



MARSHLAND HIGH SCHOOL

Careers Education, Information, Advice and Guidance Policy 2022/2023

Person Responsible: Mrs C Whitehouse **Approved by:** Local Governing Body

Last reviewed on: October 2022 (website compliance check September 2022)

Next review due by: October 2023

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1. Our Vision

Our aim as a school is to provide an inclusive, effective and stable careers strategy that raises student 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, enabling 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).
- Covers the legal duty of schools to ensure that a range of education and training providers have access to pupils in Years 7 to 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, training or entering employment for at least 2 terms after year 11.
3. Endeavouring to meet all 8 Gatsby Benchmarks by July 2023 (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, East Anglia Enterprise Advisors, 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 Character & 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. Appendix 3 outlines 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 & Culture and Skills for Life, and key events. Where possible, learning will be assessed and accredited e.g. The Brilliant Club. The impact of learning will be measured using Compass+ and our school quality assurance process.

6. Student Entitlement

Year 7 Introduction to careers, Unifrog and leadership, organisation and resilience skills.

Year 8 Future career prospects and personal skills for employability, communication skills including public speaking and interviews.

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

Year 10 Post-16 and beyond. Writing CV's and cover letters, interview skills. Preparing for work experience.

Year 11 Planning for the future, post-16 options and applications. Post-18 options.

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 & 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 & Culture lessons, assessed through year group deep dives.
- Due to changes around Covid-19, some events continue 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 closely with the NEACO team and actively engages 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 them. In addition, parents also have access to www.unifrog.co.uk with their own individual login and a specific area with supportive information on the [school's website](#).

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: 6th June 2022

Autumn Term: October 2022
 Spring Term: February 2023
 Summer Term: June 2023

Gatsby Benchmark & Score	Game Plan
<p style="text-align: center;">1</p> <p style="text-align: center;">A stable career programme</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Marshland form time careers programme is linked to Unifrog, and mapped out for each year group. Along with developing soft skills such as leadership, organisation etc. ● 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 & Culture curriculum lessons. Every fortnight a new career is explored. ● The school will run a careers week and apprenticeship week assemblies 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 once 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 school's 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 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 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 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.

	<ul style="list-style-type: none"> ● School website shares links to others that support students and parents with labour market information. ● Super learning day includes a session for Year 10 students of how to access labour market information.
<p>3</p> <p>Addressing the needs of each pupil</p> <p>100%</p>	<ul style="list-style-type: none"> ● Pupils access Unifrog to provide insight into a range of careers and industries that they 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 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. ● Pupils have the opportunity to experience a mock interview day to develop and build skills.
<p>4</p> <p>Linking curriculum learning to careers</p> <p>100%</p>	<ul style="list-style-type: none"> ● Character & 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 lesson content and learning relevant to real life.
<p>5</p> <p>Encounters with employers and employees</p> <p>100%</p>	<ul style="list-style-type: none"> ● Pupils have opportunity to access a careers fair providing opportunities to speak to a variety of employers. ● Pupils have access to Unifrog with videos of employees giving advice and thoughts about their chosen careers. ● Mock interview day allows links to be made with employers. ● Events supported by NEACO and Jon Egging Trust. ● Careers day during SLD. ● Subject specific careers event e.g. Anglia water; Parliament trip etc.

<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"> ● Share virtual work experience opportunities with students using google drive. ● Carry out a work experience placement at the end of Year 10 for one week with a local or national company.
<p style="text-align: center;">7</p> <p style="text-align: center;">Encounters with further and higher education</p> <p style="text-align: center;">90%</p>	<ul style="list-style-type: none"> ● 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 day.
<p style="text-align: center;">8</p> <p style="text-align: center;">Personal Guidance</p> <p style="text-align: center;">100%</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. ● NEACO students have opportunity to work with outreach officer on a one-to-one or group basis.

Appendix 3 : Marshland High School Action Plan

Benchmark	Areas to Improve	Actions	Outcomes	Timescale
1. A stable career programme	Ensure regular feedback from invested parties.	Organise questionnaires to send to pupils regularly to monitor effectiveness throughout the year.	Gaps in student's knowledge and understanding identified and address by adapting the careers programme/ curriculum.	Jul 2023
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.	Regular emails to parents to inform them of the opportunity they have to access Unifrog and other useful websites and careers guides. Sharing labour market information with google classrooms.	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 2023
6. Experience of work places	Work experience available to all students.	Organise work experience for all Year 10 students for one week at the end of the academic year. Including CV writing and letter of applications.	Work experience forming part of the Year 10 curriculum	Jul 2023
7. Encounters with further and higher education	Ensure all students have opportunity to either visit; take part in an activity with or attend a talk/ presentation with a higher education provider.	Reintroduce the university visits (possibly Year 11 as part of a super learning day)	Students make informed decisions about their future pathways.	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 Mrs C Whitehouse

Telephone: 01945 584146

Email: mhs-careers-leader@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 Careers Leader Mrs Whitehouse 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 Leader for display in the Careers Section of the school library.

Events and opportunities will be advertised to students through google classrooms (where appropriate).