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# Careers Education, Information, Advice and Guidance Policy

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Assistant Headteacher – Teaching and Learning  
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## Appendix 1 Arrangements for Provider Access

### Introduction

Medway Green School is an independent school providing specialist education for students with a wide range of social, emotional and mental health needs and autistic students, in a safe and supportive environment. A number of pupils have experienced multiple placement breakdowns prior to joining the school.

We are passionate about providing far more than the educational basics. We want every child to feel that Medway Green is a school full of discovery and opportunity, where they can find out what's possible and where life could take them.

This policy has been produced using guidance from:

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

Career Development Framework – Supporting learners to improve their career development skills.

## School Vision

Mighty oaks, from little acorns grow

(adapted from Chaucer)

Motivation	Want to achieve
Inspiration	Make your ideas happen
Growth	In mind and spirit
Honesty	Be true to you and your values
Trust	In the people around you
Understanding	Knowledge and empathy
Optimism	The future is what you make it
Ambition	Be the best version of you
Kindness	Will always be returned

## Aims

At Medway Green School (MGS) we recognise that many of our pupils have come to us with previous experiences that have impacted on their education. However, every young person should be given every opportunity to reach their full potential. We recognise that this may look different for different individuals. We aim to give all individuals the skills, tools and experiences that they will be able to take with them when they leave us. We want all of our pupils to hold themselves in high regard and be ambitious. Through our careers education, we want all of our pupils to have the skills required to be confident in making informed decisions and their own futures.

Career guidance will be offered to every individual in KS3 and KS4 yearly through the curriculum they receive. Individualised guidance will be given to pupils, as and when needed for pupils in KS3 and KS4 by our Careers Lead, Harrison Earl. In KS4, it will be a requirement that pupils have a planned in one-to-one careers advice session at least once each academic year.

The information in this policy will be reviewed annually by the Careers Lead, and will consider any updated publications.

## Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Two, 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 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, January 2023)
- 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 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 all Key Stages and in all years and these events will impact upon all students at the school.
- All members of staff at Medway Green 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 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.

## Objectives

The objectives of the Careers Education, Information, Advice and Guidance 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 pupils 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 towards a 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 pupil
- 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. Cf. Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- Medway Green School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. 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 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 (eg. School Improvement Partner or Ofsted)

### The Gatsby Benchmarks

We use the Gatsby Charitable Foundation’s Benchmarks to develop and improve our careers provision and to ensure we fulfil our legal duties.

The Gatsby Benchmarks are:

1. A stable careers programme	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.	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	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.	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.
3. Addressing the needs of each student	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.	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.	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.
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.	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 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.
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.	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.

8. Personal guidance	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
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### **Pupils with Special Education Needs and/ or disabilities**

At MGS, all of our pupils have an Educational Health Care Plan which outlines their strengths and needs. Our Annual Reviews provide a collaborative approach to the support of our young people, including aspirations of the young people and their families. Our Special Educational Needs Co-ordinator, Zoey Relf is fully involved with all pupils and ensures that all staff have a rigorous understanding of the needs of the pupils in our school. Pupil Passports are updated regularly and reflect the future aspirations of each learner. The learning in our school reflects each learner as an individual and considers their starting points and what they will need to be able to achieve their full potential. All staff have a responsibility to support pupils with the skills, knowledge and experiences they need in order to achieve qualification or give them experiences that will allow them to make progress towards their aspirations.

### **The Curriculum**

Our Careers Curriculum is intertwined within the curriculum we offer. Teachers make links between current curriculum learning and potential careers. Throughout the academic year, pupils will have opportunities to attend assemblies and talks which will be organised by the Careers Lead.

Discrete learning linked to Careers will be delivered within the KS2 PSHE, KS2 Skills 4 Life, KS3 PSHE, KS3 Citizenship, KS4 PSHE (BTEC Level 2 Personal Growth and Wellbeing) and KS4 Citizenship. This learning will be tailored to the needs, interests and aspirations of each cohort of pupils. However, specific objectives will be covered in line with the Career Development Framework written by the Career Development Institution, which covers the following 6 areas:

- Grow throughout life
  - Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- Manage career
  - Manage your career actively, make the most of opportunities and learn from setbacks.
- Create opportunities
  - Create opportunities by being proactive and building positive relationships with others.
- Balance life and work
  - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- Explore possibilities
  - Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- See the big picture
  - See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

## **Provider Access**

### Work Experience

Our aim is that all pupils will leave MGS with some level of work experience, however, this will look different for every individual learner. By the end of KS4, all pupils will have had experience working in a role that they are particularly interested in. For some pupils, they will need to be supported by our staff whilst completing their work experience. For others, we know that they will be more independent and confident within their roles and therefore, will have less involvement from our staff. This will be assessed on a pupil by pupil basis.

### External Providers

Pupils in KS3 and KS4 will have opportunities to participate in talks delivered by education providers, employers and apprenticeship providers every year. This will be based on the interests of each cohort and will be tailored based on future aspirations.

## **Monitoring, Evaluation and Review**

At MGS, we know how important it is for our pupils to have a voice about the experiences we are giving them and the experiences they would like to have. Pupils will have regular opportunities to give feedback on the careers education they are receiving and to express what else they would like to know – teachers will receive this feedback and incorporate new learning into future lessons/ interventions etc. Feedback from pupils will be collated formally via a questionnaire every term which will then inform the action plan written by the Careers Lead.

In addition, feedback from members of staff, parents/ carers and employers will also be collated on a regular basis to inform future actions for our career's curriculum.

The Careers Lead uses the Compass Careers Benchmark Tool on a yearly basis to support us in tracking the progress of our Careers Curriculum. The Tracker Careers Planning Tool is then used to help us build and manage our careers plan against each of the Gatsby Benchmarks.



## **Application for Provider Access Appendix 1**

### 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 obligations under Section 42B of the Education Act 1997.

### Pupil entitlement

All pupils in years 7-13 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 Harrison Earl.

Telephone: 01634 968420

Email: Harrison.Earl@medwaygreenschool.co.uk

#### 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 Lead 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.