

Careers education, information, advice & guidance

Plan & rationale

Written by: Mrs J Rutter (Assistant Headteacher)

Date: September 2025

Next Review: August 2026

Vision & Purpose

The Curriculum and Personal Growth

Our intention at Saint Augustine's is to promote the personal development of every child. We want to ensure that the intellectual, artistic, spiritual, practical, social and physical gifts of our pupils are nurtured and developed.

At the core of our mission is the desire to bring to our pupils a knowledge and love of Christ and of our Catholic faith, liturgy and traditions, shaping their values and guiding them through every stage of their lives.

Our curriculum enables children to acquire and extend essential skills in literacy, numeracy and communication. Our approach to teaching and learning is intended to stimulate their curiosity, imagination and creativity. Our aim is to develop keen minds in young people who know that their individuality is valued. We also want to ease the disadvantages that some children experience as a result of personal circumstances, learning difficulties or physical disabilities.

The school emphasises the importance of high standards. Maximum success is achieved only through sustained effort and determination to improve. We have effective monitoring systems which regularly assess how pupils are progressing and we regularly share this information with the pupils and their parents.

We want every child at Saint Augustine's to feel safe, happy and successful. We hope they will leave us feeling they have achieved their aims and with a positive experience of secondary education.

During their time at Saint Augustine's, we prepare our pupils for when they will live and work with others in adult life. We do this by providing a friendly, disciplined social environment and the support of a caring community. We nurture in them an understanding of rights and responsibilities, respect and tolerance for difference, sensitivity towards the feelings and concerns of others and an active commitment to social justice. We want to show them how to be good citizens who contribute positively towards the wider community.

Alongside their academic progress, pupils are encouraged to develop a range of skills that are highly valued by employers. These include the ability to demonstrate initiative and responsibility, as well as the skills needed for collaborating successfully in teams and groups.

Learning is a lifetime activity. Being able to adapt quickly and positively to changing circumstances is a skill which is essential in the work environment our pupils will be entering.

The Saint Augustine's RC High School Curriculum...

Is broad and balanced - Pupils will develop intellectually, creatively, socially and physically. All pupils have the opportunity to follow all subjects of the national curriculum at KS3. While some subjects may bring GCSE topics forward into KS3 the school does not believe that early option choices encourage a broad and rich curriculum experience.

Is suited to the wide range of needs of our pupils - All pupils follow courses that are accessible yet suitably challenging to allow them to fulfil their potential. Additional resources will be provided for those pupils who find the curriculum most challenging.

Provides enjoyment, boosts self-esteem and raises aspirations - The curriculum motivates all pupils to want to learn and succeed. It allows the God-given variety of gifts and talents to flourish for all pupils. This incorporates a full extra-curricular programme that encourages pupils to take part in the wider life of the school.

Promotes spiritual, moral, social and cultural development - All pupils will develop as confident young adults, secure in the Catholic faith, who will play an active part in society as well-rounded citizens through the totality of their educational experience.

Encompasses the acquisition of personal, learning and thinking skills - All subjects will emphasise the importance of these skills through cross-curricular activities, developing resilience, independence, curiosity and engagement.

Emphasises the importance of Literacy and Numeracy - All pupils are able to develop their knowledge, understanding and skills in Literacy and Numeracy in all subject areas as well as through discrete lessons in English and Maths. All pupils are assessed on their reading ability on entry to the school and additional support is given to pupils who are below the expected level.

Prepares young people for the future - All pupils will be equipped with the knowledge, skills and understanding to achieve as highly as possible at Key Stage 4 which in turn will allow them to access the courses and qualification routes that best suit them. In determining the subjects that make up our Key Stage 4 offer we take into account the [Lancashire Skills and Employment Strategic Framework](#). Our Careers Education programme plays a major part in helping our pupils choose programmes that suit their interests, abilities and individual needs. Our robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

Our Careers Plan meets the eight Gatsby Benchmarks and ensures that the CEIAG meets all pupil's needs.

We work very closely with local employers and a range of education and training providers to deliver an individually tailored programme of CEIAG that helps with information finding, decision making, and has an emphasis on informed inclusion as well as working to break stereotypes regarding progressions routes.

Saint Augustine's works alongside other Ribble Valley high schools to ensure that opportunities are shared. The Careers and Enterprise Company – Sam Bates and Enterprise adviser (Vacancy) support on a termly basis. The plan is reviewed on an annual basis and all stakeholders are regularly invited to provide evaluation of provision.

Responsibilities

Careers Plan and Programme are guided by:

- The eight Gatsby Benchmarks for best practice in careers education
- Our statutory duties as listed in DfE guidance
- The Ofsted School Inspection Framework– Personal Development

Statutory Duty	How Saint Augustine's complies:
Every school should appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.	Joanna Rutter (Assistant Headteacher) is responsible for Careers plan and programme, supported with admin by Pupil Services Carly Eatough/ Kim Leaver and Independent Careers Advisor Cheryl Gaskill, Paul Earnshaw (SENDCO) Suzanne Lucas (SEND)
Schools must name their Careers Leader and publish their contact details on the website.	This information is published clearly on the school website: www.sarchs.com
Every school must publish details of their careers programme for young people and their parents.	This information is published clearly on the school website: www.sarchs.com
Every school must ensure that pupils are provided with independent careers guidance from Year 8-13 (11).	All Year 11 pupils, plus pupils at risk of NEET and SEND (with EHCP) pupils have at least one annual appointment with independent careers adviser Cheryl Gaskill (qualified to Level 6). Pupils in other year groups are seen by request or referral from staff. CLA pupils receive additional support from Chris Moore LCC during KS4.
Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 (11) for the purpose of informing them about approved technical education qualifications or apprenticeships.	Saint Augustine's is committed to informing all pupils (Years 7-11) about the range of future education, training and employment options open to them. This information is provided in age-appropriate formats and is regularly reviewed. Staff CPD is in place to inform staff of changing options and to ensure impartiality from all. Use of Unifrog to support activities and experiences.
Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.	The provider access policy is published clearly on the school website: www.sarchs.com
Every school should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for pupils to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities.	Saint Augustine's reviews the eight Gatsby Benchmarks on a termly basis with Sam Bates from the Careers and Enterprise Company via Compass+.

Schools **should** continue to track pupil destinations for three years post-KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement.

Saint Augustine's collaborate with Lancashire County Council throughout the process of obtaining and sharing data. Destinations are tracked for all pupils.

Planning

The CEIAG programme is aligned to the Gatsby Benchmarks for best practice in careers education. The current programme is delivered through a combination of models including, but not limited to:

- Cross-curricular: through curriculum lessons, speakers and trips
- Co-curricular: including enrichment and extra-curricular activities
- Assemblies (celebration of the word)/ form time
- Personal development: links to personal development content and through established Drop Down Days (RTT)
- Collapsed timetable activity: where the timetable is suspended to concentrate on careers learning
- Year 10 Work Experience Week (self placement) Unifrog

The blended approach to delivery ensures that pupils do not miss out on the programme as it is embedded in multiple aspects of school life. The programme is supported by education and training providers, employers, alumni and others through activities including: assemblies, presentations, workplace visits, work experience, hands on enterprise activities/ workshops, careers fairs, mock interviews, mentoring, small group and one-to-one impartial guidance.

All pupils have at least one, one-to-one IAG interview offering support and advice regarding post-16 options. This enables pupils to recognise their skills, qualities and interests in order that they are able to make well-informed and realistic decisions about their futures. At least one interview is held with every pupil in Year 11 to ensure that pupils are applying for an appropriate course of study and an action plan is agreed. Following GCSE results day, the progression of pupils is carefully monitored.¹

A comprehensive, progressive careers education programme² is in place to meet our strategic priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with SEND
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet pupils' career development needs

Additional document: Destination Data – available from the Careers Leader

- as identified by the destinations data: the range and breadth of destinations of school leavers is monitored, with leavers accessing all types of post 16 qualifications

To achieve the priorities, we:

- ensure that the governing body and Senior Leadership Team is actively involved in shaping careers policy and strategy
- have a Careers Leader to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Pastoral Leaders) and specialist careers staff
- develop and maintain a careers programme for achieving current priorities including programme delivery, staff CPD(where identified), and monitoring and evaluating the strategy
- set out clearly the contribution expected of all staff including subject teachers and tutors for pupils' career learning and planning
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme through Future Skills Questionnaire (Y9/11) and use of Unifrog
- work with outside agencies to deliver a programme of employer engagement for all pupils
- work with Alternative Provision providers to ensure all pupils are supported into post-16 education, employment or training
- whole school CPD on Unifrog training to enable staff access to this online Careers platform

MEETING THE REQUIREMENTS OF THE GATSBY BENCHMARK FRAMEWORK

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

What good looks like:

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained Careers Leader responsible for it.

The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.

The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it.

The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, Careers Advisers and employers to increase its impact.

At Saint Augustine's, this involves:

- A written programme, delivered in multiple ways across school, that is reviewed annually by the Careers Leader and approved by SLT and Governors
- A whole-school approach to careers education focus via whole school Careers Week, 'Careers in the Curriculum' week 2026
- A link CEIAG Governor Mr Francis Hindle
- The programme is progressive, building on previous learning
- The Careers Leader is jointly responsible for the careers programme. Independent careers adviser Cheryl Gaskill has completed Level 6 Careers Leader training and is studying for a level 8 qualification in careers education
- All stakeholders are asked for feedback at key points during the programme, including, but not limited to: pupils, parents/ carers, employers, enterprise adviser, alumni, training providers
- Pupils have access to the full breadth of education providers, including technical options with enhanced provision at key decision-making points
- Website provides accessible information for pupils, parents, employers and the community
- Careers information available on Tuesday via lunchtime drop in, Careers notice board (Drama corridor), Careers in the Newsletter
- Accessible, visible careers office and Careers Leader
- Destination data reviewed as an evaluation tool for the programme
- A full log of all pupil careers activities on Compass+ and interactions on Unifrog
- Use of Unifrog to develop skills/ log activities and work experience

At Saint Augustine's, the outcomes and impact are:

- A solid foundation for the Saint Augustine's careers programme that supports the school's ethos and priorities
- Pupils who are well-prepared for current and future decision making and lifelong career learning and development; they will have an improved understanding of the local LMI and world of work
- A programme that is stable and consistent, with feedback used to improve each stage for pupils and their families
- Fulfilment of all eight Gatsby Benchmark and compliance with all statutory duties
- A diverse range of pupil destinations

GATSBY BENCHMARK 2: LEARNING FROM CAREER & LABOUR MARKET INFORMATION

What good looks like:

All pupils, parents and carers, teachers and staff who support pupils should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities.

Young people with SEND and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care

At Saint Augustine's, this involves:

- Pupils access quality local and national LMI in the context of the subject lessons and in specialist workshops lead by the Independent Careers Adviser, supported by the Careers Leader
- Pupils are directed to quality LMI resources to support their decision making. These are highlighted on the website and in written communication to pupils and parents.
- Staff make links to the variety of future study and employment options and LMI in lessons during Careers Week. Careers and Enterprise and Unifrog resources are used to support careers guidance in lessons.
- Future study and training options are explained to parents at transition points and at welcome back evenings at KS4.
- Parents are encouraged to support their children at key decision points during progress evenings and information evenings. Parents have access to Cheryl Gaskill and can attend Careers appointments.
- Encounters with education & training providers and employers support LMI and career knowledge and understanding; LMI is used to support pupils before employer encounters/workplace visits/ work experience to provide context to the activity
- Staff CPD is available on request to update on Unifrog (whole school CPD), LMI, recruitment and the changing world of work
- LMI is a focus of IAG appointments: action plans contain useful further links
- Independent use of Unifrog is encouraged to further build career profiles

At Saint Augustine's, the outcomes and impact are:

- Pupils use LMI to provide context to their decisions. This will help social mobility by connecting pupils to growth areas and will improve the range, level and aspirations seen in destination data.
- Pupils make informed decisions because they understand all available future study and training options.
- Pupils use their skills for lifelong career development and decision making
- Staff knowledge of local LMI and education and training options is improved, including understanding changes to the world of work and training

GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

What good looks like:

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND, and those who are absent.

- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations
- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil and any subsequent agreed decisions
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition
- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development
- Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support
- Schools should use sustained and longer-term destinations data as part of their evaluation process and use alumni to support their careers programme

At Saint Augustine's, this involves:

- Linking the careers programme to the school ethos of all pupils being safe, happy and successful underpinned by CST
- Promoting positive role models in staff members, inspirational figures, alumni and employers
- Years 7//9/11 Future Skills Questionnaire survey is used as a benchmark for planning employability activities and Year 11 IAG support: raising aspirations, challenging ideas and planning interventions
- All IAG is delivered by a qualified and experienced level 6 practitioner: this includes all Year 11 pupils plus annual IAG for SEND pupils (with EHCP as part of their annual review, and pupils at risk of NEET or disengagement. In addition, co-ordination with LCC for supplementary IAG for Looked-After Children. Action Plans are issued after each appointment and shared with relevant staff where appropriate.
- Bespoke support, visits, talks and experiences for those at risk of NEET; differentiated workplace visits for pupils via the Aspirations Group – KS4
- Year 9 GCSE options support.
- Access to training providers, workshops, Ribble Valley careers fairs, information sessions.
- Parental information evenings at transition points
- Detailed destination data procedure with engagement with local authority and providers
- Accurate pupil-level activity tracking via Compass+ and Unifrog interactions
- Aspirations programme introducing early careers appointments, early experiences of post 16 education and training to targeted year 10 pupils.
- SEND bespoke careers education, focusing on workplace encounters and pathways to post 16 education

At Saint Augustine's, the outcomes and impact are:

- Raised aspirations, improvements in level and range of sustained destination data
- Pupils are fully supported through CEIAG decisions and are prepared for lifelong career decision-making; evaluation of Year 11 IAG provision indicates pupils feel more confident about their decisions.
- Destinations are appropriate and aspirational
- Intervention is timely and effective
- All pupils receive the support they need to make their best choice
- A focus on closing gaps among disadvantaged pupils remains a whole school priority

- FSQ planned for year 7/9/11 to monitor and track careers provision and need, so that careers education can be targeted (feedback from September 2024-planned pathways a focus for 2025/26)

GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

What good looks like:

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject help people gain entry to, and be more effective workers within, a wide range of careers
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils

At Saint Augustine's, this involves:

- Careers learning in all subjects through speakers, visits, FE & HE enhancement, employer enhancement and workplace visits
- Cross-school use of CEIAG vocabulary to support literacy and oracy development
- Curriculum Leaders in all departments to develop careers activities across all curriculum areas using Unifrog platform
- STEM activities promoted by link staff plan and develop programmes with employers (Year 7 STEM day)
- Every subject, including PERSONAL DEVELOPMENT, have careers links, pathways, skills and LMI embedded across the curriculum
- The use of LMI in all subjects to provide context to curriculum learning
- Up-to-date, subject specific careers information is on display in classrooms, highlighting skills, pathways and future careers.
- Links to enrichment activities educational visits and Young Enterprise and Duke of Edinburgh activity as skill development.

At Saint Augustine's, the outcomes and impact are:

- Staff and pupils appreciate the links between subject learning, skills for employment and progression and the world of work
- Careers learning is a whole-school priority
- Pupils understand where their subjects could lead and the skills they develop; they can communicate these skills and aspirations and their engagement increases
- Staff understand how careers learning can motivate and engage pupils and are more confident to embed careers learning in their curriculum
- Pupils' aspirations are raised – they understand the value of qualifications, education and training
- Pupils' cultural and social capital is raised by new opportunities

GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

What good looks like:

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer Gatsby have provided a definition of what constitutes a 'meaningful encounter' with employers and employees: A meaningful encounter is one in which the pupil has an opportunity to learn about what work is like, the skills valued in the workplace, recruitment processes or what it takes to be successful. Throughout a careers programme, pupils should encounter employers of different sizes and specialisms, including the self-employed, reflecting trends in the labour market regionally and nationally. These encounters could be in-person or a combination of in-person and virtual where appropriate. Both pupils and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged pupils, and young people with SEND. A meaningful encounter will:

- Have a clear purpose, which is shared with the employer and the pupils
- Be underpinned by learning outcomes that are appropriate to the needs of the pupils
- Have opportunities for two-way interactions between the pupils and the employer
- Be followed by time for pupils to reflect on the insights, knowledge or skills gained through the encounter

At Saint Augustine's, this involves:

- Employers attend a range of events as speakers, visitors, exhibitors and curriculum enhancers
- A particular focus at key decision points (in Year 9, pre-GCSE options; in Year 10, pre-post-16 options) to provide real-world context to education/training decisions
- Year 10 employability focus is put into context with a week of work experience
- Curriculum enhanced by local employers and aspirational speakers
- Support and promotion of the varied post 16 routes: traditional A-level/ vocational, apprenticeship and T level routes
- All visitors and speakers are asked to outline their own education/career pathway before their scheduled activity
- Curriculum leaders asked to identify opportunities to improve and increase employer encounters for all pupils
- Visits to workplaces by arrangement

At Saint Augustine's, the outcomes and impact are:

- Pupils begin to understand the huge range of employment options and career progression/development
- Increased pupil and parental awareness of careers provision and different workplaces
- Increased staff awareness of local LMI
- Aspirations are raised; pupils are motivated to engage more with careers learning
- Pupils have the confidence to have meaningful encounters
- Pupils aspire to a range of post 16 course routes including: apprenticeships, vocational, T-levels, A-level
- Pupils sustain a wide range of destinations and go on to a range of careers, embracing lifelong learning and career development

GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

What good looks like:

- Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
- By the age of 16, every pupil should have had meaningful experiences of workplaces
- By the age of 18, every pupil should have had at least one further meaningful experience

At Saint Augustine's, this involves:

- Workplace visits and work experience for all Year 10 pupils: these are linked to aspirations where possible
- Health and safety briefing pre work experience
- Curriculum enhanced by employers supporting curriculum activities (in person and virtually via MS Teams)
- STEM enrichment includes workplace visits, Big Bang Fair, Tomorrow's Engineers
- Enterprise Adviser (vacancy) used to deliver information session and enterprise activities
- Network of employers developed to address the key growth areas as identified by LMI locally
- Any employer engagement activities/ visits are conducted with pre- and post-visit work, including preparation and the use of LMI to ensure the maximum understanding and impact if the visit

At Saint Augustine's, the outcomes and impact are:

- Increased pupil and parental awareness of the work of work, changes to industry and making informed decisions
- Improved pupil and parental understanding of real-life labour market information, particularly in challenging stereotypes
- Raised pupil aspirations
- Reinforcement to pupils about the range of local and national opportunities and the importance of informed decisions
- Employers are proud to support our careers programme
- Pupils begin to appreciate their skills in action and in context and how this informs their decision making

GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

What good looks like:

- All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs
- By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners

At Saint Augustine's, this involves:

- Visits, talks and presentations by the full variety of local further education, higher education and training providers
- Specialist apprenticeship and training talks delivered by Cheryl Gaskill (ICA), post 16 providers, National Apprenticeship Service (2024), the Police, Army and Training 2000
- Careers fairs with the full variety of providers, in house and jointly with Ribble Valley schools careers fayre October and February
- University talks and visits
- Support work Oxford University (Molly Lockwood) to encourage participation in higher education

At Saint Augustine's, the outcomes and impact are:

- Increased staff, pupil and parental awareness of the full range of post-16 options and lifelong opportunities available: pupils are supported to make informed decisions.
- Increased staff knowledge and understanding of the full range of post-16 and post-18 options, including the need to not promote one option over another.
- Pupils access a range of destinations.
- Pupils aspire to higher levels of education and training, and understand the value of lifelong learning.

- Staff informed on the changing landscape of education and training options after Year 11 and beyond, with focus on newer, technical options.
- Curriculum enhancement by further and higher education providers
- Drop-in and application support for Year 11 by local providers
- Promotion of Year 11 enhancement programmes with FE providers
- Communication with parents explaining the range of post-16 options and encouraging visits to providers in Year 11 'Welcome back to year 11' and year 10 'Introduction to KS4' evenings.

GATSBY BENCHMARK 8: PERSONAL GUIDANCE

What good looks like:

The benchmark sets a high standard and states that staff giving one-to-one guidance to pupils should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above. The government recommends that schools source their providers of personal guidance from this register.

Every pupil should have opportunities for guidance meetings with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The Careers Leader should work closely with the Careers Adviser, SEND coordinator (SENDCO and other key staff to ensure personal guidance is effective and embedded in the careers programme.

- Every pupil should have at least one personal guidance meeting with a Careers Adviser by the age of 16, and a further

At Saint Augustine's, this involves:

- The Independent Careers Adviser holds a Level 6 qualification in Careers Guidance & Development, and is studying for a level 8 qualification in careers. The Careers Leader is studying for the level 6 qualification.
- All Year 11 pupils have at least one IAG appointment. Follow-up appointments and application sessions are also used. Action Plans are created in agreement with the pupil after each appointment. Early careers appointments are offered to identified pupils in other year groups. CLA pupils access termly Virtual School careers advice and guidance.
- Careers Leader follows up on post 16 applications and tracking of Intended Destinations prompts follow-ups if pupils need support. Additional support available to those needing help with post 16 applications or interviews
- All SEND pupils with an EHCP have an annual IAG appointment around the same time as their annual SEND review. The Action Plans are shared with the SENDCO for inclusion in the review.

At Saint Augustine's, the outcomes and impact are:

- All pupils have good quality guidance and a detailed Action Plan as tools to support their decision making
- Disadvantaged pupils receive more formal guidance opportunities
- The needs of all pupils are met
- Pupils sustain destinations as they are supported through Year 11 in particular. They choose aspirational and appropriate pathways: their best choice.
- Pupils appreciate careers guidance as part of their lifelong career development
- Pupils can reflect on all career opportunities through their time at school and link experiences to their future plans.
- Pupils are supported to use LMI resources as part of their appointments and action plans.

meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website

- All pupils (at risk of NEET) have an annual IAG appointment. Action Plans are shared with Year Leaders to inform individual plans.
- All staff can refer individual pupils for IAG at any point. Pupils and parents can request IAG at any point.
- Useful resources for guidance, such as the National Careers Service, are listed on the website and included in Action Plans.

TYPICAL ANNUAL CEIAG ACTIVITY PLAN BY YEAR GROUP

Please see the careers section of the school website for the careers programme for the 2025-2026 academic year.



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	Focus	PERSONAL DEVELOPMENT	Curriculum <i>All subjects have careers information embedded through curriculum</i>	Other
Year 7	Reflect on who you are, learn what we mean by 'career,' learn about work-life balance, learn about careers and the future	Opportunities for external speakers: Health & wellbeing, faith, finance.	STEM day Careers across the curriculum	Transition
Year 8	What is success, what is a CV, careers and climate, learn about work places, what is success	Opportunities for external speakers: Health & wellbeing, democracy, safe behaviours.	Go Create BAE London Trip Careers across the curriculum	Visits Local LMI
Year 9	What are my skills, Post-16 options, KS4 options choices, LMI	Opportunities for external speakers: Health & wellbeing, Politics, public safety.	Paris Trip Careers across the curriculum	GCSE Options IAG Support BRAG
Year 10	Goals, Work, Skills, Post-16 options, finance, LMI, Learn to Earn, CV and letters of application	Work experience, health and safety in the workplace External speakers	Workplace/ work experience visit Further Education college visits – Aspirations group Careers across the curriculum Young Enterprise workshop	FE Tasters, FE visit, Employability work experience week, Preparation for post-16, Ribble Valley careers fayre
Year 11	Goals, Careers, Financial Wellbeing, Transferable skills, exam stress management,	Post 16 providers input, CV workshop External speakers	FE talks HE enhancement with local providers Young Enterprise workshop	Post-16 options, IAG, LMI, Ribble Valley Careers Fair, Employability skills Application support, CV support Intended Destination Tracking
Alumni	Tracking pupils for 3 years in collaboration with Lancashire County Council			

Whole school	All external speakers are asked to share employment and career information when they visit and are speaking to pupil groups including: job title and role outline, qualifications, career paths. In particular, this is useful on PERSONAL DEVELOPMENT drop-down-days and during assemblies.
Staff	Staff CPD on CEIAG, LMI and updates. Website Development and evaluation ongoing.

SUPPORT FOR VULNERABLE PUPILS We provide bespoke careers education provision for any pupil who needs it in the following ways:

Provision	Liaison	Actions
KS4	J.Rutter	<ul style="list-style-type: none"> Y10/11 pupils will be included in as much careers activity as possible: in house careers fairs, provider presentations, supported action planning, support applications, extra apprenticeship application support as needed Y11 Careers appointments with action planning includes all current and planned interventions Skills, CV, Mock Interview workshops for Y10&11, Small group FE tours Engagement with week of self placement work experience year 10 Careers notice board display e.g. GCSE subjects, progression form work experience opportunities, course details Pupil Support Workers to support successful transition into post-16
SEN	P.Earnshaw/ S.Lucas	<ul style="list-style-type: none"> Y11 SEN pupils will be included in as much whole school careers activity as the whole year group as possible Bespoke careers and progression programme planned and supported by Cheryl Gaskill and Joanna Rutter Y11 IAG in line with full year group – additional IAG reviews if appropriate and on request of pupil/SEND team Y10 IAG termly from HT3, Y7-9 annual IAG in line with annual SEND review SEN planning to explicitly include careers in curriculum Engage with SEN team at post 16 Colleges and St.Christopher’s Pathways programme to discuss transition Support for Y10 Work Experience Week
EAL	J.Clossick	<ul style="list-style-type: none"> Engage with FE providers to provide taster opportunities for ESOL Supported Y11 transition
Year Leaders	L.Grove/E.Billington S.Timmis C.Simcoe A.Kelly R.Hodgeon/S.Lambert	<ul style="list-style-type: none"> Early intervention for those identified by YLs as needing support/direction CPD on post-16 options / LMI; Involvement in / knowledge of planning for year group Post-suspension: Meet with pupil and parents after re-integration to draw up individual action plan – showing progression routes and other bespoke programming if necessary e.g. Small group tours of FE/ training providers
All		<ul style="list-style-type: none"> Careers Leader to continue to liaise with relevant staff to best support any vulnerable groups CPD for staff on post-16 options, LMI, current developments Parental engagement with pupils involved Continue to develop deeper relationships with employers inc. prospective employers to provide longer-term support – utilise business networks
External Alternate Provision	The Heights Blackburn The Heights Burnley TAS	<ul style="list-style-type: none"> Share best practice and relevant information with external providers for benefit of pupil, including IAG action plans and reviews, all careers encounters and application/intended destination information Develop programmes with FE/training providers where most appropriate

ANNUAL REVIEW PROCESS Our plan, programme and processes are reviewed annually to ensure compliance and accuracy and develop best practice.

Action / Personnel	Review Date	Next Review
Strategic plan / <i>Careers Leader, SLT, Governors, Enterprise Co-ordinator, Enterprise Advisor</i>	September 25	July 26
Programme / <i>Careers Leader, SLT, Curriculum leaders</i>	Ongoing through 2025/26	July 25
Provider Access Policy / <i>Careers Leader, Headteacher</i>	September 25	January 26
Website review / <i>Careers Leader</i>	September 25	September 25
Staff CPD review / <i>Careers Leader, SLT</i>	September 25	September 25
'Support & Review' with Governors / <i>Careers Leader, Link CEIAG Governor</i>	November 25	Termly
Compass Review / <i>Careers Leader, Enterprise Co-ordinator</i>	November 25	March 26, July 26
Stakeholder Evaluation / <i>Careers Leader & Pupils/ Staff/ Parents/Carers/ Employers</i>	Ongoing through 25/6	July 26
Destinations Data Procedure / <i>Careers Leader</i>	September 25	September 26