



MURRAY PARK SCHOOL

Title of Policy	CEIAG - Careers Education Information and guidance)
Date of adoption	Autumn 2019
Originator	Tim Taylor/Jan Woolley
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Additional information	Update May18 Data will be processed in line with requirements and protections set in the General Data Protection Regulation

Throughout this document Parent refers to Parent/Carer

Careers Policy

The legislation and guidance that informs our school's CEIAG policy

The policy is written in line with statutory guidance of the Education Act 2011 (updated Sept 2012), the DfE Careers Guidance and Inspiration in school statutory duties of April 2014, and Careers Guidance and access for education and training providers' statutory guidance of January 2018.

This policy is also informed by:

- The DfE Careers strategy: making the most of everyone's skills and talents of December 2017
- Advice from the Careers and Enterprise Company endorsed by the Careers Development Institute
- The Gatsby Benchmark Toolkit
- The D2N2 Employability Framework of January 2016.
- CDI framework 2019
- Skills Builder Partnership

DfE Careers Guidance and access for education and training providers of January 2018 references statutory duty of Section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8 to Year 13.

Careers guidance secured under the duty must:

- Be presented in an impartial manner;
- Include information on the full range of post-16 education or training options, including Apprenticeships and technical education routes
- Promote the best interests of those to whom it is given.

The Technical and Further Education Act of 2017 inserts section 42B into the Education Act 1997 and came into force in January 2018. This new law requires each school to ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. (See '**Policy Statement For Provider Access**' on the school website, which sets out how other educational and training providers can be given access to students.)

The Gatsby Benchmarks

Since January 2018, the government have set out an ambitious timescale of all schools to attain a measured improved careers provision by 2020 called the Gatsby Benchmarks, published by the Careers and Enterprise Company. (See appendix 1)

Murray Park School is addressing these benchmarks within the School Development Plan and by increasing the number of employer contacts for each student. The Senior Management Team and link Governor are fully committed to supporting the work of the Careers Leader

By using and returning to the provided Gatsby Benchmark self-assessment tool called Compass, our school's Career plan will be informed of our ongoing priorities and will help to reinforce our school's already longstanding commitment to careers education.

CEIAG is the responsibility of the Careers Lead. However, many other staff in school and external who influence the decision making and have responsibility for the delivery of the CEIAG.

In brief, the following are all involved:

- Careers Lead and Aspirations Careers Employability Coordinator - Tim Taylor
- Head Teacher Mrs Caley
- Careers Education Coordinator - Miss Woolley
- Head of PSHE - Mrs Hadden
- Work Experience Coordinator - Kam Balaghan
- School Governor for careers - Mark Fowler
- Independent Enterprise Advisor - Theresa Snell (Jury's Inn)

Many other members of staff will be involved in the delivery of the Careers Education Programme, in liaison with the Careers Lead. These teachers will be guided and advised by the Careers Lead, but will also have the opportunity to feed into the programme and contribute to its evaluation;

- Curriculum Coordinators
- Heads of Year
- SENDCo
- AP Manager
- All teachers of PSHE
- Careers administrative staff
- Local employers and careers providers

Resources

Careers Centre

The Careers Lead is responsible for the maintenance and development of the Careers Centre and managing the administration and information. Students are introduced formally to the Careers Centre for careers support and online resources during their employability lessons in Year 7.

The Careers Centre contains:

- The careers intranet page and moodle pages on the school computer system
- A variety of careers related books, magazines, leaflets and information sheets plus the intranet page which has up to date website addresses
- Apprenticeship information and training provider information
- Sixth form/FE College/University prospectus
- Qualification details
- Employment information
- Labour market information
- Access to telephone

Copies of some of these documents are also available in the library and the coffee bar.

Staff Development

Internal staff development for the academic year includes:-

- Training for the PSHE team at department meetings

- Information sharing and training for relevant form tutors and Heads of Year at year team meetings
- External Staff development for the academic year includes:
- Attendance at the Local Authority IAG meetings and relevant CPD opportunities for the Careers Lead and the Careers Education and Guidance Coordinator.

Evaluation

The success of CEIAG at Murray Park School is monitored and evaluated regularly through the ACE team weekly meetings. This will enable key developments for CEIAG to be incorporated into the School Development Plan, the Careers Department Development Plan and the PSHE Development Plan in the Summer Term of each academic year.

In order to monitor progress and identify key areas for development, the ACE Team will:

- Complete student surveys
- Complete parent surveys
- Audit the range of activities available to students over the year
- Audit the number of students involved in activities over the year
- Complete the Gatsby Benchmarks
- Prepare for Careers Mark accreditation
- Take staff views on the success of school careers activities
- Be fully aware of local and national priorities (by attending LA CEIAG meetings).

Career Programme

Careers and Life Skills at Murray Park

At Murray Park we firmly believe that students have the right to access free and impartial Careers Education and Guidance (CEG) and also learn about the world of work.

We believe that the CEG programme:-

- Is fundamentally important in helping to prepare our students for the challenges of adult life and the world of work.
- Is an integral part of students' personal and academic development
- Helps to motivate students to achieve their full potential both in school and after they have left Murray Park

The provision of CEG is delivered in taught sessions as part of PSHE lessons in years 7-11 and is further enhanced through form tutor sessions, special assemblies, and whole year events such as industry days, post 16 evenings and enterprise activities.

Year 7 - a programme of personal development and understanding of role in relation to others.

Year 8 - a continuation of Year 7 work and more challenging situations to help in the development of self-autonomy.

Year 9 - further progression from the foundations of earlier years with "Options Evening" being a key component of the year's programme combined with Progressions Pathway Talk and Industry

Day.

Year 10 - students will take part in WOW (World of Work) days which will involve local employer-led sessions including career talks, learning about Post 16 options and opportunities, Enterprise Challenges, CV workshops, Mock Interviews with Local employers and have other CEG related activities. All students will have the opportunity to take part in a week long Work Experience placement in a local company or organisation.

Year 11 - advice, information and guidance about 16+ opportunities, including visits to local Colleges, Sixth forms and Training providers, opportunity to book a more detailed careers interview with Mr Taylor or the Connexions Careers Advisor.

Entitlement

Entitlement needs of students:

Student Entitlement

During your time at Murray Park you can expect to receive the following Careers Education and Guidance.

Clear, impartial, and unbiased advice and information about all options available, so that you understand what they involve;

- Support and guidance to help you make choices and complete a career plan for the future
- Regular personal support with information on how well you are doing. And guidance to help you to make sensible decisions about what is right for you in the future
- Help to decide what to do when you leave school, including further learning, training or employment;
- A programme of careers education helping you to develop skills and knowledge to make choices and the transition to work and learning;
- The opportunity to be involved in making decisions about things that affect your learning;
- An opportunity to set out an individual learning plan

Parents may expect:-

- Information at key transition Parents Evenings about the CEG provided for the students through the Murray Park's Careers Team and the Connexions Personal Advisor.
- Help and guidance at critical stages in the students careers, such as, in Year 9 with Key
 - Stage 4 Options decisions
- Year 11 with 16+ choices.
- Easy access for contact and communication with careers staff.

This is implemented by:-

Murray Park's Careers Lead and the Careers Coordinator managing, reviewing and evaluating the agreed programmes and liaison with Tutors, Teachers, Heads of Years, Heads of subjects, Senior Management and Governors. An integrated programme of CEG and Employability lessons delivered through the PSHE programme, tutorial and subject areas, reviewed and agreed annually.

Implementation

The Careers Education and Guidance Coordinator is responsible for overseeing the planned careers programme / SOW. However all staff in the school have elements of CEIAG within their roles. The ACE coordinator is responsible to the Head Teacher who has responsibility for careers and IAG. Student guidance is managed by the ACE Coordinator (Careers Lead).

Work experience placements for KS4 students are coordinated by Miss Balaghan and are overseen by Mr Taylor

Staffing:

All staff are expected to contribute to the CEIAG programme through their roles as tutors and subject teachers. CEIAG is planned, monitored and evaluated by the ACE Coordinator in consultation with relevant staff. Careers information is available in the library in the careers education resources section and the ACE area in the coffee bar, which is maintained by the library staff as well as the careers lead and careers coordinator. There are a number of people who as a collective are responsible for the delivery of CEIAG in Murray Park School. These are:

- Aspirations Careers Employability Coordinator - **CAREERS LEAD** - Mr Taylor
- Careers Education Coordinator - Miss Woolley
- Head Teacher with overall responsibility for careers - Mrs Caley
- HOY with their year teams
- ACE Team

Mr Taylor is a QCG Level 6 qualified personal advisor. Murray Park is committed to ongoing CPD with the ACE team. There is a link governor for CEIAG at Murray Park School. This is a requirement set out by the DfE in the statutory guidance on careers and inspiration in schools as well as in the Governance handbook.

Role and responsibility of the CEIAG Link Governor:

1. Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.
2. Maintained schools must secure access to independent careers guidance for pupils in years 8-13. Many academies are subject to the same duty through their funding agreements.
3. Schools must have regard to statutory guidance, which sets a clear framework for the provision of advice and guidance. Academies without the careers requirement are encouraged to follow the guidance as a statement of good practice. It states that boards should:
4. Ensure that the advice and guidance provided is impartial, includes information on the range of options (including apprenticeships and other vocational pathways) and promotes the best interests of the pupils to whom it is given;
5. Provide clear advice to the Head Teacher on which a strategy for advice and guidance can be based that is part of a clear framework linked to outcomes for pupils; and
6. Consider the importance of providing pupils with access to inspiring activities through sustained contacts with employers, mentors and coaches.
7. The board can refer to departmental advice, which sets out some common features of inspirational, high quality advice and guidance. Source: *Governance Handbook November 2015*

Appendix 1: Overview of the Gatsby Benchmarks

Benchmark	Description	
<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it. 1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area. 1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>Every pupil, and their parents, 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.</p>	<p>2.1 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. 2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. 3.3 All pupils should have access to these records to support their career development. 3.4 Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.</p>

4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	4.1 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 workers within, a wide range of careers.
5. Encounters with employers and employees	Every pupil 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.	5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6. Experiences of workplaces	Every pupil 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.	6.1 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. 6.2 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 pupils 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.	7.1 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, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 7.2 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.	8.1 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.

