

CAREERS ENGLAND WEBSITE ©

CEIAG Case Study: St. Peter's Catholic School, Guildford

The School

St Peter's is a voluntary aided Catholic school in the Roman Catholic Diocese of Arundel and Brighton. It is a mixed 11-18 comprehensive school located in Guildford, Surrey. Students travel from a wide area and there are approximately 1100 on roll, with 200 students in the Sixth Form. It has a strong culture of continuous development and its approach towards the provision of CEIAG is illustrative of this.

The Ofsted report of February 2013, in which the school was deemed "outstanding" in every category, stated that students in all year groups benefit from: ***'exceptionally strong advice and guidance about future education and career pathways'***.

Careers Education, Information, Advice and Guidance (CEIAG)

The school has a dedicated CEIAG Co-ordinator (who has a Level 6 qualification in Careers Education & Guidance, is a member of the CDI and is on the National Register of Careers Development Professionals). She leads a CEG group which consists of senior members of staff, including the Deputy Headteacher, Head of Life Skills, Post 16 IAG Manager, and Heads of Years 9, 10 and 11 and the Inclusion Manager.

The seniority of membership indicates the level of commitment shown to careers by the school management, who view careers education as a 'whole-school' responsibility, involving the whole school community – staff, parents, governors, former students, and members of the local business community. Working from a whole-school perspective to support students with their long term career has resulted in students making close and more explicit connections between their academic studies and future aspirations.

Curriculum

CEG is delivered to students at St. Peter's through discrete lessons, through integrated provision (as cross-curricular or embedded CEG) and through extended provision (as enrichment activities). Sharing a common or overlapping content with particular subjects facilitates cross-curricular links with CEG, for example with the personal development curriculum.

This cross-curricular theme is currently being extended in the school, to regularly include inspirational lectures in maths, history, English and business studies lessons, listening to webinars from eminent technologists in IT, inviting the Royal Navy to talk about rations in Food Technology, inviting past students to work with current students in science and law classes and inviting artists into school to talk about their work and career pathways to aspiring art students.

At Key Stage 4, students focus on Citizenship and the PSHE element is supported through discrete CEG sessions, and as extended provision in enrichment activities. These students benefit from opportunities to develop their employability skills and their practical knowledge of the workplace. At Key Stage 5, students attend regular workshops to help them with their applications to higher education or alternative routes.

The school has commissioned one-to-one careers guidance interviews for all Year 11 students and selected Year 8, 9, 10 and sixth form students - from two (external) fully qualified careers advisers, as part of a collaborative arrangement amongst the Guildford Schools Partnership.

KS4 Work-Related Learning Programme - including External liaison and Employer Engagement

The school has developed a bespoke work-related learning programme for Year 10 students, which forges close links with local businesses and business professionals. A week of careers activities enables students to meet staff from over 70 local businesses; there are informal discussion groups where employers visit school, and workplace visits where students gain insights on the nature of business.

The school attempts to meet the needs of all students by offering a comprehensive range of opportunities, including visits from and to businesses and organisations from the leisure, banking, arts, construction, retail, hotel and media sectors; often they are local branches of national or multi-national companies. Students learn to recognise that organisations are multi-faceted, covering a variety of career opportunities.

The careers programme makes strong efforts to promote STEM careers drawing on local expertise such as Surrey University and the Research Park. The school also invites into school a large number of engineers who are women, from a variety of engineering backgrounds including IT and the games industry, mechanical engineering, operations maintenance, chemical engineering, civil engineering and music technology.

Before developing this programme, St. Peter's was running a work experience week for Year 10 students in the Spring Term. The majority of students organised their own placements, but still over 40% of placements were in the retail, school or catering sectors - those sectors traditionally associated with work experience. As a result of The Wolf Report's recommendation to schools to move away from the 'tick box' KS4 work experience model and for schools to develop their own programme, St. Peter's moved their work experience provision to Key Stage 5 and devised this new work-related learning programme, which addresses what students particularly need to know at this stage in their education, i.e. about the wide variety of career opportunities available to them for their future lives and the entry routes into those careers, and about their local labour market. This helps them specifically with their 'next step' decisions.

CATHY THOMPSON (CAREERS CO-ORDINATOR) COMMENTS:

"We want to provide a programme that allows students to experience what working life is like, but also, we want to inform students about what is going on in their local labour market - for example, that we have a Research Park in Guildford which is linked to the University of Surrey and helps the academics to start businesses with their research. We also want to be able to spend more time helping students to develop their transferrable and employability skills - this programme helps them to identify their strengths and to learn more about themselves.

The programme consists of five days of a variety of activities, helping students to develop their knowledge about the options and opportunities available to them for their future lives, and to develop their own personal skills, to equip them with the tools to access those opportunities. Key to the success of this Programme is forging close links with local employers (the school works regularly with over 150 businesses and business professionals on this and other careers programmes).

On our Year 10 Business Day in Guildford, students can choose 2 companies of 30 to visit, to make their experiences relevant to them and to their interests. They learn about how a business is run, the working environment and employment opportunities. They learn that, for example, in Barratt Homes, all job opportunities are not just in construction - you can work in finance, marketing, the legal department etc.

Each business organises a programme of activities for the students including a tour of their business premises, a short task to give students an insight into their work and to learn first-hand about the world of work, and students meet people 'doing the job' so that they can ask them questions.

Students get to make non-alcoholic cocktails and pancakes in Jamie's, dress mannequins in Debenhams, be secret shoppers in House of Fraser, visit banks and building societies where they participate in financial games and have tours of the safe! They help with diagnosing mechanical problems in Land Rover, and visit 'new builds' with a construction company.

Students see small business start-ups and multi-national companies. They talk to employees who have worked their way up through the company and start to understand about the different employment entry routes. Staff accompany the students on their visits, which helps to inform them also about the local labour market.

On Year 10 Future Options Day, we invite into school 45 local businesses, organisations and past students to chat with our students about different professions and routes. All routes - university, college, and apprenticeships are covered, with local apprenticeship providers bringing current apprentices. Students get to choose who they would like to speak to (they can pick 5 professions to visit and 4 career paths to find out about), and sessions are short and informal to ensure the students get to find out exactly what they want to know. Businesses do small taster exercises with students to help them to understand the type of work involved in their profession.

Our Personal Development Day focuses on building the core personal skills: working with the Army, doing team building activities, problem solving, lateral thinking, getting the job done, knowing when to ask for help, contributing, and working in non-friendship groups.

As well as working with the Army, students have an opportunity to do a psychometric test, to help them recognise their strengths and interest areas, and listen to an award-winning global customer services expert on how to 'stand out' when making applications and on motivational techniques, (this feeds into our Practice Interview programme in Year 11). Application processes, even for school leaver programmes and apprenticeships, all too often now require students to go through a rigorous process of selection - some students will have the skills and experience to tackle this process, others will not. Cultural capital plays an important part in whether the student 'comes equipped' with these skills. However, there will be a number of students who don't benefit from this, and these sessions on personal development will help them to prepare for their future lives and maximise their chances of success.

Our Year 10 Business Game is run by SATRO (our EBP). Students are in non-friendship groups and set up a business for the day. They assign themselves roles and manufacture a product. Local business people mentor the groups, and staff act as bankers, suppliers and buyers. Students are in business dress and take the whole process very seriously and are highly competitive. They start to identify which role they enjoy in their 'company'.

On Sixth Form Taster Day, students can 'try out' 'A' level lessons to help to inform their future choices. Students who are considering a vocational pathway also have a trip to our local college campuses with a guided tour and presentation from their staff."

Students' views

Care is taken to gather feedback from students on the careers programme. For instance the Business Day in Guildford has been adapted on the basis of feedback. There has also been comprehensive feedback from the students about the whole Year 10 work related programme. 96% of students said that they would recommend this programme to other students.

Strategic benefits

The Senior Leadership Team and Governors at St. Peter's recognise the long and short-term benefits of giving high priority to CEIAG in school – long-term, to enable students to make an informed choice about their future lives, and short-term, to enable students to make closer and more explicit links between academic studies and future aspirations.

Underpinning Key Principles

- The opportunities provided should be relevant to the student's interests and any career plans
- Future development of the programme should be based on previous evaluation, particularly from the students
- Experiences should be inspirational, to encourage students to consider a variety of options
- Students should be aware of how the WRL programme fits into their whole-school careers programme, for example, through careers entitlement assemblies
- Students should receive advice on preparing for these opportunities to make sure that they gain the most benefit from them.

Quality

The school has recently been re-accredited with the **Investor in Careers** CEIAG quality award.

The external assessor for IiC commented:

"A strong commitment from the Head teacher, the involvement of senior managers, the enthusiastic support of the link governor, the active involvement of staff delivering elements of the programme and commendable team working all help to raise the profile of CEIAG/WRL and awareness of the benefits for students."

St. Peter's won the UK Career Development Award for Best Practice in Engaging Employers in Career Development, for the achievements of its KS4 work-related learning programme in November 2013 (CDI AWARDS CEREMONY).

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