



THE MOUNTBATTEN SCHOOL

School Improvement Committee
Careers Education, Information, Advice and
Guidance Policy

Date of next review: September 2023

Company No. 07560175

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School vision

Promoting a career development culture is an essential part of the school's mission and ethos: 'We Care, We Respect, We Achieve'. The school believes that high-quality careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life beyond school and college. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance (CEIAG).

Definition

CEIAG is a means of developing a young person's knowledge, understanding, confidence and skills they need to make well-informed and considered choices for their future. Good CEIAG provision is also about raising aspirations, aiming high and avoiding making any assumptions about the limits on a young person's options; showing students all the opportunities available to them, whichever route they eventually take.

Consultation

The policy is written in consultation with governors and the Senior Leadership Team.

Policy Scope

This policy covers CEIAG given to all students in Key Stages 3 and 4 and is inclusive of all.

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 governing bodies, school leaders and school staff. (DfE, October 2018) and 'Careers Strategy' – making the most of everyone's skills and talents' (December 2017).

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved further and 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 The Mountbatten School are expected to be aware of this policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

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.

Staff responsibilities in school

- The overall responsibility for CEIAG is held by Deputy Headteacher Mr Martin (Student Progress), who is responsible for student progress and strategic curriculum development to ensure CEIAG provision meets the needs of all students. Mr Martin also oversees the Personal Development Learning (PDL) programme.
- The Careers Leader is responsible for the strategic careers development, budget oversight, coordination of Work Enrichment Days, and implementation and quality assurance of the careers education (CE) programme.
- A member of the Governing Body gives support to the CE programme.
- Tutors are responsible for the delivery of careers education in school.
- Individual teachers will ensure that lesson plans provide opportunities for using work related contexts and contribute to the development of CE within their department or curriculum area.

Aims and Objectives

The school aims to support and raise the aspirations of all learners and to ensure that they gain the understanding and skills they need to progress and succeed, thus not only contributing to the wellbeing of individuals but also to the wellbeing of their families, communities to which they belong, the wider society, businesses and the economy.

To offer a wide-ranging curricular programme to ensure that students, parents and teachers are well informed about careers-related pathways and opportunities.

The aims for work-related learning focus on the provision the school makes for opportunities for students to prepare for adult and working life. These include:

- To improve educational standards through using contexts that improve motivation and attainment for all students
- To ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs
- To improve students' understanding of the world of work and its demands
- To improve the quality of provision and guidance
- To increase access and choice for all students in post-16 education and learning
- To improve the transition of students from college to adult and working life.

The objectives of the CEIAG Policy are as follows:

- To ensure that all students at the school receive a stable careers programme

- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance.

School Responsibilities

The school has a series of statutory duties:

- All registered students at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias toward particular institution, education or work option
 - This advice must cover a range of education or training options
 - This guidance must be in the best interests of the student
- There must be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships as well as academic qualifications. Details can be found in Annex C
- The school must have a clear policy setting out the manner in which providers will be given access to students
- The school will base its careers provision around the Gatsby Benchmarks
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. Ofsted, Standard in Careers Award).

Linking the Gatsby Benchmarks to The Mountbatten School's Careers Programme

Gatsby Benchmarks

The Gatsby Charitable Foundation's 'Good Career Guidance' report brought together the best national and international research to look at what practical actions could improve careers guidance in England. It identifies eight Gatsby Benchmarks that define a world-class standard of excellent careers guidance. The school aims to meet the benchmarks as follows (full details can be found in Annex A):

Benchmark 1: A stable careers programme

- The CEIAG programme is coordinated by the named Careers Leader and has the full backing of the Senior Leadership Team and the governors.
- Staff contribute to CEIAG through their roles as tutors and subject teachers.
- The Careers Policy and access provider policy are published on the school's website.
- The Careers section in the library is well stocked and regularly updated by the Careers Leader, all tutor bases in Year 9, 10 & 11 have a copy of the local colleges' prospectus.
- Careers updates via the school's newsletter and website, regular briefings are held for parents:
 - Year 9: GCSE options and college / apprenticeships information
 - Year 10: Work Experience
 - Year 11: Post-16 options.
- The Career's section on the school's website provides a variety of resources relating to CEIAG and Personal Development Learning.

Benchmark 2: Learning from career and labour market information

- The school works closely with employers to secure external speakers across all year groups.
- Labour market information is distributed via the school newsletter and website.
- Students gain understanding of labour market information via dedicated careers software used during lessons and careers interviews, such as 'Fast Tomato' and 'Eclips'.
- The Careers Leader organises regular lunchtime workshops with employers.

Benchmark 3: Addressing the needs of each student

- Providing each student with at least one careers interview by Year 11 with an impartial and independent, fully qualified Careers Advisor, prioritising students who require additional support.
- School places heavy emphasis on supporting students to continue with a pathway at post-16 which is right for them as an individual.
- Providing access to external speakers and employers from a variety of industries and businesses, higher and further education establishments; training and apprenticeship providers.
- The school works in partnership with the Southern University Network (SUN), offering additional support for those living in target areas.
- Identifying and providing tailored support for students with additional needs, Pupil Premium and Gifted & Talented.
- In order to track students' engagement in careers activities and to identify those who need extra support, systematic records of participation are kept by the Careers Office in form of an Excel sheet and the Compass + Careers tracker tool. Students and their parents / guardians are given a copy of their career interview action plans to help them implement the advice given.
- The school keeps records of students' destination data for at least 3 years and reviews this data, alongside the careers programme, regularly to ensure students continue to follow meaningful post-16 pathways, thus reducing the risk of NEET students (Not in Employment, Education or Training).

- The Careers Department is looking at ways to engage alumni participation within Careers Education.

Benchmark 4: Linking curriculum learning to careers

- The Careers Leader works closely with subjects to co-ordinate and organise relevant events, such as STEM and Catering (encouraging students to complete the Junior Chef Programme at Eastleigh College).
- A training programme for teachers, including on the Gatsby Benchmarks, is currently being developed to ensure that careers education is embedded and linked to curriculum learning across all subjects.

Benchmark 5: Encounters with employers and employees

- Students have the opportunity for regular encounters with employers and employees through lunchtime workshops and during the National Apprenticeship Week. In addition:
 - Year 7: Assembly with an employer to launch careers education in summer term, working with the Hampshire Fire Service during Work Enrichment Day
 - Year 8: Assembly with an employer to launch careers education in spring term
 - Year 9: Assembly with apprenticeship provider, Careers Fair organised by outside agency, healthcare job carousel at local hospital
 - Year 10: assembly with employer to prepare for work experience, mock interviews, healthcare job carousel at local hospital, Careers Fair, College Taster Day
 - Year 11: Careers Fair.

Benchmark 6: Encounters with workplaces

- Year 10 students complete a week of work experience in the spring term.
- Year 10 and 11 visit a nursery as part of the Childcare Development course.
- The various subject faculties also run trips to local employers and places of work.

Benchmark 7: Encounters with further and higher education

- Students throughout the school have encounters with Further and Higher Education, especially in the Upper School. For example:
 - Year 7: University life (as part of careers education in summer term)
 - Year 9: College options and higher education (as part of careers education in autumn term), college prospectus in each tutor room, apprenticeship assembly, college visit for G&T students and those interested in Public Services
 - Year 10: assemblies with colleges and apprenticeship providers, university campus visit, college taster days for students who need additional support, Careers Fair
 - Year 11: assemblies with colleges and apprenticeship providers, university seminars, extended work experience placements for selected students, Careers Fair.

Benchmark 8: Personal Guidance

- The Careers Advisor offers one-to-one interviews to all students, offering additional support during GCSE options selections (Year 9), work experience placements (Year 10) and college / apprenticeship applications (Year 11).
- Careers interviews are scheduled on a Tuesday and Thursday and may be requested by students, parents / guardians and teachers.
- Careers Advisor is available to parents during the Year 9 and Year 11 Parent Evening.
- Parents and guardians are also welcome to sit in during careers interviews and will be given a copy of the action plan resulting from the interview.
- The school publicises information about all post-16 opportunities in and beyond the local area through flyers, articles in newsletter, information via tutors, parent emails, up-to-date information on the school website and leaflets posted on the noticeboard outside the Careers Office.

Implementation

Resources

- Funding is allocated in the annual budget.

Staff Development

- Staff training needs will be identified through regular planning meetings with the relevant staff members and their line manager. The Careers Leader is expected to attend regular CPD sessions.
- Close collaboration with Heads of Faculty to link careers education with the national curriculum and address staff training needs as required.

Curriculum, programme and partnerships

- The school's CEIAG programme is delivered through the Personal Development Programme in Years 7 to 11, taught in tutor groups for 35 minutes each week at a fixed time. The delivery is both formal and informal and permeates the whole curriculum. In addition, the programme is supplemented by assemblies, lunchtime workshops, external workplace visits and trips.
- The school works closely with the Local Enterprise Partnership, Hampshire Futures and the Eastleigh Consortium, engaging with other career providers to share best practice and work in a collaborative manner, sharing information and ideas.

Governor Responsibilities

The governing body 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
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 to 11

- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the Student voice, end of lesson survey and parent survey
- Feedback from external visitors to the school such as the Standard in Careers Award partner or Ofsted
- 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 The Mountbatten School will review this policy every three years.

Annex A to Careers Education and Guidance Policy – Overview of Careers Programme

Year 7	<ul style="list-style-type: none"> • Employer drop-in workshops • Employer assembly during National Careers Week • One term of Careers Education, covering: qualifications, changing world of work, stereotyping, Labour Market Information, Skills, Buzz quiz, Introduction to university, Engineering careers, Employment law • Work Enrichment Day: <ul style="list-style-type: none"> ○ Fast Tomato Careers Software ○ Insight into Fire Service / Emergency Services
Year 8	<ul style="list-style-type: none"> • Employer drop-in workshops • Employer assembly during National Careers Week • One term of Careers Education, covering: qualifications, what is work, skills, Labour Market Information, a range of jobs, languages and work, STEM careers, Green careers • Mini-options assembly • Work Enrichment Day <ul style="list-style-type: none"> ○ The Real Game
Year 9	<ul style="list-style-type: none"> • Employer drop-in workshop • Employer assembly during National Careers Week • One term of Careers Education, covering: apprenticeships, college

	<p>options, NHS careers, Higher Education, Fast Tomato, learning styles, study skills,</p> <ul style="list-style-type: none"> • Options information assembly • Apprenticeship assembly • Trips: Southampton University Hospital, G&T Itchen College, Get Inspired, Festival of Engineering / Creative Industries • Work Enrichment Day: <ul style="list-style-type: none"> ○ Enterprise challenge
Year 10	<ul style="list-style-type: none"> • Employer drop-in workshop • Employer assembly during National Careers Week • Apprenticeship and Work Experience launch assembly • One term of Careers Education, covering: Work experience, health & safety at work, writing a personal statement, interview tips, Fast Tomato • Work Enrichment Day: <ul style="list-style-type: none"> ○ Mock interviews ○ Workshops on body language and student finance • Trips: Southampton University Hospital, Public Uniformed Services at Itchen College, Get Inspired, Festival of Engineering / Creative Industries, Winchester University • College assemblies • Careers Fair
Year 11	<ul style="list-style-type: none"> • Employer drop-in workshop • Assemblies from local colleges and apprenticeship provider • Money and debt awareness • One term of Careers Education, covering: College Open Events, Careers Fair, college and apprenticeship applications

Annex B to Careers Education and Guidance Policy – Student Entitlement

Introduction

This section of the policy sets out the school’s arrangements for managing the access of providers to students 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 Section 42B of the Education Act 1997.

Student Entitlement

All students are entitled:

- A cohesive programme of work-related learning with clear and planned learning outcomes integrated into the whole school curriculum that enables students to develop skills and confidence to make realistic and informed decisions about their future

- A taught programme of CEIAG that helps students understand the changing nature of the world of work and to help students prepare for the transition to further education, further training or employment
- Access to quality Information, Advice and Guidance (IAG) services offering support and impartiality
- 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
- Appendix C shows the way in which education and training providers should get in touch with the school in order to gain access to students 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.

Annex C to Careers Education and Guidance Policy – Provider Access

Provider Access

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students 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 Section 42B of the Education Act 1997.

Management of provider access requests

A provider wishing to request access should contact the school's Careers Leader.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/guardians:

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 the school's Careers Leader 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 school's Careers Leader or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader in order for it to be distributed to students and parents / guardians.

Revised: September 2020

Policy approved by the School Improvement Committee Date 22.09.2020

Signed Date.....

Chair of School Improvement Committee