



St Benedict's  
Catholic High  
School

1971



# CAREERS PLAN

## 2024 - 2025



*Through love of Christ, delight in Virtue*

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## INTRODUCTION

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations.

The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The careers plan sets out how St Benedict's School intends to provide a good careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. The main outcomes of the plan (over the coming years) is to fully achieve the 8 recommendations of the Gatsby report "Good Career Guidance" dated 2014 and good Career Guidance: Reaching the Gatsby Benchmarks (A Handbook for Secondary Schools, Gatsby Charitable Foundation, 2018)

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.



# ST BENEDICT'S STUDENT DESIRABLE TRAITS

A well-educated young person...

IS AN INDEPENDENT  
LEARNER AND  
DECISION MAKER

is  
adaptable

has a sense of responsibility  
and discipline

has good relationships  
with adults and peers

IS MORALLY AND  
SPIRITUALLY AWARE

IS LITERATE AND A  
GOOD COMMUNICATOR

is able to operate as  
part of a team

uses numbers and  
ICT effectively

IS PREPARED FOR THE  
CHALLENGES OF SOCIETY

IS ADVENTUROUS  
AND WILLING TO  
TRY NEW THINGS

is tolerant and  
challenges stereotypes

cooperates as  
part of a team

HAS A SENSE OF  
WELL-BEING AND CAN  
LEAD A SAFE, FULFILLING LIFE



## DOCUMENT PURPOSE

This document outlines the relevant career planning requirements from the Department of Education 'Careers Strategy: making the most of everyone's skills and talents'. It also meets the requirements of the report 'Good Career Guidance' issued in 2014 by Lord Sainsbury's Gatsby Charitable Foundation.

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Gatsby benchmarks have a key role in:

- ensuring young people can benefit from and contribute to the success of the proposed new industrial strategy for the UK
- underpinning the Department for Education guidance to schools and colleges on meeting their statutory responsibility for careers guidance
- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.

## PROGRESS TOWARDS THE GATSBY BENCHMARKS:

	1	2	3	4	5	6	7	8
JULY 2024	100%	100%	90%	100%	100%	100%	95%	87%
MARCH 2024	100%	100%	90%	100%	100%	100%	95%	87%
DECEMBER 2023	100%	100%	90%	100%	100%	100%	95%	87%
% OF SCHOOLS NATIONALLY MEETING THIS BENCHMARK (JULY 2023)	66%	81%	54%	76%	80%	64%	52%	75%

## SUMMARY OF CAREERS ACTIVITIES 2024-25

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Employer/University/Alternative Provider Talks		✓	✓	✓	✓	✓	✓
World of Work Day			✓				
Careers Interviews			✓	✓	✓	✓	
Work Experience				✓		✓	
Mock Interviews				✓		✓	
Dream Placement						✓	
Jobs in the NHS Roadshow		✓					
CVs & Letters of Application		✓		✓	✓	✓	
University Visits			✓	✓		✓	
STEM Club with Ambassadors	✓	✓	✓				
Hairdressings & Beauty Club in a Workplace				✓			
STEM Roadshow	✓	✓					
Futures Afternoon Careers Fair			✓		✓	✓	✓
Key Stage Information Evening				✓		✓	
Hello Futures Workshops			✓	✓	✓	✓	✓
Introduction to Unifrog	✓					✓	

## SUMMARY OF CAREERS ACTIVITIES 2024-25

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Careers Library Treasure Hunt	✓	✓	✓				
Logging Activities and Skills on Unifrog	✓	✓	✓	✓	✓	✓	✓
Unifrog skills - Teamwork	✓			✓			
Unifrog skills - Listening	✓			✓			
Unifrog skills - Leadership			✓				
Unifrog Profiling	✓		✓				
Career Terminology		✓					
Entrepreneurship		✓	✓			✓	
Smashing the Glass Ceiling			✓				
Using Unifrog to help with choices			✓	✓	✓	✓	✓
Digital Footprint & Employment			✓				
Right & Responsibilities of Employees				✓			
Steps to Achieve my Careers Aim				✓			
LMI	✓	✓	✓	✓	✓	✓	✓
Apprenticeship Days				✓			
Well-being in the Work Place				✓			



## SUMMARY OF CAREERS ACTIVITIES 2024-25

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Having a Plan B					✓		
Is AI a threat to our jobs					✓		
Lakes College Careers Fair & Taster Days				✓			
Balancing Workload				✓			
Role of the Union						✓	
Professional Behaviours		✓		✓	✓	✓	✓
Workplace confidentiality and Cyber Security					✓	✓	
Careers in the Curriculum	✓	✓	✓	✓	✓	✓	✓
ICanToo				✓			
Bridge Engineering Employer Project			✓				
Hospitality Careers Employer Project			✓	✓	✓		

## USEFUL LINKS

Information and self-help material will be made available in the Careers area of the library. The resources within the centre will be updated regularly and students will be able to request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the centre and will be provided with guidance on the use of the resources where necessary.

Resource	Description
<a href="http://www.unifrog.org">www.unifrog.org</a>	The complete destinations platform
<a href="http://www.yeuk.org.uk">www.yeuk.org.uk</a>	YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK
<a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>	Provide information, advice and guidance to help you make decisions on learning, training and work
<a href="http://www.icould.com">www.icould.com</a>	Features films of real people talking about their careers and the route they took
<a href="http://www.careersbox.co.uk">www.careersbox.co.uk</a>	Free online library of careers related films, news and information
<a href="http://www.ucas.co.uk">www.ucas.co.uk</a>	Information about university courses and applications
<a href="http://www.ncfe.org.uk">www.ncfe.org.uk</a>	Information about careers and qualifications you need
<a href="http://www.successatschool.org">www.successatschool.org</a>	Lots of information about careers sectors, information and advice
<a href="http://www.plotr.co.uk">www.plotr.co.uk</a>	For 11-25 year olds with articles and expert advice, plus employer profiles
<a href="http://www.ratelyapprenticeship.co.uk">www.ratelyapprenticeship.co.uk</a>	Over 7000 reviews by school leavers on apprenticeships and lots of advice and opportunities.
<a href="http://www.getingofar.gov.uk">www.getingofar.gov.uk</a>	Information about apprenticeships with video clips and opportunities
<a href="http://www.healthcareers.nhs.uk">www.healthcareers.nhs.uk</a>	Lots of information, advice and guidance on careers in the NHS
<a href="http://www.notgoingtouni.co.uk">www.notgoingtouni.co.uk</a>	Aims to help young people make informed decisions showing opportunities outside of traditional university
<a href="http://www.parentalguidance.org.uk">www.parentalguidance.org.uk</a>	Careers information and advice for parents and carers
<a href="http://www.goconstruct.org">www.goconstruct.org</a>	Information about careers in the construction industry
<a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>	For young people aged 13-16. CV Builder, job profiles and lots more.
<a href="http://www.barclayslifeskills.com">www.barclayslifeskills.com</a>	To learn about life skills, interview skills, application and CV writing
<a href="http://www.princes-trust.org.uk">www.princes-trust.org.uk</a>	Information to help young people make informed decisions about careers
<a href="http://www.volunteering.org.uk">www.volunteering.org.uk</a>	Information about volunteering in different sectors
<a href="http://www.bestcourse4me.com">www.bestcourse4me.com</a>	Independent and free information that shows links between what you study, what you can earn and what jobs are available
<a href="http://www.applytouni.com">www.applytouni.com</a>	Information about applying to university
<a href="http://www.unistats.direct.gov.uk">www.unistats.direct.gov.uk</a>	The official website for comparing universities.
<a href="http://www.how2become.com/resources/ultimate-guide-to-building-a-cv">www.how2become.com/resources/ultimate-guide-to-building-a-cv</a>	Information about how to write a winning CV
<a href="http://www.cumbrialep.co.uk">www.cumbrialep.co.uk</a>	The Cumbria Local Enterprise Partnership providing information about the current labour market.
<a href="http://www.inspira.org.uk">www.inspira.org.uk</a>	Information about the Labour market in Cumbria, what support is available
<a href="http://www.thestudentroom.co.uk">www.thestudentroom.co.uk</a>	The largest student community in the world, discussing universities, health, lifestyle, relationships and has free university application help

# ROLES & RESPONSIBILITIES

To maintain a cohesive and comprehensive approach to CEIAG it is important that every one involved in the process is aware of their roles and responsibilities:

## **SLT responsibilities:**

- The Assistant head teacher for Personal Development has primary responsibility for Careers.
- Ensure the School meets and exceeds the statutory careers requirements.
- Ensure the annual Careers Plan is completed and agreed.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure the School meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

## **Assistant Headteacher with overall responsibility for careers provision:**

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the school.
- Quality assure current teaching practices in terms of careers delivery.
- Prepare and deliver the careers plan.
- Report termly progress to the SLT.
- Bring any problems that you are unable to resolve to the attention of the SLT.
- Engage with all stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, students, parents, local businesses and guest speakers.
- Put systems in place to ensure delivery that is measurable year on year improvements to the careers programme.
- Be the School focal point on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

# ROLES & RESPONSIBILITIES

## Head of Sixth Form responsibilities:

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers leader to deliver interview, business and other work readiness activities during the year.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the AHT for Personal Development to ensure students make a smooth transition to year 12 and are supported onto the right pathway.

## Subject Leaders:

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.

## Heads of Year responsibilities:

- Disseminate information from the Careers Lead to tutors.
- Include CEIAG information within assemblies where applicable and relevant.
- Head of Year 9 to support with the options process and ensure students are aware of other options at 14. • Year 10 & 11 – identify students at risk of NEETs and liaise with Careers Lead and other professionals to address any concerns.
- Organise Inspira careers interviews.
- Ensure students are aware of the CEIAG events within their year group and the importance of being proactively involved in these events.

## Teachers, form tutors and teaching support staff responsibilities:

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

## Administrative and support staff responsibilities:

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

## ROLES & RESPONSIBILITIES

### Parents:

- Support school to ensure that students are proactively involved in CEIAG events within school.
- Ensure they are familiar with the School Career Programme
- Use the 'Useful Links' section in the Careers Programme booklet with students to explore possible career pathways and educational routes.
- Accompany their children to information events to help them make informed decisions over their post 16 and post 18 opportunities.

### Students:

Use the careers information and resources provided by staff to independently research careers of interest.

- Participate proactively in the CEIAG events available.
- Be self-motivated to research career pathways and educational opportunities locally, nationally and internationally.
- Take part in extra-curricular, work experience and volunteering opportunities
- Ask for careers information, advice and guidance as and when necessary.



## EVALUATION

The School believes that it is important that robust management, 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.

Focus	Methods	Due Date
<b>Student Needs</b>	<p>Students are spoken to during drop down days and during subject reviews to evaluate the quality of the careers programme. End of term surveys to understand how well we meet our students needs and to identify improvements.</p> <p>Pupils' intended and actual destinations are tracked and evaluated.</p> <p>KS3 Subject review</p>	
<b>Careers Benchmark</b>	<p>At the end of each term, the school will complete Compass - the Careers Benchmark tool. Results of the assessment will be used to identify further improvements.</p>	<b>Termly</b>
<b>NEETS analysis</b>	<p>Yearly review of the destinations data and review the programme provided to pupils who may become NEET.</p>	

# EVALUATION

Priority	Actions	Expected Completion Date	Staff Responsible	Success criteria	Monitoring	Evaluation
Review the Careers Plan and delivery in light of the updated to the Gatsby benchmarks	<ul style="list-style-type: none"> <li>Review the delivery of Careers across the curriculum to ensure the new updates to the GBs are again met.</li> <li>Revisit the timing of the KS3 lesson delivery.</li> <li>Review and update the Careers Policy – including staff, student and parent voice.</li> </ul>	Dec 24 onwards	KMK HoDs	<ul style="list-style-type: none"> <li>Updated careers curriculum audit in place</li> <li>Careers policy updated including parent voice.</li> <li>Delivery is meeting updated requirements at all key stages and meet the needs of our community.</li> </ul>	Staff voice Student voice, Parent voice Drop ins	SLT
Embed and refine the delivery of The British Values and Protected Characteristics across all year groups	<ul style="list-style-type: none"> <li>Adjust the KS3 curriculum to ensure lessons focus on both PCs and BVs</li> <li>Meet with MH to look at the KS5 delivery and evaluate the impact of the programme.</li> </ul>	Ongoing Sept 2024 – July 2025	KMK PD teachers	<ul style="list-style-type: none"> <li>Planning and resources in place</li> <li>QA evident</li> </ul>	Subject review Lesson drop ins Book looks Staff voice Student voice, Parent voice Drop ins	SLT
Introduce and implement the Bridge Project and the Hospitality Projects	<ul style="list-style-type: none"> <li>Work with employer partners to deliver curriculum linked projects</li> </ul>	Summer 25	KMK	<ul style="list-style-type: none"> <li>Pupils can articulate the purpose of the projects and the associated career pathways.</li> <li>Pupils are aware of local businesses and entrepreneurial initiatives.</li> </ul>	System in place to record the evidence and tracks pupil progress against the success criteria	SLT
Careers QA	<ul style="list-style-type: none"> <li>Review the data from the FSQ and use it to further improve the Careers programme.</li> </ul>	Termly	KMK	<ul style="list-style-type: none"> <li>QA carried out for all key stages</li> <li>Actions to improve the programme identified for action.</li> </ul>	FSQ data discussed at SLT Improvements identified for refinement	



## The Twelve Key Employability Skills

ES1: Reading



ES5: Listening



ES9: Problem solving



ES2: Writing



ES6: Speaking



ES10: Creativity



ES3: Numeracy



ES7: Teamwork



ES11: Independence



ES4: Planning / Aiming High



ES8: Leadership



ES12: Resilience / Staying Positive





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