance Policy

### Mission Statement

We are a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. As an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique, safe and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Deliver the highest standards of teaching and learning
- All show a commitment to our work, to the Christian values of the College and to the safety of all in our community
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

- Genuine concern for others
- Support for and challenge of one another
- High standards and expectations
- Consistency and perseverance
- Recognition of talents, progress and achievements.

### Policy Statement

The College recognises Careers Education, Advice and Guidance (CEIAG) as an essential part of the student experience. We aim to provide a focussed approach to careers education and employability that enables all students to develop transferable skills so that they can succeed in a competitive job and/or Higher Education market. By working closely with partners and employers, we will endeavour to ensure students leave ready for the world of work, or higher education.

Students are taught how to access and interpret labour market information (LMI), including regional and national data on employment trends, salary expectations and skills shortages. Labour market information is embedded within the tutorial programme and subject curriculum, and students are supported to reflect on how this information informs their career planning.

By working closely with partners and employers, we will endeavour to ensure students leave ready for the world of work, further study or higher education.

The College delivers a stable, structured and sequenced careers programme which is reviewed annually. The programme sets out when, how and by whom careers education, information, advice and guidance is delivered across each stage of study, including planned opportunities for employer encounters, provider access and personal guidance.

## **Statutory and Non-Statutory Guidance**

This policy has been developed with reference to the following guidance and frameworks:

- DfE statutory guidance: Careers guidance and access for education and training providers (updated May 2025)
- Gatsby Benchmarks of Good Career Guidance (2024 update)
- Ofsted Education Inspection Framework – personal development and skills
- The Gatsby Foundation Good Career Guidance report
- The Matrix Standard (where applicable)

## **Gatsby Benchmarks**

**The College's CEIAG provision is designed to meet all eight Gatsby Benchmarks:**

1. **A stable careers programme** – published careers programme and student entitlement, reviewed annually
2. **Learning from labour market information** – embedded LMI via curriculum, tutorial and Unifrog
3. **Addressing the needs of each learner** – tracking, targeted support and monitoring of outcomes
4. **Linking curriculum learning to careers** – careers embedded within schemes of work
5. **Encounters with employers and employees** – meaningful, prepared-for encounters
6. **Experiences of workplaces** – progressive and meaningful workplace experiences
7. **Encounters with further and higher education** – including apprenticeships and technical routes
8. **Personal guidance** – planned, impartial careers guidance interviews.

## **Support for Applicants and Enrolled Students**

The College will support all students and prospective students to access and make use of information about educational options, career choices and labour market information. The aim is to raise aspirations and provide advice and guidance tailored to individual need.

Support for students is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background. Careers education, information, advice and guidance are embedded within the tutorial programme and curriculum as appropriate.

All students will have access to at least one personal careers guidance interview with a professionally qualified Careers Adviser, with further guidance available according to individual need.

Students on one-year programmes receive a compulsory careers guidance interview. Students with SEND, an EHCP or who are care-experienced are prioritised for additional and earlier guidance, aligned with statutory reviews and transition planning.

## **Tracking and Targeted Support**

The College uses Unifrog to track students' careers learning, engagement with employer encounters, guidance interviews and progression planning throughout their learner journey.

The College identifies and monitors students who may require additional careers support, including students with SEND, those with an EHCP, care-experienced students, young carers, students eligible for bursary support and those at risk of becoming NEET.

These students are offered additional personalised guidance, supported employer encounters and targeted progression planning. Impact is monitored through participation, retention and destination data.

We will work with Universities, Colleges, Employers and Apprenticeship providers to enable our enrolled students to make informed choices about their progression into education and employment opportunities. This will include visiting speakers, trips to Universities and workplaces, HE fairs, Apprenticeship fair and networking events, and access to online resources and labour market information. Many students on vocational courses complete a programme of work experience. We also offer a comprehensive range of Career Academies that support students who have a specific career pathway as well as the Honours Academy Programme for gifted and talented students.

Visits to universities and consultations with employers help our students' access information to make informed decisions. The College will ensure students have information about a range of options by a range of means – Vice Principal – Students, Senior Tutors, Progress Tutors, Teachers, the College's Careers Adviser, and access to Unifrog, the College website and social media that sign post students to external opportunities.

### **Parent/Carer Involvement**

College understands that parents/carers have a vital role in helping and supporting students with their career decisions. With this in mind, we invite parents/carers to participate in consultations as part of the admissions procedures, internal progression decisions of students on one-year courses and course change consultations. We invite parents/carers to a range of information presentations around course choices, HE processes and apprenticeship options. The HE and Apprenticeship fair are extended outside of the College day, so that parents and carers can attend with their son/daughter. Parents/Carers also have access to the College website which has a discrete parent/carers Careers section comprising useful links and resources.

For students with SEND and EHC plans there is a statutory review process, which incorporates careers, information, advice and guidance. Parents/carers of SEND students are offered additional information forums specifically addressing SEND. Carers of Looked after children (LAC) are also included in statutory reviews and Personal Education Planning (PEPs) incorporating careers, information, advice and guidance.

### **Employer Partnerships**

The College is committed to providing students with meaningful encounters with employers, ensuring students are prepared for, and reflect on, these experiences.

Employer encounters and workplace experiences are planned to be progressive across a student's programme and are designed to develop employability skills, understanding of recruitment practices and awareness of local, regional and national labour markets.

The College promotes all progression routes equally, including apprenticeships, degree apprenticeships and sponsored degrees.

Examples of this include:

- Whole College approach to Careers Week/Fortnight
- Employer presentations in College
- College holds its own mock assessment day for those students applying for degree apprenticeships
- Weekly electronic SJR Newsletter contains a career link to the College website which is updated regularly with a range of career opportunities including, Higher Education providers, work experience, volunteering, workshops, employers, as well as current Labour Market Information (LMI). (This newsletter link is also shared weekly with parents/carers)
- All students having access to Uni Frog
- SJR Apprenticeship Club
- Working towards every student at the end of their study programme having had some form of work experience

- Visits to University Open Days (including invites to Virtual Open Days)
- Careers events – National Apprenticeship Event, College’s Apprenticeship Fair, HE Fair, parental talks. Students are prepared via tutorial for the fairs in advance to ensure they make the most of the opportunity and are also asked for their feedback to ensure the experience is meeting their needs and expectations.
- Work related events such as employment related competitions within departments
- Support with CVs, job applications and interviews
- Inviting Alumni into College to inspire and motivate students
- Careers information available via the College’s website, emails, SJR Weekly and social media platforms
- The Internship Programme that runs with support of the Local Authority and local employers for those students who have met their academic potential and would benefit from employability and life skills.
- Promoting Greater Manchester Aim Higher opportunities such as HE mentoring etc.
- Identify students who may be eligible for schemes such as MAP, Partners, A2L, Sutton Trust and work with them to support student applications.

### **Enrichment Opportunities**

College is committed to the personal development for all students and has devised a broad enrichment programme to ensure students are given the opportunity to develop the softer skills that employers are looking for. We have made enrichment compulsory for all Year 12 students, as we want to ensure that students leave us with the skills and knowledge required to be successful in the workplace.

### **Linking Curriculum Learning to Careers**

The College ensures that curriculum planning and delivery have a strong influence on relevant careers and industry requirements. This will be evidenced through subject teachers identifying key employability skills and embedding them within schemes of works.

In addition to this there are visual prompts in department areas such as posters that highlight specific career paths that are linked to their area of study. Heads of Departments are liaising with the College Careers Advisor and holding virtual ‘Q and As’ with employers during their lesson time with students. Students are prepared for the Q and A session and then asked to reflect on what they have learnt from the session by completing a proforma. There are also visits to work settings to expose students to the world of work.

The College is working with a representative from the Bridge GM who are connecting us to employers in the region and trusted national resource and helping us to embed key employability skills across our curriculum as a whole. This is monitored through the College regularly completing the Compass tool in partnership with the Business Enterprise Advisor.

### **Evaluation and Monitoring of Advice and Guidance**

The College will seek the opinions from students on the quality of the Careers Advice and Guidance provision. We are working towards the 8 benchmarks of excellence as outlined in the Gatsby benchmarks. Feedback from students is collected both formally and informally.

The quality of the tutorial and guidance programme is surveyed twice during each academic year via the ‘Student Perception of Tutorial’ (SPOT) surveys.

The College collects data on the destinations of its students to determine who has entered apprenticeships, employment and sponsored degree programmes, as well as the destination data from UCAS on those entering higher education. This information helps inform the careers programme in College.

In addition to the above we use the Higher Education Statistics Agency data to track how successful our students are when it comes to Higher Education outcomes.

Use is also made of a network of alumni to inspire and inform current students and contribute to Labour market information.

**Key Personnel:**

- Careers Lead – Senior Tutor
- Careers Advisor
- Senior Tutors
- Progress Tutors/Coaches

**Related Policies:**

- Equality, Diversity, Inclusion and Belonging Policy
- Learning Support Handbook
- Safeguarding and Child Protection Policy
- Student Agreement
- Student Charter
- Student Disability Policy
- Teaching, Learning and Assessment Policy