



**Careers Education, Information,
Advice and Guidance (CEIAG) Policy**

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SEND Policy
Safeguarding & Child Protection Policies
Single Equality Policy
Provider Access Policy

Linked Documents

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/careers-guidance-and-access-for-education-and-training-providers)

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Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Monkseaton Middle School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principals document makes direct reference to developing:

'knowledge, skills and attributes they (Monkseaton Middle School students) need to lead successful and happy lives'

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 2 and 3.

2.2 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, July 2021)

- 2.3 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 8 for the purpose of informing them about approved technical education qualifications or apprenticeships. At Monkseaton Middle School we will provide the opportunity from Year 5 to Year 8.

2.5 Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them. It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all young people at the school.

2.7 All members of staff at Monkseaton Middle School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of young people; CEIAG is not the sole responsibility of the Careers Lead.

2.8 It is important therefore that young people leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. Monkseaton Middle School will contribute to the preparations made to prepare young people for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all young people at the school receive a stable careers programme
- 3.1.2 To enable all young people to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each young person.
- 3.1.4 To link the curriculum learning to careers learning.
- 3.1.5 To provide young people with a series of encounters with employers and employees
- 3.1.6 To provide young people with experiences of workplace(s)
- 3.1.7 To ensure that young people have some encounters with further/ higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 8
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
 - 4.1.3 This advice must cover a range of education or training options
 - 4.1.4 This guidance must be in the best interests of the young person
 - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 8 in order to inform them about approved technical qualifications or apprenticeships. Monkseaton Middle School see it as good practise that where appropriate and possible, this provision be extended to Years 5 and 6.
 - 4.1.6 The school has a clear policy setting out the manner in which providers will be given access to pupils. (See Provider Access Policy) This policy can also be accessed on the school's website.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
- 4.3 Monkseaton Middle School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by 23 5 external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

5.1 The governing body will ensure that Monkseaton Middle School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 8.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

Management overview

- All staff contribute to CEIAG through their roles as tutors and subject teachers. The careers provision is managed by the SLT lead for CEIAG.
- SLT Lead for CEIAG; responsible for monitoring CEIAG provision and supporting the delivery of the CEIAG programme throughout the year.
- Angela Towse (Connexions) Careers Advisor; responsible for providing 1:1 career guidance.
- A designated careers-link governor, has responsibility for overseeing the quality of the career's guidance.
- The school also works with a World of Work Project Lead (Angie Patterson) on matters relating to employer engagement work.
- Staff development Training needs are identified and CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff.

6.0 Provider Access Policy

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.2 All pupils in years 7-8 are entitled:

6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.

6.2.3 to understand how to make applications for the full range of academic and technical courses. (not applicable to middle schools).

6.3 The Provider Access Policy shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or families to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

6.5 For all children in the 'first key phase' (Year 8 or Year 9), it is mandatory that they have two encounters for CEIAG

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

The Gatsby Benchmarks

Appendix 1

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, families, teachers, governors and employers.	☐ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. ☐ The careers programme should be published on the school's website in a way that enables pupils, families, teachers and employers to access and understand it. ☐ The programme should be regularly evaluated with feedback from pupils, families, teachers and employers as part of the evaluation process.
2.Learning from career and labour market information	Every student, and their families, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	☐ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ☐ Families should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	☐ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ☐ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ☐ All pupils should have access to these records to support their career development. ☐ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM	☐ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective

	subjects for a wide range of future career paths.	workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	☐ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces (Not applicable for middle schools)	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	☐ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. ☐ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	☐ By the age of 16, every pupil should have had 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 had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	☐ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Self-Development; understand themselves and the influences on them

Career Management: make and adjust plans, to manage change and transition

Career Exploration; Investigate opportunities in learning and work.

Curriculum Provision

Appendix 2

Intent

The CEIAG is a planned programme of learning experiences with learning outcomes for Year 5 to 8, which enable young people to:

- develop themselves through career and work-related education.
- learn about careers and the world of work.
- develop career management and employability skills.
- understand about Labour Market Information and the value of a good GCSE in Maths and English.
- understand about the importance of science and maths (STEM) and the creative subjects, and the varying occupations available in these subjects.
- begin to consider their next steps in learning or education, which could include further education, apprenticeships, traineeships, university or employment and understand the value of out of school opportunities to support their career aspirations, such as Big Bang, Primary Engineer and Leadership opportunities within school.

The careers programme focuses on the Gatsby Benchmarks, and these are at the foundation of our developing careers strategy. The 8 Gatsby Benchmarks are based on international research of what makes an excellent careers programme. The Gatsby Benchmarks are:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum to careers
5. Encounters with employers and employees
6. Experiencing workplaces
7. Encounters with further and higher education
8. Personal guidance

The North East's Strategic Development Plan also informs our CEIAG strategy, which is a blueprint for the activities that need to take place to improve the region's economy. In order to do this, we are supported by a North East Local Enterprise Partner who is provided by The North East Local Enterprise Partnership (North East LEP).

We pursue a varied and blended approach to the exploration of career pathways and the development of employability skills across the curriculum to ensure that pupils have the essential skills to be work ready.

The CEIAG curriculum is aspirational, ensuring all pupils are aware of the possibilities open to them. This is linked to the work in Personal Development where we believe in and build pupils' self-esteem and develop confidence and resilience so they can aim high and attain their career aspirations.

Guidance on Further/Higher Education, apprenticeships and career choices forms an integral part of this programme, along with pupils understanding the importance of career opportunities and progression. Representatives from outside agencies, universities and local providers and links with industry are involved in the delivery of careers guidance.

Assemblies and CEIAG opportunities are well planned to adapt to the pupils of different ages, with external agencies coming in to target specific age groups. Students have access to a wide range of literature both in

school and websites, along with a university visit, workshops and talks from other providers including apprenticeships and employers.

Implementation

Aims

The aim of this SOW is to ensure that, through appropriate CEIAG, all pupils:

- Have higher aspirations through challenging stereotypes and encouraging them to consider a wide range of careers.
- Make the most of their talents and go on to jobs or courses that suit their needs and potential.
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Ensure pupils entitled to Pupil Premium get access to a diverse range of Careers Opportunities
- Develop partnerships with external organisations to provide realistic and appropriate Careers Experiences within our setting as a middle school.

Interpreting the Gatsby Benchmarks

See appendix 1

- Self-Development; understand themselves and the influences on them.
- Career Management: make and adjust plans, to manage change and transition.
- Career Exploration; Investigate opportunities in learning and work.

Pupils with SEND

- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personal approach.
- All staff working with students will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- The school will work with families of pupils to help them understand what career options are available.
- Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs.
- Careers guidance will take account of the full range of relevant education, training, and employment opportunities.
- It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

STEM and careers

- We work to ensure that pupils understand that a wide range of career choice require good knowledge of maths and the sciences.
- We aim to expose students to a diverse section of professionals from varying occupations which require STEM subjects and emphasis in particular the opportunities created for both boys and girls.

- We recognise that there is a need to do this in particular for girls which are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

Example of past activities:

- STEM
- University educational visit
- Primary Engineer
- Big Bang
- Entrepreneurial skills

Pupils have the opportunity to work together in order to meet a specific brief or challenge and will be encouraged to work creatively to solve problems, overcome barriers, communicate effectively, develop ideas and present confidently through the planned Careers education programme in Year 5 to 8 and through the Year 6 Make £5 Grow enterprise activities, Coding Club and fundraising activities.

Unifrog

UniFrog is a platform which allows Monkseaton Middle pupils to research their futures. As well as interactive personality and interests' quizzes, pupils can also find about local labour market information, career progression, universities, apprenticeships and higher education courses. Pupils record their achievements in the 'Activities' area. As this information can be transferred to high schools it can serve as a reference point for writing personal statements and applications when needed.

Impact

A young person does not pass or fail in this area of learning but can reflect on their own learning and experiences and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young person's self-awareness and self-esteem. The impact of such a process is continuous and its impact may not be immediately obvious.