

# *Marland School*

## **CAREERS POLICY AND PROVIDER ACCESS STATEMENT**

**Review Date:** 25<sup>th</sup> September 2025

**Next Review:** September 2027

## Careers Policy

### Introduction

Marland School is fully committed to providing a relevant and engaging careers curriculum which meets the differing needs and requirements of our students. Marland School seeks to maximise the life chances of all our students and believe it is crucial to ensure all students are prepared for life beyond school.

### Aims and Purpose

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Two, Three and Four in accordance with the statutory guidance

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.

In accordance with the statutory guidance, Marland School aims to offer independent careers education and guidance for all students so that they are inspired and motivated to fulfil their potential by:

- Developing an understanding of careers, employability, and enterprise education.
- Prepare students for the transition to life after Marland School.
- Support students in making informed decisions which are appropriate for them.
- Develop personal characteristics such as social skills, communication, independence, and resilience.
- Inspire and motivate students to develop themselves as individual's and live as independently as is possible.
- Learning about different careers and the world of work.
- Develop employability skills through work skills (Stepping stone to work experience).

This policy is written according to the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in the Appendix of this policy.

The policy has been reviewed in line with the published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff.

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.

All members of staff at Marland 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 Lead.

## **Careers Provision 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 in line with statutory guidance.
- All students have the opportunity to learn from information provided by the local career and employment market.
- The CEIAG programme should be individual and address the needs of each student in line with their individual needs identified in their EHCP.
- To link all curriculum learning to careers learning and opportunities.
- To provide students with a series of encounters with employers and employees both locally and nationally.
- To provide students with experiences of workplace(s) where appropriate to do so – this is in consultation with all stakeholders and based on risk assessment and individual needs identified in their EHCP.
- To ensure that students have a series of encounters with further and higher education providers both locally and nationally.
- To provide each student with the opportunity to receive personal guidance.

## **School Responsibilities**

- 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 and in line with the outcome and provisions identified in their EHCP.
  - Opportunities for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships and career opportunities.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils (see access for Providers Policy).

- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 2 and mapped in the Marland Careers outline.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the staff 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).

## **Governors 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 and is updated regularly and according to statutory guidance.
- The governing body will ensure the Careers Education, Information and Guidance curriculum 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 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.

## **Education, Health and Care Plan (EHCP) Reviews**

- As part of each student's Annual Review of the EHCP, future aspirations and goals are discussed and formally recorded from Year 9.
- The support network surrounding each student will endeavour to offer careers guidance in line with this. A representative from the transitioning college/placement will participate in the year 11 review meeting wherever possible.
- A CSW advisor attends every year 11 review meeting.

## **Monitoring and Evaluation**

- The Senior Leadership Team will ensure that ensure the Careers Programme is impactful and meeting the objectives, as set out in the policy. It will also be used to drive improvements to the Careers Programme.
- The school will track the destinations of all students after they leave the school to measure how effectively they have prepared for the transition out of Marland School.

- The Extended Learning Coordinator will complete a termly review of the Careers Programme, using the Compass Evaluation Tool, to measure performance against the Gatsby Benchmarks. Feedback is sought from pupils on what they have learned from the activities completed as part of the Careers Programme.
- Parents/Carers are asked for their views on the Careers Programme, as part of the Annual Review process, in relation to how well their child is being prepared for adulthood.
- Feedback is sought from employers (and other stakeholders) who contribute to the Careers Programme.
- Feedback is sought from the teaching staff team delivering the Careers Programme Activities.

## Appendix 1 – Gatsby Bench Marks

Gatsby Bench Mark	Implementation
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
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
3. Addressing the needs of each pupil	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.
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.
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
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
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
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. They should be expected for all students but should be timed to meet their individual needs