



MARSHLAND HIGH SCHOOL

Careers Education, Information, Advice and Guidance Policy 2021/2022

Person Responsible: Mr D Saunders / Mrs C Whitehouse **Approved by:** Local Governing Body

Last reviewed on: February 2022 (website compliance check January 2022)

Next review due by: February 2023

Contents

1. Our Vision	2
2. Policy Scope	2
3. Our Commitment.....	3
4. Management and review	3
5. Implementation	3
6. Student Entitlement	4
7. Staff Development.....	4
8. Resources.....	4
9. Evaluation of programme and delivery	4
10. Partnerships/Service Level Agreements	5
11. Engaging the Parents and Carers	5
Appendix 1 : The Gatsby Benchmarks	6
Appendix 2 : Marshland Game Plan.....	8
Appendix 3 : Marshland High School Action Plan.....	11
Appendix 4 : Application for Provider Access	12

1. Our Vision

Our aim as a school is to provide an inclusive, effective and stable careers strategy that raises our students' aspirations throughout the entirety of their school career. This ensures that Marshland High School students are able to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in the workplace. To achieve this we strive to address the needs of each student by providing them with an enriching curriculum, including key experiences. This approach ensures that our students are fully equipped with the knowledge they are entitled to, to enable them to make informed decisions about important life choices.

2. Policy Scope

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, January 2018).

This policy accepts the eight Gatsby Charitable Foundations benchmarks as set out in the DfE guidance (Appendix 1).

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 11 to inform them about approved technical education qualifications or apprenticeships (Appendix 4).

All members of staff at Marshland High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students. CEIAG is not the sole responsibility of Career Leads.

3. Our Commitment

We are committed to meeting national and local expectations in relation to careers and work by:

1. Securing independent and impartial careers guidance for students 11-16, that includes information on the range of education and training options, apprenticeships and vocational pathways.
2. Decreasing the number of students not staying in education or training or entering employment for at least 2 terms after year 11.
3. Endeavouring to meet all 8 Gatsby Benchmarks by July 2022 (Appendix 1). This will be measured using the Compass+ toolkit.
4. Ensuring equality, diversity and inclusion is maintained through the careers and subject curriculums, breaking down gender stereotypes and raising aspirations for all students.
5. Recognising the importance of providing young people with real-life contacts and experiences from the world of work.
6. Working closely with NEACO, Jon Egging Trust, the WNAT Careers Advisor and other external providers to assist with raising aspirations for all students.
7. Encouraging our students to move on to post-16 education that is challenging and aspirational for them.
8. Identifying vulnerable students using the RONI report to support and prepare them for their next steps post-16.
9. Use of alumni to engage and support students within their careers education.

4. Management and review

Assistant Headteacher(s) responsible for careers will:

- Oversee the strategic vision, working closely with the Character and Culture Leads to ensure delivery of the strategy. In turn, we will also work closely with our form tutors, teachers, parents and external partners to ensure effective delivery of the careers strategy.
- Ensure that the school evaluates its careers provision termly using Compass+. Feedback will be shared with all stakeholders and will be used to inform strategic planning for improvements (Appendices 2 & 3).
- Update the school website as required ensuring compliance in line with DFE guidance and ratified by the link Governor.

Destination data for the last three years is kept securely by the Data Manager. This is available on request.

5. Implementation

Implementation will be achieved through a team approach, according to the activity and year group. Curriculum plans and our 'Game Plan' (Appendix 2) are available on our school website. All staff have a responsibility to include careers education within their teaching, and to raise aspirations of our students. All staff have received training in the form of CPD linked to careers in the curriculum.

We will work closely with external providers, including a range of post-16 providers. Please refer to Appendix 3, which states the way in which education and/or training providers contact school in order to inform our students and/or parents about further post 16 opportunities. Delivery will be in various ways such as; workshops, assemblies, lessons as part of Character and Culture and Skills for Life, and key events. Where possible, learning will be assessed and accredited e.g. The Brilliant Club. The impact of the learning will be measured using Compass+ and our school quality assurance process.

6. Student Entitlement

Year 7 - Introduction to careers, Unifrog and leadership skills.

Year 8 - Future careers prospects and personal skills for employability.

Year 9 - Choosing the right options for me; career pathways.

Year 10 - Post 16 and beyond.

Year 11 - Planning for the future

7. Staff Development

Staff training needs are identified in conjunction with a continual awareness of local and national careers agendas. The school will endeavour to meet training needs within a reasonable period of time.

Resources such as the National College, EEF and Unifrog are used to support staff development needs.

8. Resources

Assistant Headteacher(s) and Character and Culture Leads are responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate, particularly in conjunction with our local network of providers.

9. Evaluation of programme and delivery

The careers programme will be reviewed on a termly basis, using the Gatsby Benchmarks via the Compass+ toolkit. Service level agreements will be drawn up with key providers to evaluate involvement and impact of provision.

The effectiveness and impact of this strategy and the Career Provision Action Plan will be based on the following evaluation methods:

- Compass+ toolkit assessment.
- Collecting student and parent feedback twice per year.
- Student Voice in line with the school's Quality Assurance Calendar.
- Activity evaluation forms - recording initial reactions of students, teachers and employers of each activity.
- Impact of careers in the tutorial programme and Character and Culture lessons, assessed through year group deep dives.
- Due to Covid-19 there has been a need for some events to be delivered virtually. This will be kept under review and will be changed as necessary.

10. Partnerships/Service Level Agreements

Marshland High School currently:

- Deploys a Careers Advisor to contribute to fulfilling our obligation to provide impartial advice to our students. This contract is secured by the Trust.
- Works very closely with the NEACO team and actively involved in many of the opportunities and experiences they provide. The school has a NEACO champion and a UEA Outreach Officer who support students with career awareness and preparation. They aim to provide at least three encounters a year to all year groups under the categories:
 - Y7: Future Stars
 - Y8-9: Future Me
 - Y10-11: Discovery
- Has purchased a licence from Unifrog to help track careers encounters and provide information about post 16 careers pathways and employment.

11. Engaging the Parents and Carers

Parents and carers are encouraged to be actively involved in their child's careers education via the resources shared on a regular basis with the parents. In addition, parents also have access to www.unifrog.co.uk with their own individual login.

Appendix 1 : The Gatsby Benchmarks

<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:</p> <ul style="list-style-type: none"> - students, - parents, - teachers, - governors and - employers. 	<ul style="list-style-type: none"> ● 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, parents, teachers and employers to access and understand it. ● 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>	<p>Every student, 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>	<ul style="list-style-type: none"> ● 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. ● Parents 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 student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support needs tailored to each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> ● 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 subjects for a wide range of future career paths.	<ul style="list-style-type: none"> ● 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 effective 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.	<ul style="list-style-type: none"> ● Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*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.</p>
6. Experiences of workplaces	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.	<ul style="list-style-type: none"> ● 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.
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.	<ul style="list-style-type: none"> ● 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. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (member of staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> ● Every pupil should have at least one such interview by the age of 16.

Appendix 2 : Marshland Game Plan

Compass+ to be completed:

Last completed: 21st February 2022

Autumn Term: October 2021

Spring Term: February 2022

Summer Term: June 2022

Gatsby Benchmark & Score	Game Plan
<p style="text-align: center;">1</p> <p style="text-align: center;">A stable careers programme</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Marshland form time careers programme is linked to Unifrog, which is mapped out for each Year group. ● Visits from external agencies for assemblies will take place throughout the year including visits from CWA; Springwood sixth form; Armed Forces; Apprentice external agencies. ● Many soft and transferable skills are developed throughout the curriculum and within Character and Culture curriculum lessons. Every fortnight a new career is explored. ● The school will run a careers week and apprenticeship week each year to expand pupil knowledge of a variety of careers and pathways. ● NEACO live/ recorded lessons on careers will form part of the careers programme. ● Updated programme of study on the school website for access by students, staff and parents. ● Questionnaires provided to staff and pupils twice yearly to allow opportunities for improvements to be made. ● Questionnaires sent out twice yearly to parents to use their views when making further improvements. ● Year group deep dives are undertaken as part of the schools quality assurance.
<p style="text-align: center;">2</p> <p style="text-align: center;">Learning from career and labour market information</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Pupils can access Unifrog to develop skills required to access the labour market, such as interview tips; CV writing support and templates. Pupils further develop these skills in form time. ● Pupils can access Unifrog to identify resources on a variety of careers including videos of employees and their thoughts and advice about their career. ● Pupils have encounters with employers and employees through assemblies and targeted workshops. ● Pupils have the opportunity to attend a careers fair to engage with local and national employers. ● Parents can access Unifrog to support their child with investigating a career path.

<p style="text-align: center;">3</p> <p style="text-align: center;">Addressing the needs of each pupil</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Pupils can access Unifrog to provide insight into a range of careers and industries that students may not have considered or be aware of. We aim to challenge social mobility through the tutor programme and develop a knowledge of every student, no matter what the background. ● Staff can track pupil progress on completing courses and activities through use of Unifrog. ● KS4 pupils have the opportunity to consider future options through college, sixth form, university taster days or virtual experiences should physical day visits not be a viable option. ● Vulnerable pupils requiring additional support have one-to-one support provided by NEACO. ● Pupils with SEND have the opportunity to have small group visits to CWA to support pupils preparing for their next step in a new environment. ● Stereotypes are challenged through activities aimed specifically to break these down.
<p style="text-align: center;">4</p> <p style="text-align: center;">Linking curriculum learning to careers</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Character and Culture and Skills for Life prepare students for their future careers. Working on the soft skills needed to access employment. ● Subjects have schemes of learning that include links to careers that are explicitly taught within the curriculum to make the content being learnt in lesson relevant to real life.
<p style="text-align: center;">5</p> <p style="text-align: center;">Encounters with employers and employees</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Pupils have the opportunity to access a careers fair providing opportunities to speak to a variety of employers. ● Pupils have access to Unifrog, which provides videos of employees giving advice and thoughts about their chosen careers. ● Events organised within school using the alumni from Marshland High School with the Future First Organisation. ● Events supported by NEACO and Jon Egging Trust.
<p style="text-align: center;">6</p> <p style="text-align: center;">Experience of the workplace</p> <p style="text-align: center;">25%</p>	<ul style="list-style-type: none"> ● Encourage students to seek work experience around their school hours. ● Share virtual work experience opportunities with students using google drive.

<p style="text-align: center;">7</p> <p style="text-align: center;">Encounters with further and higher education</p> <p style="text-align: center;">70%</p>	<ul style="list-style-type: none"> ● Year 10 pupils have the opportunity to spend a day at a University (hasn't yet been a possibility since the Covid-19 pandemic) ● Strong links developed with Cambridge, Lincoln and UEA. ● Year 10 pupils will have the opportunity to experience either a Sixth form or college taster days.
<p style="text-align: center;">8</p> <p style="text-align: center;">Personal Guidance</p> <p style="text-align: center;">75%</p>	<ul style="list-style-type: none"> ● WNAT have a shared careers advisor, which our pupils have access to for face-to-face or virtual meetings as required.

NB. This is subject to current Covid-19 restrictions.

Appendix 3 : Marshland High School Action Plan

Benchmark	Areas to Improve	Actions	Outcomes	Timescale
1. A stable career programme	Ensure a thorough quality assurance process in line with the school process.	Year group deep dives to take place for careers. This would include monitoring of character and culture lessons as well as form time careers lessons.	Vigorous monitoring of careers teaching to identify key strengths and weaknesses to aid in continually improving CEIAG provision.	Jul 2021
2. Learning from career and labour market information	Encourage parents and carers to use Unifrog to support their children in identifying career path and labour market information. Publishing labour market information (LMI)	Regular text/ emails to parents to inform them of the opportunity they have to access Unifrog.	Parents can support pupils with making decisions about careers and their next steps. Labour market information is easily accessible to help inform students of their next steps.	Jul 2021
4. Linking curriculum Learning to careers	Careers links within lessons of all subjects.	Departments to add careers links to their scheme of learning. At least 2 per year group.	Pupils can relate what they are learning within the curriculum to future career possibilities.	Jul 2022
6. Experience of work places	Work experience available to all students, either as opportunity in the work place or through virtual tours.	Monitor work experience model pilots by other Trust schools, for potential use at Marshland.	Work experience forming part of the Year 10 curriculum	Jul 2023

Appendix 4 : Application for Provider Access

Introduction

This document 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 obligation under Section 42B of the Education Act 1997 (Baker Clause).

Pupil entitlement

All pupils in years 7-11 are entitled:

- 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;
- 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;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mr D Saunders

Telephone: 01945 584146

Email: d.saunders@marshlandhigh.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme available on the school website.

Please speak to our Mr Saunders to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations for discussion and agreement in advance of visits with the Careers Leader, or team member.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor for display in the Careers Section of the school library.