

# St Peter and St Paul Catholic Voluntary Academy



## Careers Policy Incorporating the Provider Access Statement

**'I have come that they may have life and have it to the full'**

John 10:10

### **The Ethos of St Peter and St Paul**

*"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith."*

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

### **The uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

### **The search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

### **The education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

### **The education of all**

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

### **Moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

### **Consequently, we still strive to ensure that:**

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

**'I have come that they may have life and have it to the full'**

John 10:10

Contents.....	3
Introduction .....	4
Aims & Objectives .....	4
Staffing.....	4
Student Entitlement.....	5
Parental Involvement.....	6
Provider Access Statement (full statement in appendix 1).....	7
Appendix 1.....	8

**'I have come that they may have life and have it to the full'**

John 10:10

## **Introduction**

Careers education, information, advice and guidance is an essential part of the support that we offer to students at St Peter and St Paul's Catholic Voluntary Academy. Effective careers support is necessary to help students progress successfully beyond secondary school. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills that they need to make informed choices for their future. As a result, our careers programme is embedded into the Personal Development curriculum under the banner of 'My World: created to live in communities', this becomes the whole-school focus in both half term 3 and 6 and provides students with the knowledge that they need to make informed decisions regarding their 'Next Steps'. Careers education also permeates the regular curriculum with teachers making explicit links between their subjects and potential career pathways alongside developing the eight employability skills that employers are looking for. In addition, many trips and visits from external partners are made with a careers focus in mind. This policy sets out how career activity is integrated into the curriculum and explains what stakeholders can expect from the careers programme.

## **Aims & Objectives**

The St Peter and St Paul's careers programme is scaffolded by the Gatsby Benchmarks, and aims to:

1. Offer a stable careers programme that is clearly defined as part of the Personal Development curriculum
2. Help students to understand the local labour market and know about the availability of local opportunities
3. Address the needs of each pupil in terms of making 'Next Steps' decisions
4. Link our curriculum learning to related careers
5. Facilitate encounters with local employers and employees
6. Offer students the opportunity to experience workplaces
7. Arrange encounters with further and higher education
8. Offer personal guidance to those students who need help making decisions about their Next Steps
9. Reduce NEET percentages and, in turn, recruit to our Sixth Form, amongst other provisions

## **Staffing**

A core Personal Development team led by Mr Challenger (Careers Lead) teach age-appropriate careers information during one set period per week in half terms 3 and 6. This is delivered within the Catholic framework of 'My World: created to live in communities'. In addition, all staff at St Peter and St Paul's Catholic Voluntary Academy are committed to the delivery of careers across the curriculum and to the development of eight identified employability skills within their lessons. Each department also has a nominated 'Inclusion Champion' that holds a remit to develop intra-departmental careers information. The Headteacher, Senior Leadership Team, SENCO, Sixth Form Leader and Heads of Year also contribute to the planning and delivery of careers education across the academy and assist with developing Next Steps planning.

**'I have come that they may have life and have it to the full'**

John 10:10

## **Student Entitlement**

Students should have high expectations for their careers provision:

- To be supported to make the right choices in Year 9, Year 11 and Sixth Form
- To have access to up-to-date and unbiased information on future learning and training, careers and labour market information, including access to Technical qualifications providers (as such, we meet the Baker Clause)
- To be able to request a personal careers interview during years 11, 12 and 13
- To be shown how to use online platforms such as successatschool.org to help with Next Steps decisions
- To complete a Next Steps Survey in Year 10 that allows personalised Next Steps guidance
- To be guided towards opportunities that match their early career aspirations
- To complete a period of Work Experience in both Year 10 and Year 12
- To develop the self-awareness and career management skills needed for their future
- To appreciate the link between curriculum learning and key employability skills
- To have several meaningful encounters with representatives from the world of work; both inside and outside of the Academy environment
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at the academy
- To have support to access, visit and apply for local colleges Post 16 and apprenticeships
- To have support with the UCAS application and interviews as appropriate

## **Work Experience**

In accordance with the Gatsby Benchmarks, most students in Years 10 and 12 will have the opportunity to partake in a week of Work Experience. This will be completed in partnership with a company called Safety Measures who will complete checks to ensure that our students are safeguarded during their experience.

Work Experience will be used as an opportunity to promote independence in our students and there will be an expectation that they source their own placement, contact the employer themselves and complete the necessary paperwork.

Selected students eg those with complex SEND needs, will complete Work Experience within our own Academy under the supervision of our own staff. This may be as a Teaching Assistant or within one of the Academy's own facilities eg library.

The partaking of Work Experience will also be subject to the behaviour of the individual student. The Academy reserves the right to remove this opportunity for any student whose behaviour could bring the Academy into disrepute whilst on Work Experience.

## **Parental Involvement**

Young people do not make career decisions in isolation and we understand that parents/carers will have a clear interest in the right outcomes for their young person. The Academy is keen to foster parental involvement in the careers programme, wherever possible and encourage them to contact Mr Challenger via email in the first instance for individual help and information.

Parents/carers are invited into school to discuss their son/daughter's progress at annual Parents Evenings. There is the opportunity to discuss career aspirations as well as academic progress with subject specialists, form tutors, heads of year, our SENCo or members of the senior leadership team. In addition, specialist events for parents include Y9 and Sixth Form Pathways Evenings.

**'I have come that they may have life and have it to the full'**

John 10:10

## **Provider Access Statement (full statement in appendix 1)**

This statement aims to set out our academy's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

This complies with the academies legal obligations as outlined in section 42B of the Education Act 1997.

A provider wishing to request access should contact Mr A Challenger, Careers Leader

Telephone: 01522 871400      Email: [andy.challenger@sspp.lincs.sch.uk](mailto:andy.challenger@sspp.lincs.sch.uk)

*'I have come that they may have life and have it to the full'*  
John 10:10

## Appendix 1

# Provider Access Statement

**'I have come that they may have life and have it to the full'**

John 10:10

## **Provider Access Statement**

### **Aims**

This policy statement aims to set out our academy's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

This complies with the academies legal obligations as outlined in section 42B of the [Education Act 1997](#).

### **Student entitlement**

All students in Years 8 to 13 at St Peter and St Paul Catholic Voluntary Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact Mr A Challenger, Careers Leader

Telephone: 01522 871400

Email: andy.challenger@sspp.lincs.sch.uk



**'I have come that they may have life and have it to the full'**

John 10:10

## **Opportunities for access**

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

### **YEARS 7 & 8**

- Fortnightly Year group assembly
- Daily tutor group session
- Term 3 (Jan/Feb) Personal Development lessons
- Term 6 (Jun/Jul) Personal Development lessons
- Parents' Evening

### **YEAR 9**

- As above
- Additional Options Assembly and evening (March)

### **YEAR 10 & 11**

- Fortnightly Year group assembly
- Daily tutor group session
- Termly Personal Development days
- Parents' Evening

### **YEARS 12/13**

- Fortnightly Year group assembly
- Daily tutor group session
- Parents' Evening
- Wednesday afternoon Enrichment sessions

Please speak to our Careers Leader, Mr A Challenger to identify the most suitable opportunity for you.

**'I have come that they may have life and have it to the full'**

John 10:10

## **Safeguarding**

The academy policy on safeguarding sets out the academy's approach to allowing providers into the academy as visitors to talk to our students. These can be found on the academy website.

Education and training providers will be expected to adhere to this policy.

## **Premises and facilities**

The academy will make the sports hall, hall and classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Reception which will then be displayed in the library for student access.