



St Thomas More RC Academy

## CAREERS STRATEGY

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This strategy includes an overview of the current provision at St Thomas More in terms of Careers Education, Information and Guidance, along with the developments that will be introduced this year.

Signed	Date
Headteacher: <i>D. Watson</i>	
CEIAG Governor: C Edwards	

Date: July 2023

Review Date: July 2024



## INTRODUCTION

Careers Education plays a key role in fulfilling our mission statements, particularly:

- to encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
- to give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

This careers policy is designed to explicitly outline our vision for careers (CEIAG) at St Thomas More Catholic High School. It serves as the basis for our careers programme and details the key processes we will follow to ensure we offer the best support for all our students. As outlined by Barnes (2019) in the CDI's Briefing Paper Developing a careers policy: A briefing for schools, special schools, and colleges:

"A careers policy is a concise and accessible statement of the guiding principles which underpin the school's approach to the career learning and development of its students. It should cover the school's commitments in five key areas:

- values and vision
- statutory requirements and expectations
- learner entitlement
- management and delivery
- engagement of stakeholders and partners."

This careers policy does not work in isolation. The policy and our vision for careers fit within the whole school vision.

The careers programme is shaped by the Gatsby Benchmarks and the statutory guidance. Anna Merchant is responsible for the leadership of CEIAG within school. The school successfully applied to become a part of the North East Ambition Careers Hub, and is also part of both local and regional careers networks.

### Gatsby Benchmarks

Everything we do in relation to careers at St Thomas More Catholic High School is centred around achieving the 8 Gatsby Benchmarks. In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. These benchmarks are a central component of the DfE "Careers Strategy" that was first published in December 2017 and are what we as a school strive to achieve every day for all students at St Thomas More Catholic High School.

1. A stable careers programme – a programme that is backed by the SLT, adequately funded and resourced, published on the website and systematically evaluated.
2. Learning from career and labour market information – students and parents/carers must be aware of current trends and patterns within local and national contexts.
3. Addressing the needs of each pupil – student detentions should be tracked for 3 years after year 11, accurate records kept of students' experiences, and career stereotypes challenged.
4. Linking curriculum learning to careers – careers should be a golden thread across all curriculum areas.
5. Encounters with employers and employees – all students should have meaningful encounters with employers on an annual basis.
6. Experiences of workplaces – all students should have 2 experiences of workplaces by the end of year 13.
7. Encounters with further and higher education – all students should be aware of all routes open to them, have encounters with HE/FE providers and visit HE/FE facilities.
8. Personal guidance – all young people should have access to impartial careers advice from year 8 onwards.

A key focus is that careers should be seen to be everyone's responsibility within school, and subject staff are expected to include reference to careers and employability skills within their subject areas, increasing their relevance to students. External partnerships are developing, but the key priority is that all activities are sustainable and are not just 'one offs'.

A Careers governor takes an active role in the development of careers education. As a staff governor she is able to observe current practice. The careers lead and governor meet on a regular basis.



## VISION

Every student, regardless of their background or ability, will leave St Thomas More Catholic High School with a comprehensive knowledge and understanding of all of the opportunities available to them in the world of work, and the skills and ambition that ensures they follow a pathway that allows them to be as successful as they possibly can be.



## STRATEGIC OBJECTIVES

- **Further development of the website (GB1)**
- **Systematic monitoring and evaluation from parents and carers, students, employers and teachers (GB1)**
- **Possible staff CPD (extended morning briefing?) for LMI (GB2)**
- **Develop entry point questionnaire review through school life (GB3)**
- **Develop the use and engagement of Uni Frog – Form time proposal (GB3)**
- **ALL learners to experience the opportunity to experience how their subject's impact upon careers via curriculum areas FULLY embedding careers into their medium-term plans. All departments to select a careers champion and monitor deliver and SOW (GB4)**
- **Provide opportunities for all learners to participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through a curriculum area (GB5)**
- **Possibility of developing a 'Take your child to work day' with Year 7 or 8 students. (GB6)**
- **Year 9 students to complete a 'Virtual WEX Sector Investigation' (GB6)**
- **How confident are staff in discussing next steps and the variety of courses available (vocational, academic, T levels etc) (GB7)**



## STATUTORY REQUIREMENTS

This section gives an overview of the statutory responsibilities ('must') of schools outlined in the publication '[Careers guidance and access for education and training providers](#)' published in January 2023.

The statutory guidance uses the terms “must” and “should” throughout the guidance. They use the term “must” when the person in question is ‘legally required to do something’ and “should” when the ‘advice set out should be followed unless there is good reason not to.’

- 1) All schools are to use the internationally recognised Gatsby Benchmarks to develop a careers programme
- 2) Every school must publish details of their careers programme for young people and their parents.
- 3) Schools must name their Careers Leader and publish their contact details on the website.
- 4) Every school must ensure that students are provided with independent careers guidance interview for 45mins
- 5) Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 7 to 13 for the purpose of informing them about approved technical education qualifications or apprenticeships\*.
- 6) Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- 7) Gain accreditation for the Quality in Careers Standard and Matrix.
- 8) The role of the Governing Body should be clear.
- 9) There should be a named Careers Leader (Mrs Anna Merchant)
- 10) Schools and colleges should collect and analyse education, training and employment destinations data for all students (Connections)
- 11) Gatsby 5 details are included to encourage schools and colleges to provide students with at least one encounter with an employer each year from age 11 (two encounters each year for colleges)
- 12) Gatsby 6 details are also included to support schools and colleges to provide learners with at least one experience of the workplace by age 16 and a further experience by age 18.



## GOVERNING BODY EXPECTATIONS

In schools and colleges, the governing body should provide clear advice and guidance on which the school or college leader can base a strategic careers plan which meets the legal or contractual requirements of the school or college. The plan should be developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out in this document. This plan should show how the careers programme will be implemented and how its impact will be measured. Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. The governing body must make sure that independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

In schools, the governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the ‘Baker Clause’). This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point. The governance

handbook provides information on governors' other legal duties, for example making sure the careers programme and name of the Careers Leader are published on the website.



## THE CURRENT STATE OF CARRERS EDUCATION

The careers curriculum is good at ST Thomas More and continues to develop and flourish with opportunities for all learners. Careers education cannot be effective and sustainable for all students through enrichment activities, it **MUST** be embedded throughout the curriculum with every teacher having responsibility for careers education in the same way that they have a responsibility for literacy and numeracy. A further focus is for greater links to be made between CEIAG at pre and post-16 as historically they have always been completely separate. Whilst the school has strong links with Parents and Carers, historically the careers information sent out has been brief and we must now ensure wider issues, such as local LM, are included. We continue to develop reoccurring links with local and national organisations. A focus is to develop links with local universities though visits, residential, external workshops and on site workshops to highlight opportunities at post 18. Last academic year physical WEX returned for year 10 and 12. We aim to further develop this will opportunities lower down school for a day's WEX placement.

In the current academic year 2022-2023 there has been progress made in a number of areas:

- Active member of the North East Ambition Careers Hub & North East LEP
- Regular attendance at the increasingly well attended North Tyneside Careers Leaders Network
- Attendance at the Regional Careers Network events
- A Careers Governor has been appointed and she meets with the SLT member termly to discuss progress.
- SLT member currently completing the CELP qualification with Teach First
- Continually developing relationship with Connexions
- Excellent destination data
- There are some careers activities, such as the Year 8 NUFC Futures, which are becoming embedded and are happening each year.
- The STEM co-ordinator is developing a series of sustainable events.
- The school has had a new Enterprise Advisor allocated and the relationship is developing.
- Number of request made to engage with the school specifically – Newcastle Building Society, Sage and Resources NE Ltd
- Regular morning briefing used to disseminate information regarding careers to staff
- Wide participation with external agencies
- Whole year group assemblies and sessions
- Careers lead to begin level 7 qualification in Careers Leadership
- The school is in process of working towards achieve Careers Award



## ROLES AND RESPONSIBILITIES

Governing body	<p>Appointed Careers Governor Catherine Edwards</p> <ul style="list-style-type: none"> <li>• Review and approve the CEIAG Policy on an annual basis</li> <li>• Ensure that the school meets the statutory CEIAG requirements as stipulated by the DfE</li> <li>• Offer suggestions for improving the CEIAG provision</li> <li>• Encourage employer engagement in CEIAG programme and ensure education and training providers can access students.</li> </ul>
SLT	<ul style="list-style-type: none"> <li>• Hold the careers lead to account</li> <li>• Assist in the review and evaluation of the CEIAG provision in place</li> <li>• Offer suggestions for improving the CEIAG provision</li> </ul>
Careers Leader	<p>Appointed Careers Lead: <b>Anna Merchant</b></p> <ul style="list-style-type: none"> <li>• Co-ordinate CEIAG provision across the school •</li> <li>• Co-ordinate staff careers CPD</li> <li>• Co-ordinate the work experience programme (Y10/12)</li> <li>• Liaise with internal staff and external providers who contribute to the school careers programme</li> <li>• Monitor, review and evaluate CEIAG programme</li> <li>• Plan and oversee the effective delivery of the careers PSHCE</li> </ul>
Faculty Leaders	<ul style="list-style-type: none"> <li>• Promote careers opportunities within their subject area(s) - ensure careers is regularly added and discussed as an agenda item in faculty meetings</li> <li>• Hold faculty staff to account if they are not delivering CEIAG in line with faculty and school plans</li> <li>• Assist in the delivery of CEIAG in subject areas (BM4 – careers in the curriculum)</li> <li>• Organise careers related trips and guest speakers</li> </ul>
Heads of Year	<ul style="list-style-type: none"> <li>• Organise careers related trips and guest speaker</li> <li>• Promote careers opportunities with year groups</li> <li>• Year 10 Ass HOY to execute WEX</li> </ul>
All staff	<ul style="list-style-type: none"> <li>• Organise careers related trips and guest speakers</li> <li>• Promote careers within their subject area and outline links between subject curriculum and the world of work</li> <li>• Provide careers focused opportunities within subject area through trips, visits and/or guest speakers</li> <li>• May be required to deliver careers education within Personal Development (PSHE)</li> <li>• May be required to deliver careers PSHCE</li> </ul>



STAFF DEVELOPMENT (CPD) Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will offer at least annual whole staff CPD on careers. This may take

the form of a session after school during CPD allocated time or as a series of morning briefing focused sessions. CPD may be delivered by internal staff and/or external providers.

Opportunities for CPD will be signposted and shared with staff when available. An annual record of staff CEIAG training will be maintained via the CPD co-ordinator



## FUNDING & RESOURCES

The budget for careers is allocated annually.

The budget is determined by Headteacher and Business Manager. In addition to allocated school funds, the programme will utilise funding available from external sources including the Local Enterprise Partnership. The careers leader is responsible for the deployment of funding and/or resources – although approval for use of funds will be confirmed by the Headteacher and/or Business Manager.



## MONITORING, REVIEWING & EVALUATING

The implementation and effectiveness of the careers programme will be monitored and reviewed by the appointed careers lead. This will be done on-going throughout the academic year but also annually, at the end of the academic year.

This process is vital to ensure the careers provision in place is relevant and meets the needs of our students. To assist in the monitoring and evaluation of our careers provision we will use the following systems;

1. Compass+ - this is an online system that enables the input and tracking of careers events and activities. It links with SIMS and can provide an accurate overview of the career's experiences of all students.
2. Google Forms Surveys – These will be used to collect feedback from a range of stakeholders. This will include currently students and staff. An action is for this to be further developed to reach parents/carers and external providers whom we work with.

These surveys will be used to determine the effectiveness and enjoyment of the careers provision at St Thomas More. We believe that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.



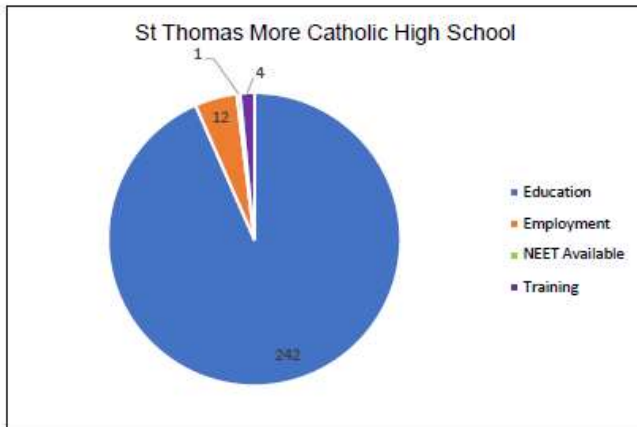
## STAKEHOLDER & PARTNERS

<b>Parents &amp; Carers</b>	At STM we recognise the important role that parents/carers have in their child's future pathways and decisions. We therefore aim to support our parents/carers to feel confident and informed about assisting their child. Tailored support can be found via the careers section of the school website. For key transition points the Connections advisor attends parents' evenings to provide information, advice and guidance.
<b>Careers Support Agency</b>	The school has an annual agreement with Connexions who provide our students with impartial information, advice and guidance relating to next steps, pathways and future careers. Please refer to the Connexions Service Level Agreement for more detail
<b>Employers, community partners and learning providers</b>	To ensure we offer a career programme that meets the need of our students we work with a vast range of employers and external providers. We have a Enterprise Advisor from Medical Architecture Lianne Knotts.
<b>North East Local Enterprise Partnership (LEP)</b>	The school is part of the NE LEP careers hub. Through this the school works with enterprise co-ordinators to ensure our programme meets all statutory and recommended guidance. The LEP also offer staff CPD opportunities throughout the academic year.
<b>North Tyneside Careers Network</b>	The school is an active member of the North Tyneside careers network. Through this network the school careers lead attends half termly meetings where they hear from external providers, get local and national CEIAG updates, are able to share good practice around the Gatsby Benchmarks and network with local colleagues.





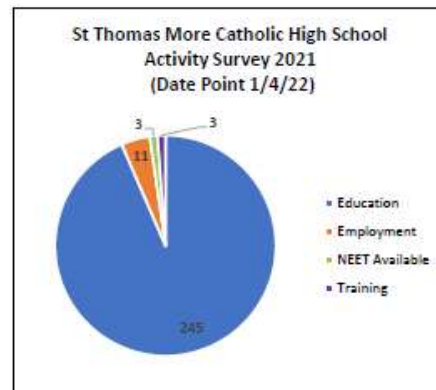
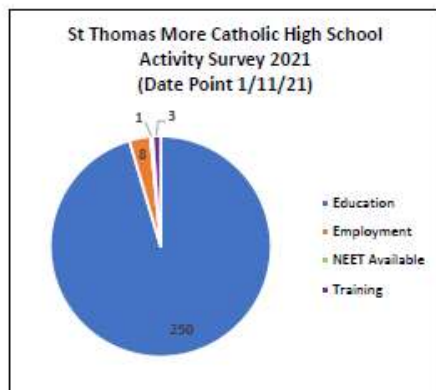
**St Thomas More Catholic High School**  
2022 Year 11 Activity Survey



Activity Survey Summary at 1 <sup>st</sup> November 2022	Gender		Total	Total %
	F	M		
Education	122	120	242	93%
Employment	6	6	12	5%
NEET Available	0	1	1	0.4%
Training	2	2	4	1.6%
<b>Total</b>	<b>130</b>	<b>129</b>	<b>259</b>	
<b>Total %</b>	<b>50%</b>	<b>50%</b>		

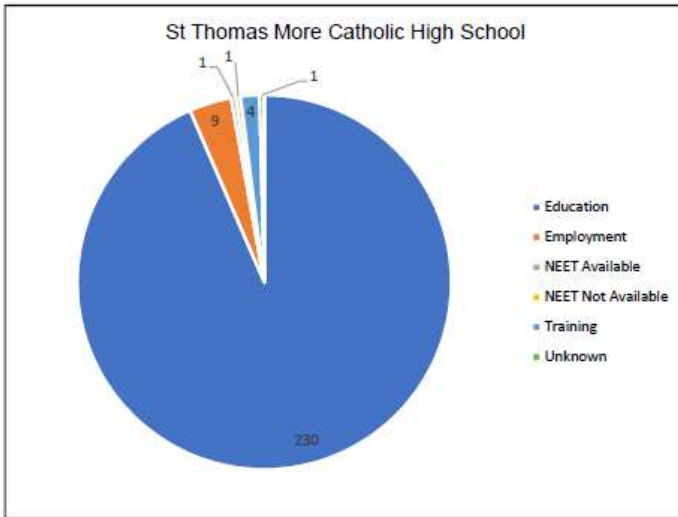


St Thomas More Catholic High School Leavers 2021: Destinations Update



Activity Survey Summary @ 1/11/21	F	M	TOTAL	Activity Survey Summary @ 1/4/22	F	M	TOTAL	% Change
Education	129	121	250	Education	126	119	245	-2%
Employment	0	8	8	Employment	1	10	11	+1%
NEET Available	1	0	1	NEET Available	2	1	3	+1%
Training	1	2	3	Training	2	1	3	No Change
<b>TOTAL</b>	<b>131</b>	<b>131</b>	<b>262</b>	<b>TOTAL</b>	<b>131</b>	<b>131</b>	<b>262</b>	

St Thomas More Catholic High School  
2020 Year 11 Activity Survey



Activity Survey Summary as at 1 <sup>st</sup> November 2020	Gender		Total	Total %
	F	M		
Education	131	99	230	93%
Employment	2	7	9	4%
NEET Available	0	1	1	0.4%
NEET Not Available	0	1	1	0.4%
Training	2	2	4	2%
Unknown	0	1	1	0.4%
<b>Total</b>	<b>135</b>	<b>111</b>	<b>246</b>	
<b>Total %</b>	<b>55%</b>	<b>45%</b>		



## THE CURRENT CAREERS PROGRAMME:

Careers education is delivered through subject areas, PSE lessons and extra-curricular events. The programme of PSE lessons is based on the CDI framework.

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>			<ul style="list-style-type: none"> <li>• STEM Activity Day</li> <li>• Careers Fair</li> </ul>
	<p><b>PHSCE Lessons</b></p> <ul style="list-style-type: none"> <li>• Careers &amp; Your Future</li> <li>• Personal Qualities &amp; Skills</li> <li>• Finding Careers Information</li> <li>• Career Management</li> </ul> <p>All Year 7 students follow the Skills Builder programme. Delivered via a 'Business Theme' unit of work in Business &amp; Computing Lessons for 1 half term. This is also reinforce cross curricular.</p> <p>Each department will embed careers across the curriculum by linking learning to careers and setting careers focused homework's.</p> <p>BAE Systems, RAF &amp; Royal Navy Education Programme Roadshow 2022</p> <p>National Careers Week Assembly with the Wilmot &amp; Dixon</p>		
<b>Year 8</b>		<ul style="list-style-type: none"> <li>• STEM Activity Day</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> </ul>
	<p><b>PHSCE Lessons:</b></p> <ul style="list-style-type: none"> <li>• What is Enterprise</li> <li>• Careers Interests &amp; Jobs</li> <li>• Labour Market Information</li> <li>• Exploring Careers</li> </ul> <p>All Year 8 students follow the Skills Builder programme. Delivered via a 'Business Theme' unit of work in Business &amp; Computing Lessons for 1 half term. This is also reinforce cross curricular. (Enterprise Related)</p> <p>Each department will embed careers across the curriculum by linking learning to careers and setting careers focused homework's.</p> <p>NUFC Foundation – Careers Day</p> <p>BAE Systems, RAF &amp; Royal Navy Education Programme Roadshow 2022</p> <p>Careers in the NHS Roadshow 2022</p>		

Year 9	<ul style="list-style-type: none"> <li>• Careers in STEM Assembly</li> <li>• Young Carers 1:1 Careers Independent Advice Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 Curriculum Choice process (Assemblies, parent information evening, individual guidance.)</li> </ul>	<ul style="list-style-type: none"> <li>• University Assembly</li> <li>• Careers Fair</li> </ul>
	<p><b>PHSCE Lessons:</b></p> <ul style="list-style-type: none"> <li>• Making Decisions</li> <li>• Options &amp; Pathways</li> <li>• Qualification &amp; Pathways</li> <li>• Employment &amp; Financial Management</li> <li>• Importance of Saving Money</li> </ul> <p>Year 9 students who opt for Business Studies follow the Skills Builder programme. Delivered via a 'Business Theme' unit of work in Business &amp; Computing Lessons for 1 half term. All other students continue with the programme cross curricular.</p> <p>Each department will embed careers across the curriculum by linking learning to careers and setting careers focused homework's.</p> <p>National Careers Week Assembly with the NHS</p>		
Year 10	<ul style="list-style-type: none"> <li>• Work experience support for key students. (Connexion's advisor &amp; FR)</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience support for key students. (Connexion's advisor &amp; FR)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual interviews with Connexion's begin (SEND)</li> <li>• Work Experience week</li> <li>• Careers Fair</li> </ul>
	<p><b>PHSCE Lessons:</b></p> <ul style="list-style-type: none"> <li>• Works experience Prep</li> <li>• Understating the workplace</li> <li>• Jobs &amp; Occupations</li> <li>• CV Writing</li> <li>• Interview Preparation</li> </ul> <p>Each department will embed careers across the curriculum by linking learning to careers and setting careers focused homework's.</p> <p>Boys Network – Focus group of 10 students</p> <p>Newcastle Building Society Assembly</p>		
Year 11	<ul style="list-style-type: none"> <li>• Apprenticeship registration with Connexions advisor</li> <li>• Individual interviews with Connexions continue</li> <li>• Post-16 taster day</li> </ul>	<ul style="list-style-type: none"> <li>• Post-16 choices interviews</li> <li>• Sixth form open evening</li> <li>• Apprenticeship information event</li> <li>• Connexions interviews</li> <li>• NCS assemblies and application information</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing guidance regarding post-16 choices involving Connexions staff, senior staff, form tutors and learning mentors.</li> </ul>
	<p><b>PHSCE Lessons:</b></p> <ul style="list-style-type: none"> <li>• Post 16 Options</li> </ul>		

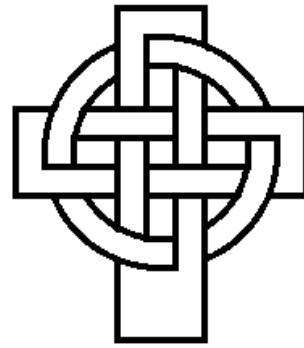
	<ul style="list-style-type: none"> <li>• Planning for the Future</li> <li>• Personal Branding</li> </ul> <p>Each department will embed careers across the curriculum by linking learning to careers and setting careers focused homework's.</p> <p>National Careers Week Assembly with the SAGE</p> <p>Next steps assemblies: Ask Apprenticeships &amp; Tyne Met</p>
<b>Years 7-11</b>	Throughout the school year a range of employers deliver assemblies such as the Cat & Dog Shelter and Tyne & Wear Fire Service.

**However, there are aspects of the careers provision that need to be developed further. The key issues for 2022-23 are:**

- Further development of the website (GB1)
- Systematic monitoring and evaluation from parents and carers, students, employers and teachers (GB1)
- Possible staff CPD (extended morning briefing?) for LMI (GB2)
- Develop entry point questionnaire review through school life (GB3)
- ALL learners to experience the opportunity to experience how their subject's impact upon careers via curriculum areas FULLY embedding careers into their medium-term plans. All departments to select a careers champion and monitor deliver and SOW (GB4)
- Provide opportunities for all learners to participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through a curriculum area (GB5)
- Possibility of developing a 'Take your child to work day' with Year 7 or 8 students. (GB6)
- Year 9 students to complete a 'Virtual WEX Sector Investigation' (GB6)
- How confident are staff in discussing next steps and the variety of courses available (vocational, academic, T levels etc) (GB7)



# St Thomas More RC Academy



# Careers

# Department Development Plan

# 2022/23

**St Thomas More RC Academy's aims are:**

- To be a community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
  - To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
  - To give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
    - To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
  - To help children to grow into confident, open, resourceful young people with a sense of responsibility and of service.

**Priority 1: GB2 Learning from the careers programme and LMI & GB4 Linking the careers programme to the curriculum**

Objective	Lead Person	Resource Implications	Milestone 1 (Autumn Term)	Milestone 2 (Spring Term)	Milestone 3 (Summer Term)	Impact
To continue to embed careers CDI framework requirements cross-curricular to link the curriculum to learning (Gatsby Benchmark 4)	ABM	CPD/lesson planning time for Depts.	CPD to remind staff of the integration of careers into the delivery of lessons and SOW  Gather evidence via department monitoring	Gather evidence via department monitoring	Staff Voice  Students Voice  Audit of implementation and action plan for those not embedding	Students to positively engage in learning  Develop students awareness of the range of possible jobs  Raise awareness of the job sectors
To develop staff knowledge and delivery of LMI information and Post 16/18 route to embed into Teaching & learning		HOD CPD to highlight the importance of Monitoring Evidence	HOD CPD for monitoring	Morning Briefing for Post 16 and Post 18 routes to develop staffs' knowledge  Morning Briefing for LMI information  Gather evidence via department monitoring	Staff Voice  Students Voice  Audit of implementation and action plan for those not embedding	Staff to discuss LIM in lessons and careers routes

**Longer Term Development:**

- To continue to develop the school's Gatsby Benchmark 4 – Linking curriculum learning to careers
- To monitor and track the embedding of Gatsby 4 across the curriculum
- To develop staff knowledge of LMI & Post 16/18 routes to be able to discuss in the classroom
- Discuss and CPD for staff regarding statutory guidance changes



**Priority 2: GB1 – A stable careers programme**

<b>Objective</b>	<b>Lead Person</b>	<b>Resource Implications</b>	<b>Milestone 1 (Autumn Term)</b>	<b>Milestone 2 (Spring Term)</b>	<b>Milestone 3 (Summer Term)</b>	<b>Impact</b>
<b>Further development of the website</b>	<b>ABM</b>	<p><b>Time</b></p> <p>Website access</p> <p>Resources for the website to be developed</p>	<p>Audit what is needed and what needs updating</p> <p>Add updates once amended</p>	<b>Make changes to doc's following guidance changes</b>	<b>Develop parent area and students' area (list of key resources &amp; links for quick access)</b>	<b>Increased engagement with the careers section of the website</b>
<b>Systematic monitoring and evaluation from parents and carers, students, employers and teachers</b>	<b>ABM</b>	<p>Discussion with SLT link</p> <p>Joint observations</p> <p>HODs engagement</p>	<b>Discussion with SLT link</b>	<b>Development of monitoring materials</b>	<p>Joint observations</p> <p>HODs engagement</p>	<b>Students have increased access to careers information which relate to curriculum</b>

**Longer Term Development:**

- Continue to keep low NEET figures
- Support students with their future career paths
- Create opportunities for students to be proactive about life, learning and their careers
- Increase parental engagement
- Increase external provider engagement

**Priority 3: GB6 – Experiences of the workplace & GB7 Encounters with further and higher education**

<b>Objective</b>	<b>Lead Person</b>	<b>Resource Implications</b>	<b>Milestone 1 (Autumn Term)</b>	<b>Milestone 2 (Spring Term)</b>	<b>Milestone 3 (Summer Term)</b>	<b>Impact</b>
To ensure that all learners have the experience of at least encounters with organisations/business through their time at STM	ABM	Meetings with external agencies  LEP  Enterprise Advisor	Re-connect with enterprise advisor (new person)  Develop links with more local business/ organisations  Advertise opportunities for external engagement  Engage with local universities	National Careers Week Year Group Assemblies  University assembly with KS3	Developing a 'Take your child to work day' with Year 7 or 8 students.  Year 9 students to complete a 'Virtual WEX Sector Investigation'  Careers Fair  University workshop(s)	
How confident are staff in discussing next steps and the variety of courses available (vocational, academic, T levels etc)			ABM to attend LEP Training sessions  ABM to prep resources for Morning Briefing session	Deliver session to staff via CPD or Morning Briefing	Encourage staff and students' discussions relating to next steps guidance	

**Longer Term Development:**

- Develop sustainable links with universities
- Develop sustainable links with external businesses/organisations

**Priority 4: GB3 -**

Objective	Lead Person	Resource Implications	Milestone 1 (Autumn Term)	Milestone 2 (Spring Term)	Milestone 3 (Summer Term)	Impact
Develop entry point questionnaire review through school life	ABM	Questionnaire Class charts Excel Analysis of data collected Prize for prize draw	Develop questionnaire	Launch questionnaire via an assembly to Year 7 Prize draw to encourage completion	Share information with tutors Prepare for Year 6 launch in September 2023	Target groups developed Allocation of opportunities to key groups and students' interests More personalised opportunities

**Longer Term Development:**

- Use of data to inform future planning and development of this whole school area
- To address the need and track the needs of each pupil (Gatsby Benchmark 2)



## **MONITORING & EVALUATION PLAN**

- Students and staff are asked to complete a sort survey with regards to careers provision and activities. This is conducted in the form of a google form.
- The destination data is also an indicator of the success of the careers education within school.
- As careers becomes embedded within the curriculum, learning walks and book scrutinies will allow this aspect of careers education to be monitored.
- Through the wholes school 'Deep Dive' process students are able to communicate their careers provision in the form students voice and evidence within books relating to activities conducted across the curriculum.
- For the academic year of 2023/24 an action point is to gain feedback from external agencies which we engage with and parents/careers.



## APPENDICES

- Appendix One: SWOT Analysis
- Appendix Two: Compass Evaluation
- Appendix Three: Roles and responsibilities list Careers Team
- Appendix Four: **Careers Progression Framework**
- Appendix Five: Provider Access Policy

## APPENDIX ONE



St Thomas More RC Academy  
**Careers SWOT Analysis** January 2023

### STRENGTHS

- Importance recognised by SLT
- Spring Pod use in Business for KS3
- Low NEETs historically
- Part of the NE Careers Hub
- SLA with Connexions - strong working team
- Regular attendance at North Tyneside Careers Leaders network meetings.
- Good links made with careers leaders in other schools
- Careers Leader has been in post for 2 years.
- Strong working relationship with LEP

### WEAKNESSES

- Not enough reoccurring links to businesses – many visits etc. are one offs as opposed to being sustainable annual events.
- Further development of Post-16 WEX more formal and high participation
- External engagement with speakers for assembly – exposure to whole year groups

### OPPORTUNITIES

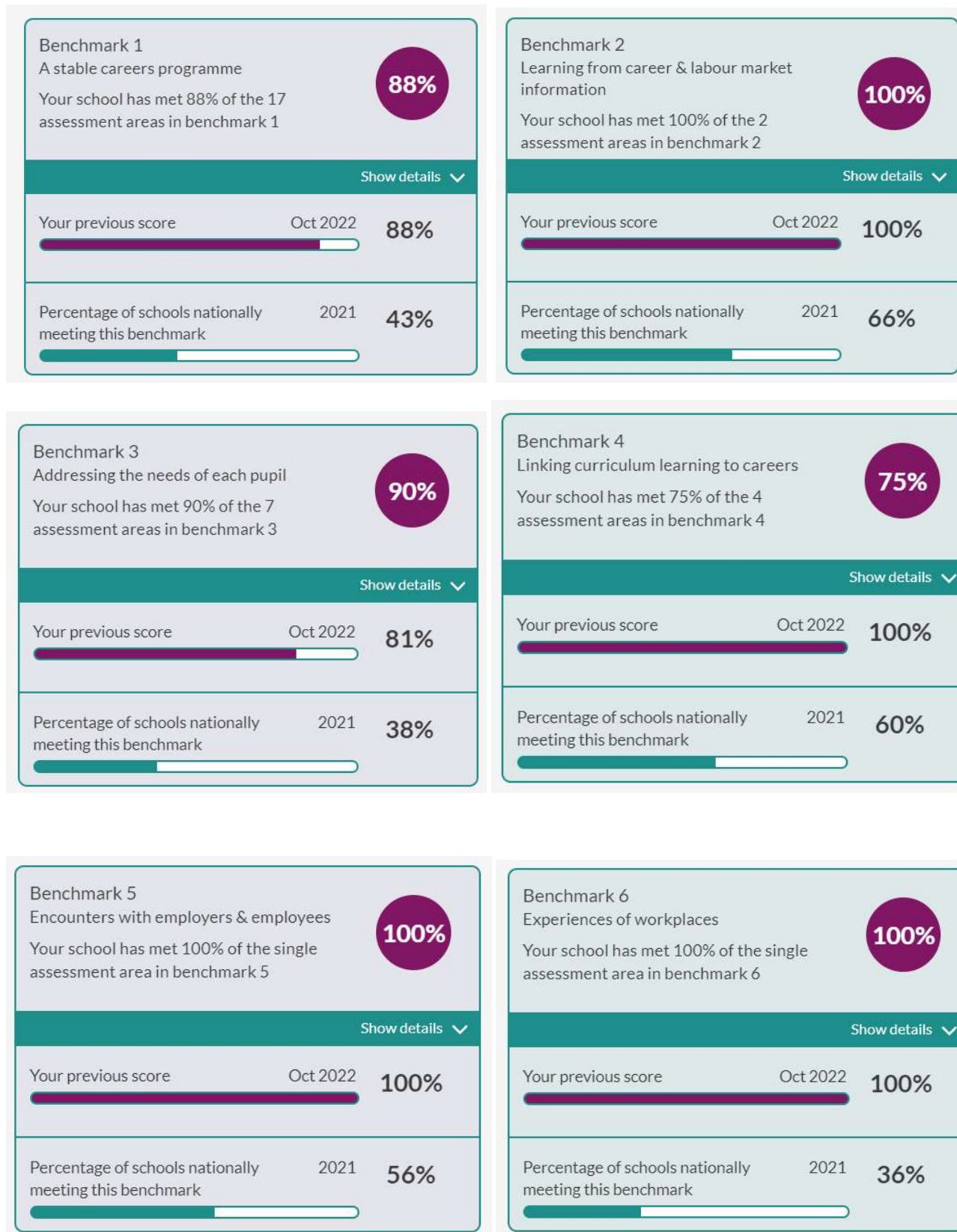
- Working toward Careers Award
- ABM completing Careers Leader qualification
- Member of the NE Careers Hub
- Year 12 Work Experience Week can be developed from very basic practice.
- There are pockets of good practice across the school but this needs to be more consistent.
- Increase University engagement
- Development of frequent working relationships with local businesses

### THREATS

- Time out of school for visits
- Requirement of curriculum down time to deliver sessions

## APPENDIX TWO


The Compass Report was completed in **December 2022**. The Compass Report is a self-report questionnaire which covers the eight Gatsby Benchmarks. The completion of a series of multiple choice questions allows the school to see which aspects of Careers Education require further development.



**Benchmark 7**  
Encounters with further and higher education

Your school has met 90% of the 5 assessment areas in benchmark 7

**90%**

Show details 

Your previous score Oct 2022 **70%**

Percentage of schools nationally meeting this benchmark 2021 **33%**

meeting this benchmark  
percentage of schools nationally 2021 **92%**

Your previous score Oct 2022 **100%**

Show details 

assessment area in benchmark 8  
Your school has met 100% of the single  
Personal guidance  
Benchmark 8 **100%**



**APPENDIX THREE**

**THE CAREERS TEAM AT ST THOMAS MORE RC ACADEMY:**

Role	Member of Staff
<p><b>Headteacher</b> Line manager of the Careers Leader.</p>	Mr D Watson
<p><b>Careers Leader</b> Is responsible and accountable for the delivery of the school's programme of career advice and guidance.</p>	<p><b>Mrs A Merchant</b> Email: <a href="mailto:abmerchant@stmacademy.org.uk">abmerchant@stmacademy.org.uk</a> Tel: 0191 258 8340</p>
<p><b>Link Governor</b> Supports the work of the Careers Leader and acts as a 'critical friend'.</p>	Miss C Edwards
<p><b>Enterprise Advisors</b> Volunteer from business who works with the Careers Leader to drive improvements in the schools careers provision.</p>	Lianne Knotts (Medical Architecture)
<p><b>Enterprise Co-ordinator</b> Provides the school with a local source of expertise and support for the careers provision.</p>	Mark Fox (NELEP)
<p><b>Connexions Advisors</b> Provide information, advice and guidance to students one-to-one and in groups.</p>	Lee Pattison & Angela Towes
<p><b>STEM Director</b> Responsible for enrichment activities which focus on Science, Technology, Engineering and Maths. These can be in or out of school.</p>	Dr J Powell
<p><b>Head of PHSCCE</b> Responsible for aspects of careers education delivered through the weekly PHSCCE lesson for all students.</p>	Mr P Flynn & Mrs E Mole
<p><b>Sixth Form Team</b> Responsible for Information, advice and guidance delivered to students in Years 12 &amp; 13.</p>	Mrs D Hallam (Head of Sixth Form), Mrs G Borwick & Mr A Burnett (Heads of Year), Mr R Clifford & Mr P Towns (Employability Lead & Assistant HOY)
<p><b>Work experience Co-ordinator</b> Responsible for the co-ordination of Year 10 Work Experience week</p>	Mrs R Robertson
<p><b>Heads of Department</b> Responsible for embedding careers education within their subject areas.</p>	Ms C Wilson (English), Mrs K Douglas (Maths), Mr A Merchant (RE), Mr C James (Sci), Mr K Mason (Art), Mrs A Merchant (Business & Computing), Mr P Dickinson (DT), Mrs F Mackey (Food & Textiles), Mr L Murray (Geography), Miss C Currie (Health & Social Care), Mrs A McCabe (History), Mrs L Fisher (MFL), Mrs A Gleeson & Ms A Hodgson (Music), Miss J Flynn (PE)
<p><b>SENCO</b> Works with the Careers Leader and Heads of Department to ensure students with SEND receive appropriate information, advice and guidance.</p>	Mrs L Warland
<p>In addition to this, all form tutors are responsible for delivering CEIAG through the PSE programme, and through their general duties as a form tutor.</p>	

**APPENDIX FOUR**

<b>CAREERS PROGRESSION FRAMEWORK</b>		
<b>Year Group</b>	<b>Activity</b>	<b>Learning Outcomes</b>
<b>YEAR 7</b>	Year 7 PSE Unit Action Plan 1: Personal characteristics & Action Planning School Council Elections	<ul style="list-style-type: none"> <li>• Students complete a range of self-assessment exercises and record the results to describe their strengths and preferences.</li> <li>• Students tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had so that they are able to focus on the positive aspects of their progress and achievements.</li> <li>• Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process.</li> </ul>
<b>YEAR 8</b>	PSE Unit Thinking of the Future Year 8 PSE Unit Action Plan 2: Employability Skills PSE Unit Types of Work School Council Elections	<ul style="list-style-type: none"> <li>• Students describe different explanations of careers and how they can be developed by finding out how the careers of different members of staff have developed and then reflecting on the diversity of career patterns and structures.</li> <li>• Students create a visual aid that shows the contractors and suppliers linked to their own school giving examples of different business organisational structures.</li> <li>• Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process.</li> </ul>
<b>YEAR 9</b>	PSE Unit Looking at jobs PSE Unit Choosing my Options My Money Week School Council Elections	<ul style="list-style-type: none"> <li>• Students use the i-could website to explore different jobs including relevant LMI.</li> <li>• Students analyse local job vacancies using job vacancy websites/apps/newspapers and other sources to become aware of what LMI is and how it can help them.</li> <li>• Students take part in a simulation that challenges them to manage a household budget, showing that they can manage a budget.</li> <li>• Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors, showing that they know how to prepare and present yourself well when going through a selection process.</li> </ul>
<b>YEAR 10</b>	PSE Unit Applying for Jobs and Courses PSE Unit Personal Finance Work Experience Booklet School Council Elections	<ul style="list-style-type: none"> <li>• Students produce their CV and practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated, showing how they are developing the qualities and skills that will improve their employability.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students complete an interests questionnaire and record the job and course suggestions, helping them to recognise how they are changing, what they have to offer, and what is important to them.</li> <li>• Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process.</li> </ul>
<b>YEAR 11</b>	<p>Individual Connexions interview PSE Unit Behaviours and Practices in the Workplace. PSE Unit Applying for jobs, apprenticeships and college. School Council Elections</p>	<ul style="list-style-type: none"> <li>• Students build their personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services through discussing their options with family, friends/social network, school staff and career specialists and carefully weighing up the advice received.</li> <li>• Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process.</li> </ul>
<b>YEAR 12</b>	<p>Apprenticeship Connexions presentation. Guidance on CV and letter writing. Profiles set up on job finder websites. 1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work. Skills Exchange placement. Two-day Assessment Centre task. Begin UCAS Application Process University Open Days Work Experience Week</p>	<ul style="list-style-type: none"> <li>• Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements.</li> <li>• Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers.</li> <li>• Know how to prepare for, perform well and learn from participating in selection processes.</li> </ul>
<b>YEAR13</b>	<p>Completion of UCAS applications. 1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work.</p>	<ul style="list-style-type: none"> <li>• Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements.</li> <li>• Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers.</li> <li>• Know how to prepare for, perform well and learn from participating in selection processes.</li> </ul>

## Statement on Provider Access

### St Thomas More Catholic High School: Provider Access Statement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

#### Student entitlement

Students in years 8-13 are entitled 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.
- 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

Any provider wishing to request access should contact the following member of staff:

Mrs Anna Merchant, Careers Lead.

Email: [abmerchant@stmschool.org.uk](mailto:abmerchant@stmschool.org.uk),

Telephone: 0191 2588340

#### Opportunities for access

A number of events are integrated into the school careers programme which would potentially offer providers an opportunity to come into school to speak to students and/or their parents. Please speak to our Careers Leader to identify the most suitable opportunity for you.

The school calendar varies from year to year so providers need to contact the member of staff named above to identify the most suitable opportunity. The events are usually arranged well in advance so it is essential that providers contact us early in the academic year to be involved in our planning.

Access to students and/or parents will be granted on the understanding that information and guidance offered by providers is related to technical courses and apprenticeship opportunities only.

Providers will be expected to meet the school's safeguarding requirements which can be found in the Safeguarding Policy Statement accessible on the school website.

Please speak with our Careers Leader to identify the most suitable opportunity for you.

#### Premises and facilities

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit. The school will also make available ICT and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to provide relevant brochures and other printed material specifically related to technical courses and apprenticeships; these will be made available to students in Careers section of the school Library.