



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

Careers Programme Schedule for Years 7 to 11 Academic Year 2022-23

Provider access policy statement

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical qualifications and apprenticeships.

This statement shows how our school complies with these requirements.

All students in years 8 to 11 at All Saints Catholic College are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point;
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, for example through activities and events such as options events, assemblies and taster event;
- Understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact Ms. A. Mealy, Careers Co-ordinator

Telephone: 020 8969 7111

Email: a.mealy@allsaintscc.org.uk

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St Charles Square, London W10 6EL

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A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

Please speak to our Careers Co-ordinator Assistant Head Ms. A. Mealy to identify the most suitable opportunity for you.

These events will run in line with any measures related to public health incidents, including COVID-19.

This policy statement will be updated in September 2023

Please see below an overview of the careers program at All Saints

By the end of KS3 all students will be able to;

- Begin to develop an awareness of individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- Be able to access careers resources via the library, Frog (VLE) and the school website
- Receive careers information and participate in Options Evening where they can access information about different curriculum areas and the implications of studying specific subjects at Key Stage 4
- Participate in careers events which give students an awareness of apprenticeships



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By the end of KS4 all students will be able to;

- Experience careers education, focused on personal development, knowledge and awareness of current labour market information, educational pathways and employability skills through assemblies and tutor group activities
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- Devise an action plan towards careers goals
- Have participated in workshops focusing on employability skills
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have written a formal letter e.g. covering letter
- Have been given impartial advice and guidance on post-16 education, employment, training and apprenticeships option

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Year 11		
Activity	Date	Gatsby Benchmark
Virtual assemblies on 6 th form college providers E.g. St John Bosco, St Charles, William Morris Sixth Form	Ongoing throughout the year	1, 3, 7, 8
Regular updates of post-16 information in Careers Year Teams channel	Ongoing	1, 2, 3, 7, 8
PHSE lessons used to re-visit important careers information <ul style="list-style-type: none">• Applying to further education• Applying to higher education	Wednesday mornings ongoing throughout the year	1, 3, 7, 8
Virtual and Live Q&A presentations from external speakers and speakers in association with Speakers 4 Schools from a range of employers STEM Experience included	Throughout the academic Year	1, 2, 3, 4, 5
Individual careers advisor meetings	Starting October and continuing throughout the year	1, 3, 8
Study hall careers sessions E.g. Organisation and time management, Writing personal statements, Interview strategies	October- December	1, 3, 6, 8

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Year 10		
Activity	Date	Gatsby Benchmark
Regular updates of information in Careers Year Teams channel	Ongoing	1, 2, 3, 7, 8
PHSE lessons used to re-visit important careers information <ul style="list-style-type: none">• Careers in STEM and the abolishment of gendered careers• Rights and responsibilities in the workplace• CV's	Wednesday mornings ongoing throughout the year	1, 3, 7, 8
Virtual live Q&A presentations from external speakers in association with Speakers 4 Schools from a range of employers STEM Experience included	From January onwards, approximately 2 a month	1, 2, 3, 4, 5
Reintroduction to and use of fasttomato.com to provide termly careers guidance	Every Term	1, 3, 4
Maths online Masterclasses with Kings College Royal Institute Heuristic Reasoning and the Art of Problem Solving	November 2022	1, 4, 5, 7
'Business Day' Conference: keynote speaker, breakout sessions key sector professionals, tailored activity sessions (interviews, CVs etc)	March 2023	
One-week off-site Work Experience or appropriate alternative in-school provision	July 2023	1, 2, 3, 4, 5, 6, 8

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Year 9		
Activity	Date	Gatsby Benchmark
Regular updates of information in Careers Year Teams channel	Ongoing	1, 2, 3, 7, 8
Individual careers advisor meeting (in preparation for choosing options)	March (tbc)	1, 3, 8
Virtual live Q&A presentations from external speakers in association with Speakers 4 Schools from a range of employers STEM Experience included	From January onwards, approximately 2 a month	1, 2, 3, 4, 5
PHSE lessons used to re-visit important careers information <ul style="list-style-type: none">• Self-discipline to achieve• Interpersonal skills• Human Rights Equality Act 2010	Wednesday mornings ongoing throughout the year	1, 3, 7, 8
Reintroduction to and use of fasttomato.com to provide termly careers guidance	Every Term	1, 3, 4

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Year 8		
Activity	Date	Gatsby Benchmark
Regular updates of information in Careers Year Teams channel	Ongoing	1, 2, 3, 7, 8
Virtual live Q&A presentations from external speakers in association with Speakers 4 Schools from a range of employers STEM Experience included	From January onwards, approximately 2 a month	1, 2, 3, 4, 5
PHSE lessons used to re-visit important careers information <ul style="list-style-type: none">• Budgeting and saving• National insurance and tax• Income and expenditure• Entrepreneurship	Wednesday mornings ongoing throughout the year	1, 3, 7, 8
Reintroduction to and use of fasttomato.com to provide termly careers guidance	Every Term	1, 3, 4
STEM related clubs e.g. Astronomy Club, Eco club	Ongoing	1, 4

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Year 7		
Activity	Date	Gatsby Benchmark
Regular updates of information in Careers Year Teams channel	Ongoing	1, 2, 3, 7, 8
Virtual live Q&A presentations from external speakers in association with Speakers 4 Schools from a range of employers STEM Experience included	From January onwards, approximately 2 a month	1, 2, 3, 4, 5
PHSE lessons used to re-visit important careers information <ul style="list-style-type: none">• Budgeting money• Shopping ethically• Needs vs wants	Weekly	1, 3, 7, 8
Introduction to and use of fasttomato.com to provide termly careers guidance	Every Term	1, 3, 4
STEM related clubs e.g. Science Club, Astronomy Club, Eco club	Ongoing	1, 4

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Appendix A: Gatsby Benchmarks

Benchmark 1: a stable careers programme with a careers leader

Meeting this benchmark means you:

- Have a stable, structured careers programme that has the backing of the senior leadership team
- Appoint someone to be responsible for your careers programme, and make sure they're appropriately trained
- Publish your careers programme on your website in a way that pupils, parents, teachers, governors and employers can access and understand it
- Evaluate the programme regularly, with feedback from pupils, parents teachers and employers forming part of this process

Benchmark 2: learning from career and labour market information

Meeting this benchmark means that:

- By the age of **14**, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options
- You encourage parents to access and use information about labour markets and future study options to inform their support to their children

Benchmark 3: addressing the needs of each student

Meeting this benchmark means:

- You tailor opportunities for advice and support to the needs of each student
- Your careers programme actively seeks to challenge stereotypical thinking and raise aspirations

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- You keep systematic records of the individual advice given to each pupil, and agreed next steps
- All pupils have access to these records to support their career development
- You collect and maintain accurate data for each pupil on their education, training or employment destinations

Benchmark 4: linking curriculum learning to careers

Meeting this benchmark means:

- All teachers link curriculum learning with careers
- You give every pupil the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. You should do this by the time they're 14

Benchmark 5: encounters with employers and employees

This means:

- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace
- Every year, from the age of 11, pupils should participate in at least 1 'meaningful encounter' with an employer.

A 'meaningful encounter' is where a pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

Benchmark 6: experiences of workplaces

This means:

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- Every pupil must have had at least one first-hand experience of a workplace by the time they're **16**
- Every pupil will have had one further experience of a workplace by the time they're **18**

This is **in addition** to any part-time jobs they already have.

Benchmark 7: encounters with further and higher education

Meeting this benchmark means:

- All pupils should understand the full range of learning opportunities available to them, including both academic and vocational routes
- By the age of **16**, every pupil should have a 'meaningful encounter' with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils
- By the age of **18**, all pupils who are considering applying for university should have at least 2 visits to universities to meet staff and pupil

Benchmark 8: personal guidance

This means:

- Every pupil should have opportunities for guidance interviews with a careers adviser. This person can be a member of school staff, or external, provided they're appropriately trained
- By the age of **16**, every pupil should have had at least 1 interview, and the opportunity for a further interview by the age of 18
- You make guidance interviews available whenever significant study or career choices are being made

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