



## MONKSEATON HIGH SCHOOL

### CAREER EDUCATION, INFORMATION AND GUIDANCE (CEIAG) POLICY

#### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	Annually
<b>Approval by</b>	Governing Body
<b>Approval date</b>	11 <sup>th</sup> October 2023

#### Publication:

<b>Statutory requirement to publish on school website</b>	Yes
<b>Agreed to publish on school website</b>	Yes

#### Review:

<b>Frequency</b>	<b>Next Review Due</b>
Annually	October 2023

## Purpose of this Policy

This careers policy is designed to explicitly outline our vision for careers (CEIAG) at Monkseaton High School. It serves as the basis for our careers programme and details the key processes we will follow to ensure we offer the best support for all our students.

As outlined by Barnes (2019) in the CDI's Briefing Paper Developing a careers policy: A briefing for schools, special schools, and colleges:

"A careers policy is a concise and accessible statement of the guiding principles which underpin the school's approach to the career learning and development of its students. It should cover the school's commitments in five key areas:

- values and vision
- statutory requirements and expectations
- learner entitlement
- management and delivery
- engagement of stakeholders and partners."

This careers policy does not work in isolation. The policy and our vision for careers fit within the whole school vision. To give additional context to this policy the following documents should be viewed;

MHS School improvement plan 2021-24 - [here](#)

MHS Careers Strategy 2021-24 – [here](#)

MHS Work Experience Policy – [here](#)

Careers Education Scheme of Work – [here\\*](#)

*\*SOW being updated for 2023-24 due to additional lesson being added to Y9 PD curriculum*

## Introduction

'Careers' remains a key focus within education and the DfE continue to push for all schools to achieve the 8 Gatsby Benchmarks. The importance of careers within schools has only been further enhanced with the release of the '**Government White Paper** Skills for Jobs: Lifelong Learning for Opportunity and Growth' (January 2021) which highlights the importance of lifelong learning, skill development and careers education for all – all of which must start in schools. Furthermore, for many young people the negative impacts of COVID are still lingering and it is vital that schools do as much as they can to ensure the missed careers learning and experiences are caught up so all young people can make fully informed decisions about their futures.

The Careers programme at Monkseaton High School remains strong and an integral part of everyday life for our staff and students. We are excited to continue this in 2023-24 and give our students a diverse range of careers focused experiences. We were delighted to achieve the Quality in Careers Standard (QiCS) in June 2021 which recognised the careers programme we have in place for our students at MHS. The feedback we have received from this has formed the basis of our strategy for the forthcoming period to make our school careers programme even more effective. We have subsequently undertaken successful year 1 and year 2 annual reviews as part of the QiCS and aim to undertake our re-accreditation assessment in July 2024.

## Gatsby Benchmarks

Everything we do in relation to careers at MHS is centred around achieving the 8 Gatsby Benchmarks. In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. These benchmarks are a central component of the DfE "Careers Strategy" that was first published in December 2017 and are what we as a school strive to achieve every day for all students at Monkseaton High.

1. **A stable careers programme** – a programme that is backed by the SLT, adequately funded and resourced, published on the website and systematically evaluated.
2. **Learning from career and labour market information** – students and parents/carers must be aware of current trends and patterns within local and national contexts.
3. **Addressing the needs of each pupil** – student detentions should be tracked for 3 years after year 11, accurate records kept of students' experiences, and career stereotypes challenged.
4. **Linking curriculum learning to careers** – careers should be a golden thread across all curriculum areas.
5. **Encounters with employers and employees** – all students should have meaningful encounters with employers on an annual basis.
6. **Experiences of workplaces** – all students should have 2 experiences of workplaces by the end of year 13.
7. **Encounters with further and higher education** – all students should be aware of all routes open to them, have encounters with HE/FE providers and visit HE/FE facilities.
8. **Personal guidance** – all young people should have access to impartial careers advice from year 8 onwards.

A detailed overview of the benchmarks can be found in the [DfE's careers guidance document](#) (updated Jan 2023). Additionally, there is the [CEC's Gatsby Benchmark Toolkit](#) which details what good practice looks like for each benchmark within a school setting

## Statutory requirements

This section gives an overview of the statutory responsibilities ('must') of schools outlined in the publication '[Careers guidance and access for education and training providers](#)' published in Jan 2023. It also details recommended good practice ('should') for high quality careers provision in schools.

1. Every school **must** publish details of their careers programme for young people and their parents.
2. Schools **must** name their Careers Leader and publish their contact details on the website.
3. Every school **must** ensure that students are provided with independent careers guidance from Year 8 to 13.
4. 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 for the purpose of informing them about approved technical education qualifications or apprenticeships\*.
5. Every school **must** publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

In addition to the statutory requirements above, the DfE (and CEC) recommend;

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1. Every school **should** appoint a named 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.
2. Every school **should** be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities.
3. Schools **should** continue to track student destinations for 3 years post KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement.

### **Provider Access Legislation (introduced Jan 2023)**

#### **[CEC guidance](#) + [DfE Careers Guidance \(p.42\)](#)**

The **updated provider access legislation (PAL)** has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

#### **What is the governing body expected to do?**

In schools and colleges, the governing body should provide clear advice and guidance on which the school or college leader can base a strategic careers plan which meets the legal or contractual requirements of the school or college. The plan should be developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out in this document. This plan should show how the careers programme will be implemented and how its impact will be measured. Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. The governing body must make sure that independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

In schools, the governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the 'Baker Clause'). This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point. The

governance handbook provides information on governors' other legal duties, for example making sure the careers programme and name of the Careers Leader are published on the website.

## Vision and Values:

### MHS Core CEIAG Aims

- To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.
- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in higher education and training
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- To foster links between the school, local businesses and further/higher education establishments.
- To enable students to experience the world of work and develop transferable skills, for example; independence; resilience; personal learning and thinking skills.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential.

## Management and Delivery

### Roles and Responsibilities

Governing body	<p>Appointed Careers Governors:</p> <ol style="list-style-type: none"> <li>1. Angela Towes (<a href="mailto:angela.towes@monkseaton.org.uk">angela.towes@monkseaton.org.uk</a>)</li> <li>2. Beverley Oliver</li> </ol> <ul style="list-style-type: none"> <li>• Review and approve the CEIAG Policy on an annual basis</li> <li>• Ensure that the school meets the statutory CEIAG requirements as stipulated by the DfE</li> <li>• Offer suggestions for improving the CEIAG provision in place at MHS</li> <li>• Encourage employer engagement in CEIAG programme and ensure education and training providers can access students.</li> </ul>
SLT	<ul style="list-style-type: none"> <li>• Hold the careers lead to account</li> <li>• Assist in the review and evaluation of the CEIAG provision in place</li> <li>• Offer suggestions for improving the CEIAG provision in place at MHS</li> </ul>
Careers Leader	<p>Appointed Careers Lead: <b>Sean Hay</b> (<a href="mailto:sean.hay@monkseaton.org.uk">sean.hay@monkseaton.org.uk</a>)</p> <ul style="list-style-type: none"> <li>• Co-ordinate CEIAG provision across the school</li> </ul>

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	<ul style="list-style-type: none"> <li>• Co-ordinate staff careers CPD</li> <li>• Co-ordinate the work experience programme (Y10/12)</li> <li>• Liaise with internal staff and external providers who contribute to the school careers programme</li> <li>• Monitor, review and evaluate CEIAG programme</li> </ul>
Faculty Leaders	<ul style="list-style-type: none"> <li>• Promote careers opportunities within their subject area(s) - ensure careers is regularly added and discussed as an agenda item in faculty meetings</li> <li>• Hold faculty staff to account if they are not delivering CEIAG in line with faculty and school plans</li> <li>• Assist in the delivery of CEIAG in subject areas (BM4 – careers in the curriculum)</li> <li>• Organise careers related trips and guest speakers</li> </ul>
Year Leaders	<ul style="list-style-type: none"> <li>• Organise careers related trips and guest speakers</li> <li>• Promote careers opportunities with year groups</li> <li>• Plan and oversee the effective delivery of the KS4 and KS5 careers tutorials</li> </ul>
All staff	<ul style="list-style-type: none"> <li>• Organise careers related trips and guest speakers</li> <li>• Promote careers within their subject area and outline links between subject curriculum and the world of work</li> <li>• Provide careers focused opportunities within subject area through trips, visits and/or guest speakers</li> <li>• May be required to deliver careers education within Personal Development (PSHE)</li> <li>• May be required to deliver careers tutorials within tutorial programme at KS4 and/or KS5.</li> </ul>

### **Staff Development (Continued Professional Development):**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will offer *at least* annual whole staff CPD on careers.

- CPD may be delivered by internal staff and/or external providers.
- Additional opportunities for CPD will be signposted and shared with staff when available.
- An annual record of staff CEIAG training will be maintained.

### **Funding and Resourcing**

The budget for careers is allocated annually. The budget is determined by the Local Authority, Headteacher (Jo Suddes) and Business Manager (Marie-Anne Dowson).

In addition to allocated school funds, the programme will utilise funding available from external sources including the Local Enterprise Partnership and the North East University Connect Programme.

The careers leader is responsible for the deployment of funding and/or resources – although approval for use of funds will be confirmed by the Headteacher and/or Business Manager.

### **Monitoring, Reviewing and Evaluating**

The implementation and effectiveness of the careers programme will be monitored and reviewed by the appointed careers lead. This will be done on-going throughout the academic year but also annually, at the end of the academic year. This process is vital to ensure the careers provision in place at MHS is relevant and meets the needs of our students.

To assist in the monitoring and evaluation of our careers provision we will use the following systems;

1. **Compass+** - this is an online system that enables the input and tracking of careers events and activities. It links with SIMS and can provide an accurate overview of the career's experiences of all students.
2. **Microsoft Forms Surveys** – Microsoft Forms will be used to collect feedback from a range of stakeholders. This will include students, parents, teachers and external partners. These surveys will be used to determine the effectiveness and enjoyment of the careers provision in place at MHS.

We believe that it is important that robust measurement, 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	Method	Due Date
1	Business Engagement	Businesses involved in NTLT events complete surveys – shared with MHS through Angie Paterson. Samples of business asked for feedback e.g. following work experience.	Ongoing across 2023-24
2	Faculty Contribution	A review of each faculty SEF to analyse the contribution to the whole school CEIAG program & completion of department audits.	Termly
3	Student Needs	Survey at the end of each year group activity to understand how well we met our student's needs and to identify improvements	Ongoing across 2023-24
4	Parent/Carer Needs	Selected sample of Parents/carers survey to complete annual CEIAG evaluation survey.	Final Half Term of 2023-24
5	Staff	Staff feedback to be collected after careers events (e.g. Skills North East Careers Event). PD staff and tutors provide feedback on delivery of careers education lessons/sessions.	Ongoing across 2023-24
6	Compass Evaluations	Careers lead to complete termly compass evaluations to highlight strengths and areas for development against benchmarks standards	Termly

### External Assessment of CEIAG at MHS

In addition to the internal processes we use for reviewing our careers programme, there are also external processes in place.

#### **Quality Awards – Quality in Careers Standard**

The Quality in Careers Standard (QiCS) is a nationally recognised award that schools can achieve based on external assessment of their careers programme and provision. The QiCS



award considers and assesses schools against the four main aspects of a CEIAG; careers education, careers information, careers advice and careers guidance. As stated by the DfE in their careers guidance document (Jan 2023) all state-funded secondary schools are “strongly recommended” to work towards, achieve, and maintain this national Standard as part of its **‘careers strategy’**.

MHS undertook external assessment as part of the QiCS in June 2021 and successfully met the criteria for the second outcome;

*“Making good progress towards fully meeting the Standard = Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.”*

This is the summary comments from our QiCS assessor;

“Monkseaton High School demonstrates a whole school commitment to CEIAG. Key to its achievements has been the professionalism and drive of its Careers Lead and the support of the senior leadership team, governors and staff. The school is making excellent development and has fine examples of good practice. I am delighted to say that Monkseaton High School is making good progress towards fully meeting the Standard (incorporating the Gatsby Benchmarks).”

The award is valid for 3 years.

A progress review will be undertaken annually.

Re-assessment will take place in 2024.

### **Ofsted**

Due to the importance of careers education in preparing young people for their future, Ofsted have increased their focus on careers (CEIAG) within their education inspection framework and have detailed this in the [schools inspection handbook](#). Careers, and CEIAG, falls within the personal development judgement – see specific sections from handbook included below.

### **Personal Development:**

313. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement is used by inspectors to evaluate leaders’ (including trust leaders’) intent to provide for the personal development of all pupils, and the quality with which the school implements this work. Inspectors will recognise that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.

314. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh’s Award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school’s work on the lives of individual pupils.

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### Careers provision on graded inspections

328. All schools providing secondary education are expected to provide effective CIEAG, in line with the statutory '[Careers guidance and access for education and training providers](#)', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

329. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (referred to in DfE guidance as 'provider access legislation'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

330. In assessing a secondary school's personal development offer, inspectors will assess the quality of careers provision and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the [Gatsby Benchmarks](#)
- the school's published information about its careers provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

331. If a school is not meeting the requirements of section 42B of the Education Act 1997, inspectors will state this in the inspection report. They will consider what impact this has on the quality of careers provision and the subsequent judgement for personal development. [School inspection handbook for September 2023 - GOV.UK \(www.gov.uk\)](#) (Date Accessed 11/09/2023)

### Stakeholders and Partners

<b>Parents/Carers</b>	At MHS we recognise the important role that parents/carers have in their child's future pathways and decisions. We therefore aim to support our parents/carers to feel confident and informed about assisting their child. Tailored support can be found via the careers section of the school website <a href="https://www.monkseaton.org.uk/parents">https://www.monkseaton.org.uk/parents</a> .
<b>Careers Support Agencies</b>	The school has an annual agreement with Connexions who provide our students with impartial information, advice and guidance relating to next steps, pathways and future careers. Please refer to the Connexions Service Level Agreement for more detail.
<b>Employers, Community Partners and Learning providers</b>	To ensure we offer a career programme that meets the need of our students we work with a vast range of employers and external providers. An annual record of the external providers we work with is maintained. In addition, we have an appointed enterprise advisor ( <b>Paul Nixon</b> , formerly of Henry Riley Construction

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	LLP) who assists in the review and effective implementation of the MHS CEIAG programme.
<b>North East Local Enterprise Partnership</b>	The school is part of the NE LEP careers hub. Through this the school works with enterprise co-ordinators to ensure our programme meets all statutory and recommended guidance. The LEP also offer staff CPD opportunities throughout the academic year.
<b>North Tyneside Careers Network</b>	The school is an active member of the North Tyneside careers network. Through this network the school careers lead attends half termly meetings where they hear from external providers, get local and national CEIAG updates, are able to share good practice around the Gatsby Benchmarks and network with local colleagues.

## Destinations

As part of the Gatsby Benchmarks – the guidance for schools on providing quality careers education, information, advice and guidance – it is proposed that;

*"Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school."*

To meet this proposal, we will do the following;

- On GCSE and A-Level results days the school will collect all next step destinations for students at post-16 and post-18. This will be shared with the SLT, school data manager, year leaders and connexions.
- Any NEET students will be supported by the school and assigned connexions advisor.
- MHS is further supported by the North Tyneside Connexions Service who track destinations of students for 3 years (where student permission has been granted). MHS receive termly and annual updates for previous cohorts.

## Careers Provision: Learner Entitlement

### Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths identified in middle school (or previous school) with a focus on transferable skills.
- Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE option in terms of career pathways and plan future within school.
- Students access independent and impartial advice via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

### Year 10 Careers Entitlement

- Students begin to explore 6th form options and interview techniques.
- Economic awareness developed further, and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students begin CV and cover letter writing.

- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience

### **Year 11 Careers Entitlement**

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students attend careers talks and fairs with employers and FE providers
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

### **Year 12 Careers Entitlement**

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience

### **Year 13 Careers Entitlement**

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years and apprenticeships.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.

- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.