

# Monkseaton High School

## CAREERS POLICY

Career education, information, advice and guidance (CEIAG)

### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	Annually
<b>Approval by</b>	Governing Body
<b>Approval date</b>	19.05.2021

### 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	June/July 2022

# Careers Education, Information, Advice & Guidance

## MHS Strategy 2021-22

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. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. 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.

The government and Department for Education (DfE) examination reforms cycle has been completed 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 school careers plan sets out how the school intends to provide a fit for purpose 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.

### 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 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
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

## Statutory requirements:

As defined by the **DfE** (October 2018) in their "Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff" document.

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The governing body must ensure that the independent careers guidance provided:
  - 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;
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to 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.
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed.  
The policy statement must be published and must include:
  - any procedural requirement in relation to requests for access;
  - grounds for granting and refusing requests for access;
  - details of premises or facilities to be provided to a person who is given access.
5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.
6. The School Information (England) Regulations 2008 require schools<sup>17</sup> to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997.

For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published

## What is the governing body expected to do?

7. The governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.
8. The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.
9. The governance [handbook](#) provides information on governors' other legal duties.

## Compliance with the duties and statutory guidance

10. In the event of suspected non-compliance with the duties and statutory guidance, our approach is for the parties involved to try to resolve the matter locally. This might include resolving a complaint in line with the school's published complaints procedure. If a complaint remains unresolved, the DfE School Complaints Unit will consider whether the school's statutory policies meet current education legislation and whether they have been adhered to. If the Department finds fault with a school's policies following a complaint, then remedial action could be taken. This could include an official or a Minister from the Department for Education writing to the school and, ultimately, the legal powers of intervention available to the Secretary of State for Education may be enforced.

# 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	Appointed Careers Governor: <b>Angela Towes</b> <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	Appointed Careers Lead: <b>Sean Hay</b> <ul style="list-style-type: none"> <li>Co-ordinate CEIAG provision across the school</li> <li>Provide staff CPD on an annual basis</li> <li>Liaise with external providers</li> <li>Monitor, review and evaluate CEIAG programme</li> </ul>
Subject Leaders ( <b>RALS</b> – raising achievement leaders)	<ul style="list-style-type: none"> <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> <li>Promote careers opportunities within their subject area</li> </ul>
Head of Year ( <b>PRALS</b> – pastoral raising achievement 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>Oversee the effective delivery of the KS4 careers tutorials</li> </ul>
All staff	<ul style="list-style-type: none"> <li>Organise careers related trips and guest speakers</li> <li>Promote careers opportunities within their subject area</li> </ul>

### Staff 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 annual whole staff CPD on careers. An annual record of staff CEIAG training will be maintained.

### Funding and Resourcing

The CEIAG programme will be funded in line with the allocated school budget as defined by the Local Authority, Headteacher and Business Manager. In addition to allocated school funds, the programme will utilise funding available from external sources including the Local Enterprise Partnership and the North East Collaborative Outreach Programme.

## Monitoring, Reviewing and Evaluating

The implementation of the careers programme will be monitored and reviewed by the appointed careers lead. This will be done 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	Survey at the end of each year group activity to understand how we can improve our relationships with local businesses	Ongoing across 2021-22
2	Department Contribution	A review of each department 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	Final Half Term of 2021-22
4	Parent/Carer Needs	Selected sample of Parents/carers survey to complete annual CEIAG evaluation survey.	Final Half Term of 2021-22
5	Staff	Staff feedback to be collected after careers events (e.g. Skills North East Careers Event)	Ongoing across 2021-22
6	Compass Evaluations	Careers lead to complete termly compass evaluations to highlight strengths and areas for development against benchmarks standards	Termly

## 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> , Henry Riley Construction LLP) who assists in the review and effective implementation of the MHS CEIAG programme.

## 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.