

**Policy Title:**

**Careers Education Information and Guidance**

**Mortimer**



**Head Teacher: Simon Hignett**

**Leader: Jennifer Melia**

**Review Date: September 2024**

## Policy Introduction

All schools are expected to provide effective careers education, information, advice and guidance (CEIAG), in line with the statutory 'Careers guidance and access for education and training providers' to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

The personal development of our learners is a forefront of our Enterprise Education programme, where we provide opportunities for learners to receive high quality careers education.

To view our CEIAG curriculum for the academic year 2022 – 2023, please see our curriculum area of our website. .

## Aims

Our aim is to enable our learners to understand themselves, and provide learners with opportunities to raise their aspirations, inspire and challenge stereotypes.

Enterprise education is about taking an enterprising approach to teaching and learning. Enterprise education at Mortimer enables students to develop confidence, self-reliance and a determination to succeed. Enterprise encourages all young people to learn and develop in a way that meets their needs and develops *skills for learning, skills for life and skills for work*

Careers education at Mortimer follows the recommendations and statutory requirements from the Association of Careers Education and Guidance framework (ACEG) and incorporates Gatsby benchmarks. Gatsby Benchmarks can be found in appendix A of this policy. .

## Strategic Objectives 2021 – 2024

1. Improve engagement and raise attainment through embedding Enterprise Education in the curriculum.
2. Empower our learners and prepare for success in their next steps through high levels of engagement to learn and develop in a way that meets their needs and develops
3. Support students to progress to positive destinations and reduce the risk of NEET by:
  - i. linking curriculum learning to careers and LMI
  - ii. providing meaningful encounters with employers and providers

## Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

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 schools and guidance for further education colleges and sixth form colleges' January 2023.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix I of this policy.

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 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

All members of staff at Mortimer Community College 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 the Careers Advisor.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

The Career Curriculum has been developed to work towards meeting the Six Learning Objectives set by the CDI. The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge, and attitudes that individuals need in order to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to contribute to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge, and employability skills (the skills that you need for work and employment). The six learning areas can be seen in Appendix 2 of this policy.

## School Responsibilities

The school has a series of statutory duties:

All registered pupils at the school must have available to them independent careers advice from an appropriately qualified careers advisor in Years 7 to 11

- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- From years 7 – 11 learners will have access to a range of education providers. This advice must cover a range of education and technical options.
- This guidance must be in the best interests of the pupil and raise **aspirations and inspire learners**. All SEND, LAC and potential NEET students also receive impartial advice and guidance from James Shanks (Services for Young People) which is organised through the local authority.
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. (Baker Clause)
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Appendix 3. This policy and these arrangements must be published

## Governor Responsibilities

The governing body of Mortimer Community College will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks;
- meeting the school's legal requirements;
- Focus on the CDI's Career Development Six Learning Areas;
- the governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11;
- there will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## Advice for Parents and Carers

Careers advice is not just for young people, parents/carers also need support to help their children make tough and challenging decisions. Advice and support for parents and carers is published on our website and updated regularly.

**The National Careers Service** is also a good, reliable source of impartial advice and guidance. Their helpline telephone number is: **0800 100 900**.

[Connexions South Tyneside](#) are able to offer free independent advice for 16-year olds. They can be contacted via:

- Telephone: 0191 424 6326 or 0191 424 6657,
- Email: [connexions@southtyneside.gov.uk](mailto:connexions@southtyneside.gov.uk)
- Social media: Facebook page "[Connexions South Tyneside](#)"

'Careers Advice for Parents' is a website that has been set up by careers professionals and recommended by the UK Career Development Institute. Careers Advice for parents aims to give you an easy-to-read overview of all the essential facts on finding jobs and apprenticeships or choosing further and higher education courses which could make a real difference to your child's future careers prospects.

The Government have also published a site called Finding an apprenticeship-Gov.uk which has good advice on apprenticeships.

## Information for Employers

Here at Mortimer we are always looking to build strong links with business and industry. If you are interested in working with the school on any of the following projects, please contact Miss Melia on [jmelia@mortimer.school](mailto:jmelia@mortimer.school) or telephone **0191 456 6511**:

- Involvement in school careers fair

- Mentoring classes/groups of students
- Delivering industry workshops in school
- Delivering assemblies
- School visits to the workplace
- Supporting our Year 10 Work Experience Programme.

Our school measures and assesses the impact of our careers programmed on students by the percentage of students staying in education or going into employment after key stage 4.

## **Provider Access**

Introduction - This section of the policy 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 obligations under The Provider Access Legislation 2023.

All pupils in years 7-13 are entitled to:

At least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **Monitoring, Evaluation and Review**

The Headteacher will ensure that:

- the work of the Careers Advisor and CEIAG events are supported and monitored;
- the senior leadership team are updated regularly about CEIAG at Mortimer;
- the effectiveness of this policy will be measured in a variety of ways:
  - a. Feedback from stakeholders through mechanisms such as the Mortimer Community College student and parent survey;
  - b. Feedback and analysis of results of Mortimer Community College Compass Report;

- c. Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
  - d. the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- the governors of Mortimer Community College will review this policy every three years.

## The Gatsby Benchmarks

## Appendix 1

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p><b>2. Learning from career and labour market information</b></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>	<p><input type="checkbox"/> 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><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p> <p><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>

<b>4. Linking curriculum learning to careers</b>	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.	□ 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.
<b>5. Encounters with employers and employees</b>	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.	□ 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.
<b>6. Experiences of workplaces</b>	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.	□ 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. □ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<b>7. Encounters with further and higher education</b>	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.	□ 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. □ 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career 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.	□ 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.

# The Career Development Framework – Six Learning Areas

## Appendix 2



## Application for Provider Access

## Appendix 3

All pupils in years 7-13 are entitled to:

At least six encounters with approved providers of apprenticeships and technical education for all their students:

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- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.



# Management of provider access requests

## Procedure

A provider wishing to request access should contact Miss Melia.

Telephone: 0191 456 6511

Email: [admin@mortimer.school](mailto:admin@mortimer.school)

## Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor 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. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.