



Marshland
HIGH SCHOOL

Careers Education, Information, Advice and Guidance Policy 2025/2026

Reviewed by:	Governing Body
Approved:	December 2025
Review Date:	December 2026

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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, May 2025). 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 on a termly basis.
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 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 two years, where possible, 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 PSHCE, 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 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 once 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

Benchmark	Overview	Criteria for Schools
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:</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.
2. Learning from career and labour market information	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed advisor to make the best use of available information.</p>	<ul style="list-style-type: none"> ● During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options and next steps. ● Parents should be encouraged and supported to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> ● A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. ● Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. ● For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.

Benchmark	Overview	Criteria for Schools
		<ul style="list-style-type: none"> All pupils should have access to these records and use them ahead of any key transition points to support their next steps and careers development. Schools should collect and maintain accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of careers pathways.	<ul style="list-style-type: none"> In every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<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. * 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.
6. Experiences of workplaces	Every learner should have first hand experiences of workplaces to help their exploration of career opportunities and expand their network.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had meaningful experiences of workplaces.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), 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.

Benchmark	Overview	Criteria for Schools
8. Personal guidance	<p>Every pupil should have opportunities for guidance meetings with a career adviser. These should be available to all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers advisor, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16. • Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.

Appendix 2: 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 Bromcom (where appropriate).