

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Careers Policy

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1.0 Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at St. Cuthbert Mayne. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

2.0 Aims and Objectives

The St. Cuthbert Mayne careers programme aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Ensure students' readiness to take their next step in their learning or career.

St. Cuthbert Mayne School follows the principles of the Gatsby Benchmarks (see references).

The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions post-16 and post-18
- Enabling students to develop the research skills to find out about opportunities
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.

3.0 Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices for Key Stage 4/GCSE, after Years 11 and 13
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career lessons during tutor time and/or Deep Learning Sessions from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future
- A meaningful encounter with a representative from the world of work each school year; this could be through work experience, Collective Worship (CW), careers talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the school can also be requested.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

3.1 Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

3.1.1 Events for Parents and Carers

Parents/carers are invited into school to discuss their son/daughter's progress at Parent Evenings. Form tutors facilitate discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Key Stage 4/GCSE Options Evening, Apprenticeship Information Evening (Year 11 and Y13 parents), and Post-18 Options/UCAS Evening (Year 12 parents).

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website and social media. A careers newsletter is sent home each term. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

4.0 Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

4.0.1 CDI Framework Sequential Scheme of Work The taught careers curriculum is structured sequentially around the six core learning strands of the Career Development Institute (CDI) Framework: *Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, and See the big picture*. Progressing from Year 7 to Year 13, the scheme of work ensures that skills are scaffolded to build self-awareness, deep labor market literacy, and robust transitional resilience.

Year Group	Key Theme	CDI Framework Focus	Core Learning Objectives
Year 7	<i>Aspirations & Self-Discovery</i>	Grow throughout life / Explore possibilities	* Identify personal strengths, interests, and how skills transfer to learning. * Challenge career stereotyping and explore a diverse range of industries.
Year 8	<i>The Changing World of Work</i>	See the big picture / Balance life and work	* Define what "work" is and examine how automation and future jobs alter the market. * Understand the relationship between qualification levels, job sectors, and salaries.

Year 9	<i>Options & Pathways</i>	Manage career / Explore possibilities	* Research labor market information (LMI) to guide GCSE/KS4 option choices. * Develop basic decision-making and negotiation skills for personal academic pathways.
Year 10	<i>Experiencing the Workplace</i>	Create opportunities / Grow throughout life	* Synthesize a professional CV, cover letter, and develop networking skills. * Evaluate personal growth, workplace etiquette, and technical skills during a work experience placement.
Year 11	<i>Next Steps & Transitions</i>	Manage career / See the big picture	* Critically assess post-16 pathways including Sixth Form, FE colleges, and apprenticeships. * Formulate a comprehensive application strategy with a secure back-up plan.
Year 12	<i>Professional Development</i>	Explore possibilities / Create opportunities	* Investigate post-18 options, optimizing independent research via Unifrog and higher education/employment fairs. * Maximize advanced professional networks during a second targeted workplace placement.
Year 13	<i>Future Readiness</i>	Manage career / Balance life and work	* Execute competitive UCAS, degree apprenticeship, or direct employment applications. * Refine interview techniques, budgeting skills, and strategies for managing the psychological transition out of compulsory education.

4.1 Years 7, 8 & 9

Key activities: KS4/GCSE options choices

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

Activities will support the KS4/GCSE options process

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

4.2 Year 10

Key activities: Work experience and mock interviews

Lessons include preparing to find and carry out work experience placements; CVs, application forms and application letters and; an introduction to post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV, Application Letter
- Experience at least one week in the workplace
- Be introduced to the different Post-16 pathways.

4.3 Year 11

Key activities: Interview Experience, Post-16 applications

Students will learn how to write a personal statement for post-16 applications; interview technique in preparation for mock business interviews; hear from guest speakers about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with IT access.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

- Develop their self-awareness and career management skills
- Experience a taster day in a sixth form or college setting
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

4.4 Year 12 & Year 13

Key activities: Post-18 applications, work experience

In Year 12, lessons include post-18 options, covering both university and alternatives to university. Students will take up one week's work experience. In addition, a range of other enrichment activities are available to support students to develop additional skills and knowledge.

In Year 13, students will have a mock interview, where appropriate, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of sixth form, all students will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

5.0 Career Guidance Meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

5.1 Needs-Based Referral

The referral procedure works as follows:

- Pastoral Leaders, Pastoral Support Officers, Sixth Form Team or SENCO/Inclusion Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- In Y11, form tutors priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete their own careers questionnaire in Y11 where they're asked about their career and post-16 ideas. Students are also seen in small groups early in Year 11 to discuss and

explore the different progression routes where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and on-going contact as the student leaves school.

5.2 Self-Referral

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Pastoral Support Officer or Pastoral Leader. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will record action plans on the SIMS system (to be reviewed) at school. Students will receive a copy and parents and staff have the option to see this information so they can support the process.

If a student is absent or fails to attend, an alternative time will be arranged.

6.0 Career Information

Career information is available through relevant displays and Year Group notice boards or cascaded via form tutors or through year group Ready to Learn sessions. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Online resources that we use include www.unifrog.org which we use to support students with all CEIAG information

6.1 External Providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school. The school has current external providers which include Careers South West (CSW), Next Steps South West (NSSW) & The Careers and Enterprise Company (CEC)

7.0 Management and Staffing

The Head of Careers (Martin Wright) is responsible for taking a strategic lead and direction for careers work in school; working under the direction of the Assistant Head with responsibility for careers and employability (Tracey Dearling), and working with the Pastoral Leaders and Pastoral Team.

The school contracts a qualified independent Careers Adviser to offer career guidance for an additional 19 days per annum

A broad range of staff support careers activities and careers learning at school including Heads of Year, Form Tutors and subject teachers.

7.1 Staff Development

Form Tutors are introduced to the concepts, aims and programme for CEIAG at St. Cuthbert Mayne at Teach Meets or year team meetings. The Head of Careers attends conferences and careers network meetings to keep up to date with best practice and legislation.

7.2 Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

7.3 Employer links

Links with employers, businesses and other external agencies continue to grow through Next Steps South West and by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

8.0 Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after St. Cuthbert Mayne School, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

8.1 Prioritised Access for Targeted Cohorts St Cuthbert Mayne School is dedicated to closing the disadvantage gap by ensuring that careers education, information, advice, and guidance (CEIAG) are actively leveraged to promote social mobility. Students eligible for Pupil Premium funding, those with Special Educational Needs and Disabilities (SEND), and other vulnerable cohorts (including Looked After Children or those identified as at risk of becoming NEET) will receive prioritized, enhanced, and

early-intervention support. To guarantee equity of opportunity, the school commits to the following targeted provisions:

- Early & Accelerated Guidance: Targeted cohorts are automatically prioritized for early-intervention, one-to-one impartial careers guidance meetings starting in Key Stage 3 to shape ambitious, long-term educational pathways.
- Bespoke Experiential Learning: These students will receive premium allocation and tailored assistance when securing work experience placements, attending employer encounters, and preparing for mock business interviews.
- Multi-Agency Alignment: The Careers Team will work in direct, continuous alignment with the SENCO, Pastoral Leaders, and the Inclusion Team to ensure career action plans complement student Education, Health and Care Plans (EHCPs) and pastoral welfare objectives.
- Supported Transitions: To prevent post-16 and post-18 destination drop-outs, the school will provide vulnerable students with extended transition support, including accompanied taster days at local colleges or universities and facilitated introductions to specialist external training providers

9.0 Monitoring and Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, World of Work day activities, mock interviews etc
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16 and post-18.

10.0 References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

<http://www.thecdi.net/Careers-Framework-2018>