



MURRAY PARK SCHOOL

Title of Policy	CEIAG (Careers Education Information Advice and Guidance)
Date of adoption	Summer 2024
Originator	Jan Woolley and Tim Taylor
Date of review	Summer 2025
Additional information	Update May18 Data will be processed in line with requirements and protections set in the General Data Protection Regulation Updated January 2021 – Following leaving the European Union policy updated to refer to UK GDPR

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 the DfE Careers guidance and access for education and training providers (statutory guidance for schools and guidance for further education and sixth form colleges) July 2021 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. It also complies with the school's legal obligations under Section 42B of the Education Act 1997 and the Skills and Post 16 Education Act 2022.

This policy is also informed by:

- The DfE Careers strategy: making the most of everyone's skills and talents of December 2017
- DfE Skills and Post 16 Education Act 2022
- 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

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.
- Include Apprenticeships, T Levels and technical education routes.
- Promote the best interests of those to whom it is given.

Since January 2018, schools are required 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. It is mandatory for students in the 1st key phase (Y8 and Y9) and in the 2nd key phase (Y10 and Y11), to have 2 meaningful encounters with providers of technical qualifications, T levels, apprenticeships and training providers during school hours which informs the students about the opportunities available to them and possible career routes. (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 Leads

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. The introduction of 'Unifrog' to all students (and staff) and logging all careers related activities also feeds into this.

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

In brief, the following are all involved:

- Careers Lead and Head of CEIAG – Miss Woolley
- Aspirations Careers Employability Coordinator (and qualified Careers Lead) – Mr Taylor
- Head Teacher Mrs Caley
- Head of PD Mr Hyndman
- PD Lead Miss Woolley
- Work Experience Team
- School Governor for careers - Mark Fowler
- D2N2 Enterprise Co-ordinator – Helen Guyatt
- Independent Enterprise Advisors - Theresa Snell (Jury's Inn) Dan Webb (Rolls Royce)
- Industry Link – Mandy Jane Evans (Toyota)

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 (SLT, HODs and Subject Leaders)
- Heads of Year
- RALs (Raising Achievement Leaders)
- SENDCo
- AP Manager
- All teachers of PD
- Form Tutors
- Careers administrative staff
- Local employers and careers providers
- Post 16 and Post 18 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:

- Laptops for access to Careers advice through the Careers Section of the school website and the links provided.
- A variety of careers related books, magazines, leaflets and information sheets.
- Sixth Form / FE College / University prospectus
- Apprenticeship information
- 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 all relevant staff during INSET Days across the year
- Training for the PD team at department meetings
- Information sharing and training for relevant form tutors and Heads of Year at year team meetings.
- Teach Meets delivered by Careers Leads

External Staff development for the academic year includes:

- Attendance at the Derbyshire South Careers Hub meetings and relevant CPD opportunities for the Careers Leads.

Evaluation

The success of CEIAG at Murray Park School is monitored and evaluated regularly, through weekly meetings of Careers Leads and fortnightly meetings with SLT Link. This will enable key developments for CEIAG to be incorporated into the School Development Plan, the Careers Department Development Plan and the PD Department Development Plan ready for the start of the new academic year.

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

- Provide and evaluate student feedback surveys.
- Provide and evaluate complete parent feedback surveys.
- Facilitate the completion of Compass+ Future Skills Questionnaires by all year groups annually.
- Facilitate the use of Unifrog interest areas to plan enrichment activities.
- Facilitate the use of Unifrog for employers and students to evaluate work experience.
- 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 assessment on Compass+ towards the end of each term.
- Prepare for and complete Careers Mark evaluations biannually to maintain the school's accreditation.
- Take staff views on the success of school careers activities, both curricular and extra-curricular
- Be fully aware of local and national priorities (from the weekly D2N2 update and by attending Derbyshire South Careers Hub 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, Information, Advice and Guidance (CEIAG) and also learn about the world of work.

We believe that the CEIAG 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 CEIAG is delivered through the curriculum as part of PD 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 enrichment activities.

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Year 7 – An introduction to the world of work, the key transferable employability skills and the labour market. How to become an entrepreneur.

Year 8 – Development of employability skills, job sectors and different types of organisations including hidden jobs. What makes a company a good place to work?

Year 9 – In depth look at jobs and job sectors, linked to different subjects that students enjoy / are good at. 'Industry Days' where students get to try taster GCSE lessons, meet employers and gain more knowledge about Post 16 and 18 opportunities as part of the 'Options' process.

Year 10 – Planned enrichment activities to develop the areas covered in curriculum lessons including CV writing, Post 16 and 18 opportunities, T levels and apprenticeships and the chance to meet a variety of employers. Students also have the opportunity to participate in a week-long work placement with a local company, as well as a variety of targeted workplace visits.

Year 11 - Advice, information and guidance about 16+ opportunities, which build on areas covered in curriculum lessons. Post 16 Evening for students and parents. Visits to school during school hours by colleges, training providers, apprenticeship providers. Targeted visits to local Colleges, Sixth Forms and Training providers and the opportunity to book a more detailed careers guidance interview with Mr Taylor. All students have the opportunity to have a 'Mock Interview' with a local employer.

Throughout KS3 and KS4, every opportunity is made to ensure that students receive up to date impartial information about their future options, by inviting a variety of providers into school and organising targeted visits for students, thus fulfilling our legal obligations under the updated 'Skills and Post 16 Education Act' 2022.

Entitlement

Student Entitlement:

During your time at Murray Park, you can expect to receive the following Careers Education Information Advice 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. 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 complete an 'Employability Passport' each year identifying skills and qualities with examples of when you have used them.
- The use of Unifrog to keep a detailed electronic record of events and activities that they have been involved in.

Parents may expect:

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

This is implemented by:

- Murray Park's Careers Lead reviewing and evaluating the agreed programmes of study.
- Liaison with Tutors, Teachers, Heads of Years, Heads of Subjects, Senior Management and Governors.
- Delivering an integrated programme of CEIAG and Employability lessons through the PD programme, enrichment activities, tutor time and subject areas.
- Reviewing and updating the programme annually.

Implementation

The Careers Lead is responsible for overseeing the planned careers programme and schemes of work. However, all staff in the school have elements of CEIAG within their roles. The Careers Lead is responsible to the Head Teacher who has responsibility for careers and IAG. Student guidance is managed by the ACE Coordinator.

Work experience placements for KS4 students are organised through Unifrog, supported by the Careers Team, PD staff and tutors 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 Careers Leads in consultation with relevant staff. Careers information is available in the Careers Centre with extra resources in the library and the coffee bar.

There are a number of people with collective responsibility for the delivery of CEIAG at Murray Park School. These are:

- Careers Lead (Head of GEIAG) Miss Woolley
- Aspirations Careers Employability Coordinator (and qualified Careers Lead) Mr Taylor
- Head Teacher with overall responsibility for careers - Mrs Caley
- HOY and RALs with their year teams
- Staff who teach PD
- Tutors
- ACE Team

Mr Taylor is a QCG Level 6 qualified Personal Advisor. Murray Park is committed to ongoing CPD with the ACE team.

Careers Link Governor

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.
3. Schools must have regard to statutory guidance, which sets a clear framework for the provision of advice and guidance. It states that boards should:
 - 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.
 - 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.
 - Consider the importance of providing pupils with access to inspiring activities through sustained contacts with employers, mentors and coaches.

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*

Data Protection & GDPR

Data will be processed in line with requirements and protections set in the UK General Data Protection Regulation (UK GDPR)

Appendix 1: Overview of the Gatsby Benchmarks
(Including the latest Compass+ Review results March 2023)

Benchmark	Description	
1. A stable careers programme	<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>March 2023 100%</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.</p> <p>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.</p> <p>1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	<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>March 2023 100%</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.</p> <p>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>
3. Addressing the needs of each pupil	<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>March 2023 90%</p>	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>3.3 All pupils should have access to these records to support their career development.</p> <p>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	<p>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.</p> <p>March 2023 100%</p>	<p>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.</p>

<p>5. Encounters with employers and employees</p>	<p>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.</p> <p>March 2023 100%</p>	<p>5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>
<p>6. Experiences of workplaces</p>	<p>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.</p> <p>March 2023 100%</p>	<p>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.</p> <p>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.</p>
<p>7. Encounters with further and higher education</p>	<p>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.</p> <p>March 2023 100%</p>	<p>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.</p> <p>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.</p>
<p>8. Personal guidance</p>	<p>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.</p> <p>March 2023 100%</p>	<p>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.</p>

