



**CAREERS EDUCATION, INFORMATION, ADVICE  
AND GUIDANCE (CEIAG) POLICY**  
**MIDDLEWICH HIGH SCHOOL**

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### 1. Aims

Modern careers guidance is as much about inspiration and aspiration, as it is about advice. Careers education, information, advice and guidance (CEIAG) makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life in order to help them to make a successful transition to adulthood. This includes supporting young people to achieve their full potential; empowering young people to plan and manage their own futures; providing comprehensive information on all options; raising aspirations; promoting equality, diversity, social mobility and challenging stereotypes, whilst enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

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

### 2. Statutory requirements

The staff at Middlewich High School recognise that we have a statutory duty to secure access to independent careers guidance for students aged 13 to 16 (The Education Act, 1997) and to give learners access to impartial careers' information, education and guidance.

We are committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) and Enterprise Education for all learners in Years 7-11, in partnership with external providers: and to provide extra support, as required, for learners with additional needs.

All members of staff at Middlewich High 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.

This policy aims to meet the 8 Gatsby Charity Foundation's benchmarks (see Appendix 1), as set out in the 'Careers guidance and access for education training providers: Statutory guidance for governing bodies, school leaders and school staff' October 2018. The CEIAG programme supports and is itself underpinned by a range of key school policies especially those for teaching and learning.

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 2018)

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Curriculum**

Details of our curriculum are set out on the school website; however, we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

### **5. Delivery of Careers Education**

Our careers programme is designed to meet the needs of all our students at Middlewich High School. Careers based activities are embedded within the I-value curriculum and within individual subject areas. Students are encouraged to develop enterprise skills, learn how to take risks and solve problems resulting in a creative and innovative outcome. Activities will be personalised and differentiated to ensure progression in their career learning. We aim to develop and strengthen student motivation, aspirations and attainment.

The careers programme also includes: Interviews with the impartial careers advisor, lessons delivered through the I-Value curriculum (citizenship), interviews with external providers, work place visits, curriculum area signposting (in subject areas), MHS careers fair, external visitor workshops, assemblies and external trips on I-Value days (for example: World Skills Exhibition).

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board will approve the CEIAG policy, and hold the Headteacher to account for its implementation.

### 6.2 The Headteacher

The Headteacher is responsible for ensuring that CEIAG is taught consistently across the school

### 6.3 Staff

Staff are responsible for:

- Delivering the careers curriculum
- Modelling positive attitudes to careers
- Monitoring progress
- Responding to the needs of individual pupils

#### Careers leader

**The lead teacher** for careers education at Middlewich High School will oversee all of the events we run in school and will work with a range of external agencies and curriculum leaders to ensure that the provision we offer students is of the highest quality. They will also work closely with colleagues to ensure that each student attending Middlewich High School has up to date relevant information about careers in a wide range of subject areas. They will be responsible for the organisation and delivery of Middlewich High School Careers Fair and career focused activities throughout the year. This will require a close links with the **pastoral team, heads of department** and **all form tutors**.

#### Curriculum leaders and classroom teachers

The head of department and classroom teacher have a vital role in the development of careers education at Middlewich High School. They are the professional on the ground that has key information regarding employment and careers in their chosen field. Students will ask for advice and information on careers in the subject and it will be the role of the classroom teacher to signpost students to clear and unbiased information. Curriculum leaders will be adding careers information and guidance to their lessons and department areas to ensure that students have a broad view of careers in a specific subject area.

#### Form Tutors

The form tutors at Middlewich High School will play a key role in careers education. Students often develop positive relationships with tutors and tutors will be responsible for signposting students to advice and information. Over the year, tutors will work with students on the Start programme\* and the careers leader for the delivery of information related to careers and skills. Form tutors will support and work with the students in the preparations leading up to the flagship events.

*\*for more information about the Start programme please visit <https://www.startprofile.com/about-start/>*

### 6.4 Pupils

Pupils are expected to engage fully in careers education and, when discussing issues related to options and careers, treat others with respect and sensitivity.

## **7. Training**

Staff are trained on the delivery of the I-Value curriculum (including careers) as part of their induction and it is included in our continuing professional development calendar.

## **9. Monitoring arrangements**

The Head of STEM and the Head of Citizenship and I-Value both monitor the delivery of CEAIG through:

Planning meetings, scrutinies and learning walks.

Pupils' development in I-Value and Careers is monitored by class teachers as part of our internal assessment systems.

The Headteacher and careers link-governor will review and approve this policy annually.

## Appendix 1:

### The Gatsby Benchmarks

<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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>

<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.	<ul style="list-style-type: none"> <li>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.</li> </ul>
<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.	<ul style="list-style-type: none"> <li>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>
<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.	<ul style="list-style-type: none"> <li>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.</li> <li>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<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.	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>

<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.	<ul style="list-style-type: none"><li>• 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.</li></ul>
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