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CFS CAREERS EDUCATION POLICY

June 2023

1. BACKGROUND

1.1 The **Independent School Standards** para 2 (e) requires that pupils receiving secondary education have access to accurate, up-to-date careers guidance that– (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential. (See Appendix 1 for clarification of the regulations in the ISI Commentary on the Regulatory Requirements (2022).

1.2 The **DFE statutory guidance for careers education** Careers guidance and access for education and training providers - GOV.UK Jan 2023 applies to state-funded schools only. DfE guidance requires maintained schools and academies to "secure independent careers guidance" to pupils in school year 7 to 13 and to provide "opportunities for a range of education and training providers to speak to pupils in Years 7 to 13 to inform them about technical education qualifications and apprenticeships." Although not statutory for us as an independent school, we will have regard to this guidance as an indicator of good practice in careers education, with particular reference to the Gatsby Benchmarks. These are not statutory for any school but are viewed as providing a helpful framework for structuring the School's careers education. (See Appendix 2: Gatsby Benchmarks).

2. CFS CAREERS EDUCATION AIMS

Careers education forms part of our 'work and calling' curriculum, which is a whole school curriculum theme that starts in Reception and continues through to Y11. The aim of our Work and Calling curriculum is to develop pupils' understanding of the role they can play in God's big story, using their individual and unique giftings to respond to God's call on their lives.

We want pupils to:

- understand the **purpose of work** as a response to God's creation mandate to humanity to develop the created world and cause it to flourish
- explore the implications of the concept of **calling** when deciding on future education, training or employment and relate this to the concept of **choice**
- **value all kinds of work** that glorifies God and serves others, whether it is paid or unpaid, in the domestic sphere or in a commercial, public sector or voluntary sector workplace, recognising that there is **no sacred / secular divide**
- appreciate the **immense range of opportunities** there are to fulfil the creation mandate - from caring for older or disabled people to pursuing high level astro-physics

- recognise that all work has been **tainted by the Fall**, so people often experience frustration and lack of fulfilment in work - this is something they may experience themselves but they may also find opportunities to **restore meaning and fulfilment** to work for themselves or others
- **aspire** to achieve their full potential for the glory of God and the benefit of human society
- understand the concept of a **career portfolio** as a more likely experience for many people than a straightforward traditional career path
- understand the concept of a '**tent-making job**' where someone has a primary calling in life that is not paid or low paid, that is supported by some paid work
- learn about the many varied ways that people have **experienced God's calling** in their lives and the range of work they have undertaken
- recognise the importance of work to provide **a source of income** for themselves, their future families and/or other people, learning what the Bible teaches about this responsibility

Within this context, careers education at CFS is intended to enable pupils to make **informed decisions** about a broad range of options open to them by providing pupils and parents with:

- Good quality information about future study options and labour market opportunities
- Timely advice to help pupils identify suitable GCSE and post-16 courses

3. ORGANISATION AND PLANNING

3.1 Commitment

The School is committed to providing a planned programme of careers education, information and guidance for all pupils, starting in the primary years and continuing in Years 7-11. We work in partnership with professional careers advice organisations and with parents, friends and past pupils who bring to our pupils a godly perspective on work and calling and broaden their horizons about the kinds of work they could consider. We aim to raise aspirations and to challenge stereotypical thinking about work sectors and roles.

The School is also committed to achieving a range of practical outcomes for young people such as positive destinations, successful transitions and on-going development of employability skills.

3.2 Leadership and management

The Careers Education Lead reports directly to the Head Teacher. The careers programme from Year 7 through to Upper School is overseen and supported by the SLT and reviewed as part of the cycle of policy reviews (normally every three years). The commitment of the

senior leadership team is reflected in the school development plan, where the achievement of the Gatsby Benchmark standard is a current target, together with ensuring that the programme has a strong Christ-centred curriculum content.

The Governor for Curriculum, Teaching and Learning, ensures effective support from the governing body for the careers education programme, Training is provided to the rest of the teaching and support staff so that they are confident to link curriculum learning with careers (Gatsby benchmark 4). In particular, STEM subject teachers can provide multiple opportunities for pupils to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

The careers programme is underpinned by good communications and teamwork between staff involved in planning and delivering aspects of the programme.

3.3 Curriculum

We have an **embedded programme of careers education and guidance** that starts well before Y7 and continues through to Y11. From Year 7 we facilitate pupil access to a range of education and training providers who are able to inform them about apprenticeships, technical education qualifications as well as other career paths. The Y10 ETS programme includes a substantial unit of work about education and career paths - the **World of Work** programme. In Year 11, pupils benefit from **individual careers guidance** and support from an independent careers adviser.

All Upper School pupils are expected to complete the equivalent of five days of **work experience** between Year 9 and Year 11. Guidance is provided by the School with parents and pupils sourcing and planning their own work experience opportunities during holiday times or on INSET days when they are not expected to be in school.

See Appendix 3 for full details of the programme.

3.4 SEND careers education

Pupils with special educational needs and disabilities benefit from the close liaison of the ALPS department and Upper School in order to develop local school and college links to improve their transition at 16 onto appropriate education and career paths.

3. 5 Resources

Our careers education curriculum is supported by a range of local and online resources.

- The school has a contract with Career Connect (Liverpool) who provide independent and impartial guidance services . Currently they provide information for Y10 pupils about the local labour market and further education/training pathways, as well as individual personal interviews and support in Y11.

- National Careers Service whose resources are used in all secondary year groups to provide impartial careers advice and information about a wide range of jobs. We make particular use of their Explore careers job profiles.
- We facilitate pupils attending What University? & What Career? Events either online or where feasible, in person.
- Pupils have opportunities to attend subject/industry specific conferences - eg Science Live in Manchester Science live GCSE
- Barclays Life Skills which provides opportunities to develop employability skills and undertake virtual work experiences.
- We are exploring the feasibility of subscribing to Unifrog for UK schools and colleges in the 2023-24 academic year in order to help students explore their interests and compare Apprenticeships and A level/FE courses, then apply successfully.
- In Y10 and Y11 students are emailed information from a range of education and training providers either directly by our CareerConnect advisor, or indirectly by the Head of Upper School, who selects information of interest to each cohort. As we receive a large number of emails received weekly from CareerConnect about different education and career opportunities, we consider this curated approach to be more effective than bombarding students with too much information that they may not read.

3.5 Parental engagement

As a parent collaborative, we benefit from the support of parents with first-hand and up-to-date experience in a wide range of occupations. Parents support the careers programme by:

- Coming into school to give talks about how they have discovered their calling in life or to lead careers information sessions about specific industry areas. (eg women in engineering)
- Provide opportunities for whole class groups to visit their place of work to gain first hand experience of different careers or educational opportunities.
- Providing opportunities for their own and other families' children to gain work experience.

We also recognise our responsibility to support parents in guiding their children with regard to subject choices and planning further education and careers.

- At Year 8 to Year 9 transition, parents work through a booklet about education and careers planning with their children, which includes information about labour markets and future study options. They then participate with their children in an

interview with the Head of Upper School where they explore the options available and decide on the pupil's individual learning programme for Upper School.

- In Year 11, parents are encouraged to join their children for their 1:1 careers advice interview with our Career Connect partner.
- From Y7 upwards, pupils are set homework tasks for careers education lessons that involve discussing a current labour market topic with their parents - eg the impact of AI on jobs.
- News items on the school website can also stimulate interest and provide valuable information to parents.

3.7 Record keeping

The School keeps records of the advice given to each pupil at Year 8 to Year 9 transition and keeps a log of pupil engagement with careers advice and further education providers in Year 11. Upper School pupils maintain a log of their work experience activities.

The School collects and maintains accurate data for each pupil on their education, training or employment destinations. Provisional data is provided by pupils/parents on results day and these are confirmed when contacting pupils about the November GCSE presentation evening.

4. MONITORING, REVIEW and EVALUATION

Year 10 pupils routinely provide feedback on speakers and visits that form part of the World of Work programme and the overall programme is reviewed by the ETS team at the end of the year.

An evaluation of **all** aspects of the careers programme forms part of the Y11 final ETS evaluation. From 2023-24, we are planning to send a short feedback form to parents to get their feedback at the same time.

We are planning to use the Compass evaluation tool in 2023-4 to audit our provision and drive improvement.

APPENDIX 1

The ISI Commentary on the Regulatory Requirements (2022) clarifies the Independent School Standards careers education expectations para 2 (e):

Matters particularly relevant to CFS setting have been highlighted.

60 The requirement relating to careers guidance applies to pupils aged at least 12 years (or at least 10 and a half if being educated with senior pupils). This means that for pupils at a prep school or a middle school where there are pupils aged 10 to 13, the requirement will apply to all pupils aged 10 and a half and older. In practice, inspectors will expect to see careers guidance suitable to the relevant age group. The standard requires a written policy and other materials to be produced.

61 Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option. It is unlikely that there will be effective implementation if curriculum materials, library reference books and other learning materials or the actual delivery of careers education carry messages which stereotype particular roles to particular sexes.

62 The guidance must enable pupils to make informed choices about a broad range of options open to them. This will include timely advice to help pupils choose GCSE and post-16 courses. Careers options should not be restricted to those that are available in a certain faith community or particularly appropriate to the school's pupils.

63 The guidance must help to encourage pupils to fulfil their potential. To this end, good careers education should enable pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience (good practice); and gain information about training, education and occupations beyond school. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

64 The school should be able to demonstrate that its approach to careers guidance is likely to have the effect of enabling pupils to make informed choices from amongst the different sorts of careers that can be available to school leavers generally. Evidence relevant to complying with this standard includes pupils being able to demonstrate an understanding of the career options available to enable them to succeed in adult life. Schools should not suggest that pupils do not enter further or higher education simply on the grounds that these forms of education are not favoured within a faith community.

65 The statutory guidance for the state sector which gives a detailed explanation of parallel duties for state schools may be a useful resource for independent schools: Careers guidance and access for education and training providers July 2021. *[Now updated Sept 2022]*

APPENDIX 2

GREAT GATSBY: THE BENCHMARKS

1 A STABLE CAREERS PROGRAMME
Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

2 LEARNING FROM CAREER AND LABOUR-MARKET INFORMATION
Every pupil and their parents, should have access to good-quality information about future study options and labour market opportunities.

3 ADDRESSING THE NEEDS OF EACH PUPIL
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.

4 LINKING CURRICULUM LEARNING TO CAREERS
All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued 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.

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.

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.

APPENDIX 3

CFS CAREERS EDUCATION PROGRAMME

1. LOWER SCHOOL

1.1 Visiting speakers

In Lower School teaching about careers is mainly covered through assemblies: each year we have a visiting speaker who talks about their career e.g. a recent visit from a Health and Wellbeing manager for a football club. We have also had a nurse, and a surgeon visit to talk about their career.

Each year we also have a visitor from a member of the emergency services e.g. a coast guard or policeman.

1.2 Curriculum activities

1.2.1 Careers or callings are covered through the theme of **'Helping Hands'** - for example when exploring the work of charities like the local food bank or the Dawn School for Children with Disabilities in Uganda, we will talk to the children about the 'calling' these people have felt to their particular role.

1.2.2 In Reception pupils explore the topic of 'People who help us'. They also identify the jobs that their parents have in their 'All about me' booklets on entry.

1.2.3 In Year 1 Geography 'Our local area' the children find out about jobs that people have in the local area.

1.2.4 In Year 2 Geography 'The Isle of Coll' the children compare the jobs that people have on the Isle of Coll with those in their own community and identify the different career roles that are held by members of our school community.

1.2.5 In Year 3 Bible Explorers the children explore the 'calling' of some Bible characters to particular roles e.g Joseph.

2. MIDDLE SCHOOL

Middle School pupils explore careers, work and calling in the following ways:

2.1 **MS assemblies** invite parents in to talk to the children about their work and calling, how God led them into this part of their life, lessons they have learnt and what they value about their work. This includes the police, NHS, coastguard, university, charity work and teaching. These talks happen on a biannual basis.

2.2 PSHME

Work, Calling and Careers is woven throughout the PSHME curriculum and discussed whenever it comes up in the units covered. There are some discreet lessons

2.2.1 In Year 4 pupils have two lessons of Work and Calling. What do our parents do and why? How are we called into a role and why?

2.2.2 In Year 5 pupils learn to define the concepts of work and calling within a Christian framework. The aim is for them to understand the value of work and how it contributes to personal growth and serving others. Pupils are encouraged to reflect on their own interests, talents, and how they can align them with their understanding of God's calling.

2.2.3 The 'Introducing Me' topic in Year 6 encourages pupils to think about their gifts and skills and what they might like to do in the future.

2.2.4 During UK Parliament week Middle School classes looked at the roles/jobs involved in Parliament and researched our local MP and wrote to him/her.

2.2.5 In Year 7 and Year 8 pupils cover topics on Economic Wellbeing that reference careers and work. This year Mr Illasamni came in to speak to the Year 8 class about money and his career/job role.

2.2.6 Some of the Ten:Ten sessions (RSE) have covered the topic of being good citizens and showing compassion to others.

2.3 **Bar Mitzvah course**

Year 8 students spend half the summer term working through the **Planning your individual learning programme** booklet that requires them to reflect on their calling in the context of an exploration of a range of work and careers opportunities.

Tasks include interviewing two adults about how they discovered their calling and how their career paths have developed. They also use online information sources to research three different careers to find out what the work involves, the qualifications and experience required, and the pros and cons of the career. Students are required to analyse the soft skills that are required across many workplace settings and to evaluate their own strengths and weaknesses in each area. This booklet has been commended for its coverage and quality by CareerConnect staff.

Students use the knowledge they have gained from this course to decide with their parents about their **Upper School curriculum choices**. Each student is invited to attend an interview with the Head of Upper School at the end of Y8 to discuss their academic and career aspirations and to decide on the most relevant academic core and flexi-ed opportunities.

2.4 **Bible**

Year 8 pupils study how God prepared Paul to be a preacher of the gospel and in the process reflect on how God can prepare us for our calling.

2.5 **English**

In the Year 7 Biography unit, pupils research the life and works of various figures from our Christian heritage and then write a biography on their chosen person's life.

In the Year 8 Autobiography unit, pupils research and write about what their parents have done in terms of career and education. They also write a piece considering what they are gifted/ interested in and what they might like to do as a career when they are older.

2.6 **History and Geography**

In Year 7 and Year 8, pupils explore how people's experience of work develops from the 17th to the 19th Century and then from the 20th to the 21st century. They also study the different types of jobs that people do and are asked to interview their parents about their experience of work.

2.7 **Science**

In Y7 pupils explore the different types of science / scientist and consider what kind of scientist they might be. They also look at famous scientists from a variety of different backgrounds to reinforce that all kinds of people can be scientists.

2.8 **D & T**

In Year 7 and Year 8 D&T, pupils are informed about the skills and gifts required for jobs in engineering.

2.9 **Computing**

In Year 7 pupils study a unit of work on Robots and AI that investigates the impact of digital technologies on work and employment opportunities. In this context, they are introduced for the first time to the **National Careers Service** website and required to research a range of job sectors and careers to evaluate the likely impact of advances in AI on the type of work that will be available in those sectors when they get older.

[Further work is planned to link this unit of work with specific PSHME lessons about education and career pathways.]

2.2.3 Independent careers advice

Where possible, Year 8 students and their parents are invited to access independent careers advice from our CareerConnect adviser during the summer term Upper School parents evening.

Note : The Middle School Careers Education curriculum is under review and further work is planned in August 2023 by the Assistant Head of Curriculum Development with a view to introducing sequenced units of work throughout the Middle School PSHME curriculum, linked to other curriculum areas, ready for the academic year 2023 - 2024.

3. UPPER SCHOOL

3.1 Portfolio of Work Experience

All Upper School students are required to build up a portfolio of at least five days' work experience during their time in Upper School.

Y9 have their first opportunity to undertake work experience on the **Work Shadow Day.** Students are given the day off-site to attend a workplace to shadow a parent, relative or friend. This is organised by parents during the summer term of Y9. Students complete a brief report about what they have learnt and their work shadow person completes a short report about their performance and attitude.

Students can then arrange to revisit this work place for **further work experience** or identify and arrange alternative work experience opportunities throughout Y9, Y10 and Y11. Some students may wish to gain further work experience with the organisation for whom they are doing the voluntary work section of their Adventure, Service, Challenge award. Students are encouraged to use INSET days and holiday times to undertake this further work experience. If they have been unable to undertake five days' of work experience by the end of Y10, they are asked to arrange and undertake a week of work experience in the summer following their GCSE exams in Y11.

Where pupils are unable to access meaningful in-person work experience, the School signposts them to a variety of **online virtual work experience** opportunities.

Upper School tutors monitor each student's work experience portfolio and work with them to identify suitable opportunities that they can pursue. Where a student and their parents would like them to have more consistent work experience, we encourage them to do so on Thursday afternoons if they have Flexi-Ed opportunity at that time.

Students are expected to write a brief report on each work experience they undertake, which will be included in their final Record of Achievement.

3.2 Y10 World of Work programme

Our World of Work programme is a major focus of our ETS programme in Y10. The programme includes:

- An interactive presentation by our CareersConnect advisor, introducing students to educational, training and work opportunities in the Merseyside area.

- A series of workplace visits (for example, a large local theatre, a small enterprise/digital creative hub and another local larger employer).
- A classroom based unit of learning activities about working life, including workplace legislation (H&S, pay and pensions, Equality Act), personal financial management, budgeting and the role of credit.
- Support for students to develop students' individual portfolio of work experience opportunities.

3.3 **Access to information about educational, training and work opportunities in Merseyside**

Although many of our pupils and parents favour academic routes post-16, we seek to give sufficient 'air-time' to non-academic routes, including apprenticeships, so that pupils and parents have the information to make an informed choice. A range of education and training providers are given access to our pupils through digital and print media to inform them about approved technical education qualifications or apprenticeships. Flyers, posters and information leaflets are made available to pupils online or are posted on the careers notice board in the Upper School common room or are on display in the lecture theatre careers racks or in the Y11 classroom; in addition information leaflets are made available to parents at parents evenings.

We do not generally invite in individual post-16 providers from either the academic or non-academic sector to talk to students, in order to avoid preferring one provider or type of provider over the others. However, our Y10 Careers afternoon sometimes features at an FE college or Apprenticeship provider as part of the presentation.

In addition, **past pupils or parents** are invited in to talk to students about their career paths, which include a range of non-academic post-16 qualifications, as well as apprenticeships, DTS opportunities and internships in the charity sector. In addition, small industry-specific meetings can be arranged for students to talk to a past pupil or parent with experience of that career path; for example we have invited in a former pupil to talk with a small group of interested students during Flexi-Ed about his experience of training to become a pilot.

3.4 Careers exhibitions / conferences

Where feasible, Upper School pupils attend the annual ***What Career? What University? Live*** **exhibition** in the Spring Term, either in person or virtually. This exhibition provides opportunities for pupils to attend workshops and talks, as well as visit exhibition stands that showcase the opportunities available through a wide range of different pathways. They can also access one-to-one advice in the Careers Lounge. Non-academic education and career paths feature prominently in the opportunities that are show-cased.

3.5 Personalised careers advice interviews

Year 11 are timetabled for a number of **careers interviews** with our designated CareerConnect Advisor with a view to compiling an action plan which will assist the students in making the necessary decisions for further study or training at the end of Y11.

3.6 Employability skills

During Y11 PSHME pupils learn how to present themselves through a Curriculum Vitae, personal statements, achievement portfolios and college/career interview.