



MARSHLAND HIGH SCHOOL

Careers Education, Information, Advice and Guidance Policy 2023/2024

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

Last reviewed on: September 2023 (website compliance check September 2023)

Next review due by: September 2024

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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 complies with the school's legal obligations under Section 42B of the Education Act 1997

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 (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 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. These encounters will share information about both the provider and the qualifications they provide as well as the career routes those options could lead to. Where possible, the opportunity for students to ask questions will be provided. A list of providers can be found on our website <https://www.marshlandhigh.co.uk/careers-programme> . Providers wishing to request access please see appendix 4.
8. Provide opportunities to engage with companies in a variety of activities, including those that provide apprenticeships and T-levels. This could be in the form of assemblies; small group discussions; workshops; careers fairs. A list of providers can be found on our website <https://www.marshlandhigh.co.uk/careers-programme>
9. Identifying vulnerable students using the RONI report to support and prepare them for their next steps post-16.
10. 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. 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, and completing, 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.

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.
- Has purchased a licence from Unifrog to help track careers encounters and provide information about post-16 careers pathways and employment.
- Evaluates our progress against the benchmarks with The Careers & Enterprise Company using Compass+.

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	<p>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.</p>	<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	<p>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.</p>	<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	<p>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.</p>	<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	<p>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.</p>	<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	<p>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.</p>	<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: 26th February 2024

Autumn Term: September 2023

Spring Term: February 2024

Summer Term: June 2024

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"> ● Named careers lead with a wider careers team including the Character and Culture leads and Assistant Headteacher for KS4. ● Updated programme of study on the school website for access by students, staff and parents. ● Term of tutor lessons specific to careers linked to the relevant stage. ● Many soft and transferable skills are developed throughout the curriculum and within Character & Culture curriculum lessons. ● Opportunities for external employers and organisations to present information to students through assemblies and workshops. ● Questionnaires provided to staff, students and parents yearly to evaluate the provision and allow opportunities for improvements to be made. ● 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"> ● Students access Unifrog to develop skills required to access the labour market, such as interview tips; CV writing support and templates. Students further develop these skills in form time and super learning days. ● Students access Unifrog to identify resources on a variety of careers including videos of employees and their thoughts and advice about their career. ● Students have opportunity to attend our biannual careers fair to engage with local and national employers (Year 9-11). ● Parents can access Unifrog to support their child with investigating a career path. ● School website shares links to other agencies and websites 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. ● Updates related to careers, apprenticeships and pathways shared with students using satchelOne.

<p style="text-align: center;">3</p> <p style="text-align: center;">Addressing the needs of each pupil</p> <p style="text-align: center;">90%</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 and parents have access to Unifrog to enable them to track student progress on completing courses and activities through use of Unifrog. ● Students can access accurate records about their own careers and enterprise experiences through Unifrog. ● KS4 students have the opportunity to consider future options through college, sixth form, university taster days. ● Students 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. Subject audits have taken place considering images on PPT's to ensure they do not show stereotypes. ● Students have the opportunity to experience a mock interview day to develop and build skills. ● Students apply for work and have the opportunity to complete a weeks work experience in a career of their choice.
<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 & Culture in Key Stage 3 prepare students for their future careers. Working on the soft skills needed to access employment. ● Tutor time includes a term of careers education activities related specifically to their particular stage e.g. options; Post-16. ● 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 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"> ● Students have the opportunity to access a careers fair providing opportunities to speak to a variety of employers. ● Students 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. ● Some students attend events supported by Jon Egging Trust. ● Careers day during SLD involving employer workshops. ● Subject specific careers event e.g. Anglia water; Parliament trip, Recipharm; Court Room etc. ● Regular assemblies from employers and Alumni.

<p style="text-align: center;">6</p> <p style="text-align: center;">Experience of the workplace</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> ● Share virtual work experience opportunities with students using SatchelOne. ● Complete a work experience placement at the end of Year 10 for one week with a 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;">100%</p>	<ul style="list-style-type: none"> ● Students have the opportunity to spend a day at a University in Year 11. ● 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. ● All students will have at least one meeting with the career's advisor during the 5 years at Marshland High School.

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. Including encouraging more parents to submit a response.	Regular engagement with parents through newsletters with updates.	Engagement from all invested parties to ensure future improvements.	Jul 2024
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 through SatchelOne.	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 2024
4. Linking curriculum learning to careers	Improve curriculum delivery.	Through updating staff CPD and departments evaluating what they already do and how they can make this even better within their specific subject area.	Students can relate subjects to careers giving a really life purpose.	Jul 2024
6. Experience of work places	Work experience available to all students.	Work to ensure physical placements for all students. Avoiding having to use virtual work experience as a replacement where possible.	Work experience out in employment forming part of the Year 10 curriculum for all.	Jul 2024

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

Previous Provider Access

Please see our website:

<https://www.marshlandhigh.co.uk/careers-programme>

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, where this is appropriate to the curriculum. 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 Satchel One (where appropriate).