



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

CAREERS POLICY

Approved by: Student Affairs Committee
Last reviewed on: September 2022
Next review due by: September 2023

MAYFIELD GRAMMAR SCHOOL, GRAVESEND

Careers Education, Information, Advice and Guidance and Work-related Learning Policy 2022-2023

School Vision

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL), Mayfield Grammar School, Gravesend seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Schools have a statutory duty to provide pupils with access to independent, impartial careers guidance in Years 7-13.

Aim of the MGSG Careers Programme:

- Students leave Mayfield Grammar School, Gravesend able to access employment, further education or training.

The programme also:-

- Contributes to improving achievement, by raising aspirations and motivation.
- Supports inclusion, challenges stereotyping and promotes equality.
- Encourages participation in education and/or training beyond 16+ and 18+
- Develops enterprise and other skills valuable in the world of work.

Policy Scope

The Department for Education's [Careers Strategy](#) was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. At Mayfield Gravesend Grammar School, Gravesend, our Careers Leader, Miss Johnson is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 13, which meets the eight Gatsby Benchmarks for careers guidance.

Mayfield Grammar School, Gravesend adheres to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

Furthermore, we ensure that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018 and July 2021) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career 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 13 for the purpose of informing them with about approved technical education qualifications or apprenticeships.

All members of staff at Mayfield Grammar School, Gravesend 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 leader.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework.

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 13
- 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 13 in order to inform them about approved technical qualifications or apprenticeships.
- 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.

Mayfield Grammar School, Gravesend 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)

Governor Responsibilities

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

- 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 pupils in Years 7-13.

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

Provider Access.

This section of the policy sets out the schools arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the providers education or training offer. This complies with the schools legal obligations under section 42B of the Education Act 1997.

All pupils in Years 7-13 are entitled:

- To find out about Technical education qualifications and apprenticeship 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.
- To understand how to make applications for the full range of academic and technical courses.

Commitment

Mayfield Grammar School, Gravesend is committed to:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers. This includes the provision of independent, impartial Careers Guidance by our Level 6 qualified Careers Leader Miss Johnson (Level 6 Qualification In Careers Guidance and Development and Level 4 NVQ in Advice and Guidance)

- Providing IAG which is impartial, unbiased and is based on their needs.
- Ensuring that the CEIAG and WRL programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011), April 2014 Statutory guidance: Careers guidance provision for young people in schools (2014), as well as guidelines from Ofsted and the Career Development Institute

DfE Careers strategy: making the most of everyone's skills and talents December 2017 – Gatsby Benchmarks

Careers guidance and access for education and training providers January 2018

- MSGG is committed to continuing to deliver CEIAG to the standard of the Investors in Careers quality award for CEIAG and to meeting the standards set out in the Gatsby benchmarks.
- MSGG is also committed to providing all students with access to information from other educational providers. (See appendix for the Provider access policy).

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, work-related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and special needs/ASD.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Mayfield Grammar School, Gravesend, to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Mayfield Grammar School, Gravesend, aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

1. Developing yourself through careers, employability and enterprise education
2. Learning about careers and the world of work.
3. Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework.

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found in (Appendix 1).

Implementation: Management

The Careers Leader plans, co-ordinates and evaluates the careers programme and is responsible to the Assistant Headteacher Post-16. Work experience is planned and implemented by the Careers Leader. The Careers Leader works closely with the Senior Assistant Headteacher – pastoral care and the Learning Leaders for each year group. Applied subjects across the school have a focus on career development and work-related learning.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the PSHE team in all year groups. The CEIAG programme is planned, monitored and evaluated by the Careers Leader, who also plans and implements work experience for students. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader. Careers information is available in the Careers Library, on Unifrog, the VLE, and through the MGSG Careers Twitter account.

Implementation: The CEIAG Programme

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including work experience) and individual learning planning/portfolio activities which are recorded on Unifrog.

Careers lessons are part of the school's PSHE programme and the Preparation for Working Life qualification. Other focused events, e.g. a higher education evening are provided in Year 12 and Work experience takes place at the end of Year 11 and students prepare for work experience in Year 11 PSHE lessons. Students are actively involved in the evaluation of activities including work experience through lessons and in written and verbal feedback. Additional work experience and voluntary work is undertaken in the Sixth Form during enrichment sessions on a Wednesday afternoon and around timetable and holiday commitments.

The Careers Programme at Mayfield Grammar School, Gravesend is distinguished by the personalised nature of the support given to each student. All students receive at least one careers interview with the Careers Leader in Years 11, 12 and 13. Additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. The Careers Leader is central to providing guidance to students on pathways beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. In addition, the Careers Leader provides an important contribution to the planning, design and delivery of all aspects of our careers education including PSHE and Parent Meetings, allowing for current labour market intelligence to inform these processes. All students are able to request a careers interview at any time during their school education by emailing the Careers Leader.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition and between education and the world of work.

Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.

The programme is provided to pupils and students through:-

- The PSHE curriculum via targeted lessons;
- PREP lessons in Year 12
- General Lecture sessions
- Tutor and mentoring activities;
- Careers interviews;
- Careers presentations and activities;
- Careers activities with employers;
- Enterprise activities including guest speakers;
- The Work Experience programme;
- Attendance at a UCAS Convention;
- Annual Oxbridge Conference

- University Visits
- Apprenticeship talks

- Recording and researching careers related activities on Unifrog.

Staff Development

Staff training is identified by a needs analysis and planned for in the SIP. The Careers Leader attends regular meetings with the North Kent CEIAG group and is supported by a Careers and Enterprise Advisor with the Careers and Enterprise company who provides support and links with local employers and apprenticeship providers.

Employment partnerships:

Firm links have been established with a wide range of employers, particularly through the provision of work placements. Employers visit the school to run work related activities with pupils and to speak to pupils about a range of employment sectors. Pupils take part in employability and enterprise competitions run and judged by local and national employers, eg, NHS, Consumer of the Year, Young Masterchef. Pupils are also encouraged to volunteer within the local community and links exist in the local centre for voluntary services and local businesses.

We have careers speakers visit, covering a wide range of careers and occupations, making use of alumni and friends of the school.

Local employers and academics visit the school and provide Mock interviews for Year 13 students in Term 2. Students provide a CV and covering letter to the interviewers, who give them feedback on the quality of paperwork and of the presentation of themselves at interview.

Focused Academic practice interviews are also offered to Year 13 students who are applying to Oxbridge or Competitive courses; these are run in Conjunction with our local MP and his associates.

Apprenticeships

Students are able to access guidance via the MGSG Apprenticeships booklet and Twitter feed. They also receive one-to-one advice through their Careers Interview. We regularly invite employers and apprenticeship providers into school to talk to students about apprenticeship options during the General lecture slot and PSHE sessions. The annual Higher Education evening for Year 12 students also features a session about Higher and Degree apprenticeships to ensure all options are promoted in school.

Further and Higher Education Links:

Strong links exist with local further education colleges and universities throughout England. Year 12 students are encouraged to visit universities prior to application. Universities also come into school to work with pupils. We attend the annual Oxbridge Conference and visit an Oxbridge college every year. We mentor students to help them prepare for their Oxbridge interview day.

Students are alerted to the many lectures and events held by local and London universities and all Year 12 have the opportunity to visit a UCAS Higher Education Convention at Detling showground.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Leader is responsible for the effective deployment of resources.

- Accommodation – a resource area is located near the Learning Resource Centre. We have an extensive Careers Library, PCs and prospectuses for the UK universities as well as for local colleges. We have a designated careers conference room where students can have one-to-one advice and guidance interviews.
- Access to ICT for staff – a selection of careers resources are available on the school network/VLE and on Unifrog.
- The Careers Leader and the Senior Assistant Headteacher, pastoral care, update careers and HE information via the MGSG Twitter account.
- Budget provision – funding is provided annually from the School budget.

Monitoring, review, evaluation and development of CEIAG

Our partnerships are reviewed regularly. The following provision is reviewed by the PSHE Coordinator and the Careers Leader:-

- Lesson and tutor observations within PSHE lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student groups, questionnaires and focus groups. Resulting action points then feed into the following year's planning process to ensure they are addressed.
- Review of Investor in Careers, portfolio to ensure School is best placed to meet the requirement of this kite mark.

Assessment

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHE Careers lessons and revisited at the end of lessons to assess whether they have been achieved. Students are also encouraged to complete a short MS Forms questionnaire following their Careers Interviews.

- Contributes to improving achievement, by raising aspirations and motivation;
- Supports inclusion, challenges stereotyping and promotes equality;
- Encourages participation in education and/or training beyond 16+ and 18+;
- Develops enterprise and other skills valuable in the world of work;

Careers Leader

Policy Reviewed: October 2022

Appendix 1

Work-Related Learning and Careers Education, Information Advice and Guidance Statement of Entitlement

As a pupil at Mayfield Grammar School, Gravesend, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

All students can expect ...

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice

Also, to not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Lower School:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- Be able to access careers resources via the LRC and the Careers VLE.
- Be set targets and review progress through Academic Tutoring.
- Receive careers information and on-going support from staff such as your Tutor

By the end of Upper School:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor group time and one-to-one interviews.

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a curriculum vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources via the LRC and the Careers Departmental Website
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities
- Have opportunities to evaluate individual achievements e.g. Academic Tutoring Day, rewards assemblies, enterprise activities
- Be given the opportunity to take part in work experience

By the end of Sixth form:

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Be given the opportunity for further work experience
- Participate in an enrichment and tutorial programme focused on your personal development
- Have had the opportunity to set targets and review your progress through Academic Tutoring and on-going support from your tutor and subject teachers
- Develop independent research skills
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers

- Have been given the opportunity to visit universities
- Have been given the opportunity to volunteer or take part in work experience
- Have received information, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Write a personal statement for a UCAS or job application
- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities