



## THE MINSTER SCHOOL

# Careers Education and Information, Advice and Guidance Policy

<b>School Lead:</b>	Assistant Head (Careers)
<b>Governor Lead:</b>	Chair of SD&P Committee
<b>Last reviewed</b>	Summer 2017
<b>Approved</b>	Summer 2021
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**Signed by Chair of Committee:**

**Date:** 08/06/2021

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## INTRODUCTION

Effective Careers Education, Information, Advice and Guidance (CEIAG) can motivate and inform students to ensure that they make progress and decisions which will enable them to be successful and happy in their later lives. A planned programme of activities will enable students to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their strengths, weaknesses and 14 -19 pathways and to enable them to manage their careers and sustain successful employment throughout their lives.

The Minster School has a statutory duty to provide careers education from Year 8 to 13 and to give students access to careers information and impartial guidance. Effective careers education is impartial and considers young people's personal abilities, needs and preferences. It is motivating and it raises aspirations - by providing clear goals and by encouraging young people to participate in learning and to attain qualifications that reflect their potential. Careers Education is a priority for The Minster School, to enable students to unlock their potential and be happy and successful in later life.

**“Choose a job you love, and you will never have to work a day in your life”**  
*Confucius*

## AIMS AND OBJECTIVES

This policy aims to detail the procedures and guidelines for the delivery and availability of Careers Education and Information, Advice and Guidance (CEIAG). The main aims of the policy are:

- To set out the procedures put into place to ensure that CEIAG is delivered to National Standards, as outlined by the Gatsby Benchmarks (see appendix) and beyond,
- To develop students' aspirations, self-awareness and participation in CEIAG and their curriculum,
- To encourage students to make good use of resources available to them in order that they can make informed and appropriate choices throughout their education and employment journey,
- To enable staff to explore and utilise the resources available so that they are able to support students with CEIAG throughout the school, in a number of roles,
- To maintain a good working relationship between the school and outside agencies including impartial career advice providers, the National Careers service, East Midlands Schools Career Forum, D2N2, Careers Enterprise Company, JobCentre Plus, Futures, local training providers and other outside agencies,
- To create mechanisms for feedback from staff and students about the delivery and availability of CEG and IAG, so that the procedures and delivery can be continually evaluated and improved.

The CEIAG policy is underpinned by the School's provision for PSHE; Pupil Premium Funding, students identified as most at risk of becoming NEET, Children Looked After or Previously Looked After, and students identified as having SEND. The CEIAG policy has developed alongside other whole school policies, reinforcing those aims that are appropriate to CEIAG.

The CEIAG policy is underpinned by the following DfE statutory and non-statutory guidance:

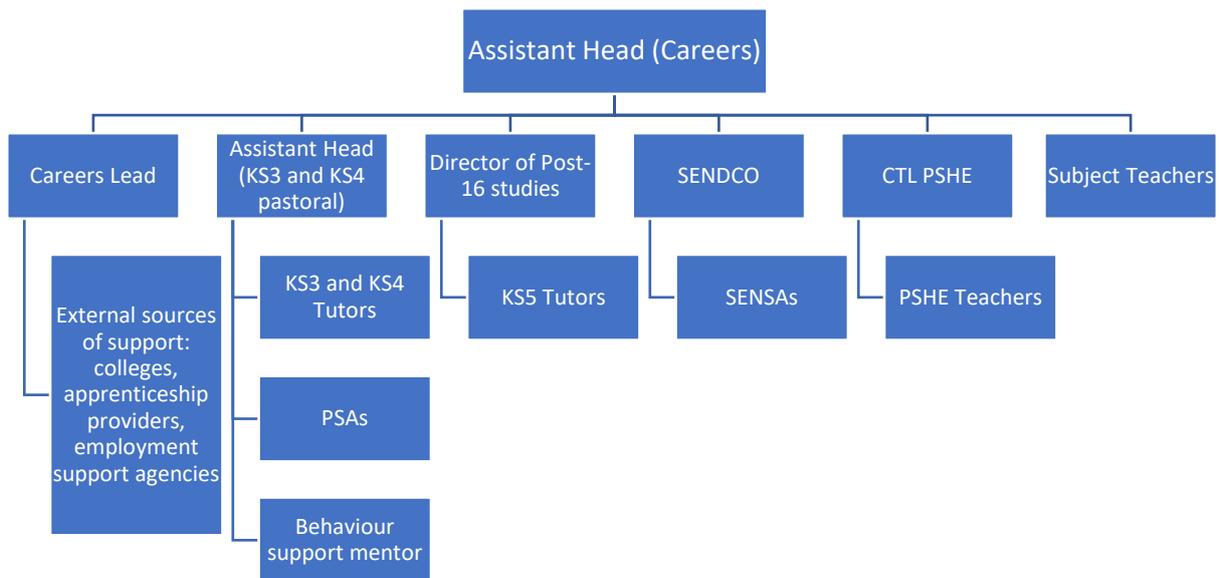
- [Careers guidance and inspiration in schools DfE statutory guidance - March 2015; updated October 2018](#)
- [Participation of young people in education, employment or training DfE statutory guidance – March 2013, updated October 2016,](#)

## KEY STAFF

The delivery of CEIAG occurs through both curriculum areas and through events which lie outside of the curriculum area. Some events involve all students, while others are targeted to students according to their individual needs. Delivery is focussed at key transition points:

- Key Stage 4 and 5 options
- Post-Sixth Form options (Higher Education, Further Education, Gap Years, Vocational training, including apprenticeships and employment)

Staff throughout the school are expected to support the CEIAG programme in a variety of roles, as outlined below:



### Role of the Careers Lead

The Minster School employs a designated Careers Lead to ensure that CEIAG of the highest quality is delivered to all students. The role of the careers lead is to:

- Operate as the designated Careers Lead for The Minster School,
- Manage the careers programme to ensure that it is delivered to all students, including the use of current labour market information,
- Track student aspirations in order to identify those in need of further support and guidance,
- Undertake 1:1 careers advice sessions with students throughout the school, helping them to develop informed and appropriate aspirations and to take steps towards achieving these,
- Record, analyse and report destination data for school leavers,
- Lead and administrate the Work Experience programmes for Years 10 and 12,
- Lead key events, such as the Year 11 Mock Interviews programme, the careers seminar programme and similar,
- Work with colleagues across the school to ensure that all individuals receive guidance and support towards a successful future, including through the removal of barriers to progression,
- Maintain an understanding of national guidance and opportunities to ensure that provision remains high quality,
- Identify opportunities for individual students and groups of students, relevant to their career and education aspirations.

## THE CAREERS PROGRAMME

The CEIAG programme includes a range of activities and can be accessed in the appendix of this document:

### Tutor Activities

Tutor activities are used to deliver much of our careers programme. Activities involve the delivery of information (such as for post-14 and post-16 progression), exploration of careers learning (such as career gender stereotypes) development of skills (such as teamwork or interview skills), self-reflection and the signposting of sources of internal and external support. Our Tutor groups are arranged in year-group based groups, with tutors specialising in a particular Key Stage.

### Visiting Speakers and Assemblies

Each week, students attend two acts of worship. Not all of these will relate to careers education, but in many cases visiting speakers will help students to learn about career areas and employability skills within their assemblies. Additional visiting speaker events are held throughout the year, such as author visits within the English department, which link to specific career areas.

### Bespoke events

At key progression points, a range of events are developed for students and their parents and carers to enable them to fully explore their career and education options. These events are led by members of the leadership team in partnership with the careers lead, pastoral team, tutors and teachers.

### Enterprise Activities

Students have explicit opportunities to develop their enterprise skills through a range of activities throughout their school journey. In Key Stage 3 Enterprise challenge days allow students to develop leadership and teamwork through competitive group challenges, linked with and led by specialist STEAM teachers. In Key Stage 4, all students participate in the Tenner Project, working as a group to raise funds for local charities through the development of a project or service over a month. This is a National project, and successful teams and individuals are nominated for national awards. Students wishing to develop these skills further can participate in the Year 12 Young Enterprise Company Programme, working as a business with an external advisor for an academic year as part of a national scheme.

### Careers Seminars

Visiting speakers from particular industries or organisations provide careers seminars, which are short extra-curricular sessions of around 30 minutes. Seminars aim to provide students with an insight in to roles within the area and qualification routes, with an opportunity for them to engage with the individual and ask questions. Any students within Key Stage 4 or 5 may attend, but those who have indicated an interest in the field are targeted specifically. In particular, we seek to arrange careers seminars for the areas of interest indicated by priority groups across the school, including boys.

### Mock Interviews

In Year 11 and Year 13, all students undertake a mock interview. Students receive feedback on their interview skills and CV throughout the session, and students are matched with an individual working in their field of interest where possible. Additional mock interviews are held for key aspirational post-18 progression routes such as Law or Medicine.

### Work Experience

In Year 10 and Year 12 all students undertake 5 days' Work Experience, which they arrange at a workplace of their choice. Students are expected to seek a placement at an organisation within an area of career interest. The aim of work experience is to develop students' employability skills and understanding of a particular career area, and students complete short reflective tasks throughout the week. Tutors and students evaluate their experiences together to allow students to relate their academic learning to their skills and aspirations.

\*linked with PSHE curriculum

\*\*Throughout all year groups, students will participate in assemblies, curriculum-based sessions and whole-school initiatives with a wide range of visiting speakers who will deliver informative and inspirational talks to groups. Many of these will link to specific careers of industries. Typically, our range of speakers would include chaplains, authors, actors, local business links, previous students and volunteers from local organisations.

## CAREER AND PROGRESSION TRACKING

Throughout Key Stage 4, students will complete a tracking survey and update this each term. This will provide information to the Careers Lead and wider team about students' intentions for post-16 progression, areas of career interest and whether the student has yet applied for and secured a post-16 route. This information will be analysed each term to identify individuals in need of additional support, identify students who can participate in additional opportunities (such as careers seminars), and to inform the leadership team of the progress of students towards all securing an appropriate post-16 route.

Information that is collected through progression tracking is listed below:

- Name
- Gender
- Projected attainment (in particular, whether students are likely to achieve 5 standard GCSE passes including English and Maths, as this is a common entry requirement for Level 3 education and training)
- Current career aspiration (a specific role)\*
- University aspiration\*
- Apprenticeship aspiration\*
- Areas of career interest\*
- Whether the student has applied for, and secured, a Plan A and Plan B for their post-16 education and training.

\*this information enables us to target individuals for specific events, opportunities and advice.

At the end of Key Stage 4 and Key Stage 5, students' actual destinations are recorded and analysed. This information is shared with the leadership team, school governors and the local authority.

# THE MINSTER SCHOOL CAREERS LEARNING JOURNEY



‘Whatever you do, work at it with all your heart, as though you were working for the Lord.’ Colossians 3:23

## ENTITLEMENT TO CEIAG

All students are entitled to CEIAG which is high quality, impartial and confidential. All students will engage with the central careers programme (as outlined above), and within Key Stages 4 and 5 students will be directed to bespoke careers opportunities depending upon their aspirations and progress. For example, students aspiring to secure an apprenticeship will be directed in to apprenticeship presentations and workshops, and will receive information about any local apprenticeship opportunities.

### Careers advice sessions:

All students and parents are able to access careers advice and guidance from the school's Careers Leader by request at any point within the school year. This is the main form of individual provision for students and a key resource for the whole school community.

All Year 11 and Year 13 students will receive a careers session to help inform their post-16 or post-18 choices. Individuals requiring further support will be identified through careers tracking and initial interviews, and follow-up sessions will be held where required. Additional students in Years 10 and 12 may be identified for careers sessions by the Pastoral Support Assistants for each year group. Some students will receive multiple and enhanced sessions to support their progression, including:

- Students with significant identified SEND
- Children looked after/previously looked after
- Children who qualify for pupil premium support, where appropriate
- Children in Key Stage 4 who are identified as not being on track to achieve 5 x grade 4s including English and Maths.

For each careers advice session, students will be asked to consider their strengths, weaknesses and areas of career interest prior to the session through the Pre-Interview Student Questionnaire. Parents and carers will be informed of the nature and aims of the session prior to it taking place, so that they can support their child. During the interview, the Careers Lead and student will discuss these areas and will agree on some actions for the student to undertake following the session, including signposting to key resources.

Prior to, and during, the session, key resources such as websites will be shared with students and their parents and carers. If appropriate, a further session will be booked in. A copy of the session record will be shared with the student, their tutor and their parents and carers, and can be accessed within the appendix of this document.

### Impartial careers advice:

All students can access impartial careers advice through the National Careers Service, which will be signposted to students throughout each year group. Students may also wish to undertake a 1:1 careers advice session with the school Careers Lead. The advice offered by the Careers Lead is impartial and in the best interests of the student.

There is also the opportunity for students to have access to careers advice from independent and local institutions, including Vision West Nottinghamshire College, Lincoln College, Brackenhurst College and local Universities through in-school presentations, campus visits and published on-line information, including the National Careers Service, the National Apprenticeship Service (including ASK apprenticeships), the local employability service and more. The Careers Lead works closely with outside agencies and education and employment providers such as the list above to signpost key opportunities for students and to foster positive relationships between students and progression providers.

### Equal Opportunities and Differentiation

All information, advice and guidance will be provided impartially and free of bias to all students. Students will be encouraged to look at careers and courses outside the normal gender stereotypes through the careers programme, PSHE and careers seminars.

All students with SEND will be entitled to transition plans, and CEIAG provision will form a part of these. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 and onwards will include a focus on preparing them for adulthood, independent living, employment and participation in society. Students with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

The team will take particular care to ensure that boys are engaged with CEIAG. Securing and aiming for a progression route can have a positive motivational impact upon boys, and therefore effective CEIAG promotes good progress in boys. Steps undertaken to ensure that boys are as engaged with the careers programme as any other group of students will include:

- Prioritising boys when identifying and supporting potential NEET students,
- Ensuring that all missed 1:1 careers advice sessions for boys are followed up and re-booked,
- Planning careers seminars based upon boys' career intentions to offer opportunities for them to learn about their aspirations through meeting 'real life' employees
- Ensuring that high-quality provision is maintained for areas of boys' interest. For example, higher numbers of boys intend to undertake an apprenticeship than girls – annual apprenticeship events and workshops will be held throughout the year for students and their parents and carers to build further support for boys outside of school.

## PROFESSIONAL LEARNING FOR STAFF

Tutors are prepared for the delivery of tutor sessions (as outlined in the career programme) through calendared pastoral sessions which are held after school. This may include specific training needs that are identified by staff, such as apprenticeship training. This training is delivered by the Assistant Heads Pastoral, Assistant Head Careers, Careers Lead and CTL PSHE as appropriate and when required.

The Careers Lead holds a Level 6 qualification in Careers Education, in line with national guidance. In addition, the Careers Lead attends frequent meetings with key stakeholders, including:

- Caroline Tomlinson, the local enterprise co-ordinator and careers support for schools,
- Futures, a group which delivers careers advice and events regionally,
- Local universities such as the University of Nottingham, who hold Careers Leader seminars,
- The Newark and Sherwood Employer Engagement Group (when appropriate),
- the East Midlands Business and Education Forum (when appropriate),
- other appropriate meetings to receive information about new developments in CEIAG delivery.

## CEIAG BUDGET

A designated careers budget is available each year to contribute to the cost of the delivery of CEIAG across the school.

## Evaluation and Review

Compass is the main mechanism used to track and evaluate the school's delivery of high quality CEIAG through the Gatsby benchmarks. Each term, the Assistant Head Careers and the Careers Lead will undertake a review of the school's provision using the Compass framework. This will identify key priorities for development which will feed in to the annual Team Improvement Plan.

The delivery of CEIAG will be evaluated annually through student voice forums at each Key Stage, and through Deep Dives and learning walks within the school's QA procedures.

The content of the online and paper-based Careers library will be reviewed annually by the Assistant Head Careers, Careers Lead and independent careers advice provider.

Individual Careers-linked events such as visits to Careers Fairs, Interview Skills Day and Enterprise Days are evaluated individually and reported to senior staff as part of the annual reporting process.

The school will also utilise both local and national destination data to assess the success in supporting students to take up education and/or training which offers good long-term prospects. The school will report destination data Post 16 and Post 18 to Nottinghamshire County Council at the start of the academic year following course completion for Key Stage 4 and Key Stage 5 cohorts.

This policy will be reviewed annually as part of the whole-school self-assessment process and will be reviewed by the governors when any additions or amendments are made.

### The Gatsby Benchmarks

#### **The eight Gatsby benchmarks of Good Career Guidance:** (as referred to in careers programme)

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Careers Programme for Years 7-11:

<b>Term</b>	<b>Activity</b>	<b>Gatsby Benchmarks</b>
<b>Year 7</b>		
Throughout the year	<u>Tutor activities:</u> Assemblies with a range of visiting speakers**	5
	Enterprise skills: problem-solving, communication, teamwork, leadership, risk management, creativity.*	
	Information about a range of careers: abilities and qualities required*	3
	Equality of opportunity for careers*	
	Challenging stereotypes in careers*	1, 3
	Identifying future career aspirations*	1, 3
	Links between values and career choices*	1, 2, 3
	Making safe financial choices*	1, 3, 4
	Ethical and unethical business practices and consumerism*	1, 3, 4
	Saving, spending and budgeting*	3
		3
		3
<b>Year 8</b>		
Throughout the year	<u>Tutor activities:</u> Assemblies with a range of visiting speakers**	5
	Equality of opportunity in life and work*	3
	Challenging stereotypes and discrimination in relation to work and pay *	1, 2, 3
	Employment, self-employment and voluntary work*	1, 3, 4
	Setting aspirational goals for future careers*	1, 3, 4
	<u>Off-timetable activities:</u> STEAM Enterprise Day	4, 5
<b>Year 9</b>		
Autumn	<u>Tutor activities:</u> Assemblies with a range of visiting speakers** Transferable strengths, skills, abilities and interests* Managing feelings about future employment*	5 3, 4 3
Spring	<u>Tutor activities:</u> Assemblies with a range of visiting speakers**	5
	Myers-Briggs type test and links to potential careers	4
	GCSE Options – How to choose	1, 3
	Linking subjects and subject choices to careers	4
	Post-16 (and Post-18) qualifications	7
	Young people’s employment rights and responsibilities*	2, 3
	Skills for enterprise and employability*	3
	Giving and acting upon constructive feedback*	3
	Strategies to support progress*	3
	Subject-based GCSE introductory sessions (in class)	4
	Parental GCSE Options information pack	3, 4
	<u>GCSE Options Evening:</u> Subject-based marketplace displays	4
	Options information talk for parents	1, 3, 4
Provision of CEIAG resources	3, 8	
Provision of Careers Advisors for students and families	8	
<u>GCSE Options session:</u> Information about GCSE and post-16 options	1, 3	
How to choose your options and decision-making skills*	1, 3	
How your options may link to your subjects	4	
Where to find careers advice	3, 8	
Summer	<u>Tutor activities:</u> Assemblies with a range of visiting speakers**	5

	PSHE Financial education sessions	1, 3, 5
After KS3	Parent Survey	1

Term	Activity	Gatsby Benchmarks
<b>Year 10</b>		
Throughout the year	1:1 careers advice sessions: key students will receive a 1:1 careers advice session in Year 10 (vulnerable, below 5 x grade 4 GCSEs including English and Maths, self-identified, SEND, referred by staff).	8
<b>Autumn</b>	Career and progression tracking: update of student progress and intentions	3, 8
	<u>Tutor activities:</u> CV and application letter writing	3, 4, 6
	Workplace Experience launch	1, 3, 6
	Careers Programme and Workplace Experience Launch	1
	Parents and Students: Key Stage 4 introduction and meet the tutor event	1
	Parent Event (online): Workplace Experience and Careers Programme introduction	1
	Mental health awareness week: mental health in the workplace	3
<b>Spring</b>	Career and progression tracking: update of student progress and intentions	3, 8
	<u>Tutor activities:</u> Labour market information	2
	Health and Safety in the workplace	5, 6
	<u>Visiting speakers:</u> Careers Seminars, e.g. Key sector employers (typically police, healthcare, construction, sports, architecture, agriculture, teaching, finance, etc)	3, 4, 5, 7
	Tenner Project: group-based enterprise project involving skill development	4, 5
	Workplace Experience (5 days' student experience within a workplace)	5, 6
<b>Summer</b>	Career and progression tracking: update of student progress and intentions	3, 8
	<u>Tutor activities:</u> Labour market information	2
	Post-16 qualification types	4, 7
	Careers research	7
	Apprenticeships	2, 7
	University education	4, 7
	Workplace Experience evaluation	5, 6
	<u>Visiting speakers:</u> ASK Apprenticeships	3, 7
	University of Nottingham/Nottingham Trent University	3, 7
Local Colleges and post-16 providers	3, 7	
<i>Oxbridge universities (by invitation – Excel group)</i>	(3, 7)	
Sixth Form introduction sessions	7	
<b>Year 11</b>		
Throughout the year	1:1 careers advice sessions: all students will receive a 1:1 careers advice session throughout the year. Some students will be prioritised for early sessions or multiple advice sessions (e.g. vulnerable, below 5 x grade 4 GCSEs including English and Maths, self-identified, SEND, referred by staff).	
<b>Autumn</b>	Career and progression tracking: update of student progress and intentions	3, 8
	<u>Tutor activities:</u> CV and application letter writing	3, 4, 6, 8
	Interview skills	3
	Post-16 routes	3, 4
	<u>Visiting speakers:</u> Colleges, apprenticeship providers, universities (targeted)	3, 7

	Careers programme launch	1
	Parent communication: Careers Programme	1
	'What Next?' Careers Expo visit (Newark, 0.5 days)	5, 7
	Post-16 Open Evening	4, 7
	Year 11 Mock Interviews	2, 3, 4
	Year 11 Post-16 taster days	3, 4, 7
	Decisionz magazine distribution	2, 3, 4
	Career and progression tracking	3, 8
	Career and progression tracking: update of student progress and intentions	
Spring	Tutor activities: Labour market information Apprenticeships (by invitation)	2 7
	Visiting speakers: Careers seminars Key sector employers (typically police, healthcare, construction, sports, architecture, agriculture, teaching, finance, etc) – targeted and by student self-selection	3, 5, 7
	Senior Leader Post-16 interviews – all students	8
	Targeted intervention for potential NEET	3, 8
	Decisionz magazine distribution	2, 3, 4
	<u>Student exit survey:</u> Destinations Evaluation of tutor activities Evaluation of careers sessions Evaluation of overall programme	1, 3
	Tracking of student destinations	3
	Parent Survey: evaluation of careers provision and its impact	1
	Evaluation of impact of sessions and programme	1
	Decisionz magazine distribution	2, 3, 4

Initial Career Development Meeting Record

<b>Student name:</b>		<b>Student email:</b>	
<b>Parent name:</b>		<b>Parent email:</b>	
<b>Tutor group:</b>		<b>Tutor email:</b>	
<b>Plan A:</b>		<b>Plan B:</b>	
<b>GCSE Subjects:</b>	<b>Predicted Grade</b>	<b>Enrichment activities (both in and out of school):</b>	
Maths			
English Language			
English Literature			
Religious Studies			
		<b>Individual needs:</b>	
		<b>Current Career Aspirations:</b>	
Other qualifications:			
<b>Date of meeting</b>	Friday, 18 June 2021		
<b>During this meeting, we discussed:</b>		<b>Consider:</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>✓ Skills</li> <li>✓ Interests</li> <li>✓ Talents</li> <li>✓ Aspirations</li> <li>✓ Strengths/weaknesses</li> <li>✓ Likes/dislikes</li> <li>✓ Ability and attainment</li> </ul>	

**Our agreed action points were:**

○

Websites that you might find useful for your own further research include:

- [www.nationalcareers.service.gov.uk](http://www.nationalcareers.service.gov.uk) The National Careers Service: job profiles, job quiz, local careers information.
- [www.bbc.co.uk/bitesize/careers](http://www.bbc.co.uk/bitesize/careers) Information about post-14/16/18 opportunities, wellbeing and exams.
- [www.icould.com](http://www.icould.com) Career profiles, videos, advice and information. Try the buzz quiz!
- [www.prospects.ac.uk](http://www.prospects.ac.uk) Job profiles and a job finder quiz.
- [www.careerpilot.org.uk](http://www.careerpilot.org.uk) A range of information about post-14/16/18 study and work opportunities.
- [www.futuremorph.org/](http://www.futuremorph.org/) Post 16/18 routes in to STEM careers.
- [www.brightknowledge.org](http://www.brightknowledge.org) University courses and finance and accommodation advice.
- [www.ucas.com](http://www.ucas.com) University course search, applications and general information.
- [www.discoveruni.gov.uk](http://www.discoveruni.gov.uk) University course finder quiz, comparisons of university courses, financial advice.
- [http://university.which.co.uk](http://http://university.which.co.uk) University course finder and comparison website.
- [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk) Post-18 training and employment opportunities that are alternatives to university.
- [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk) The National Apprenticeships site – includes live vacancy search engine.
- [www.amazingapprenticeships.com](http://www.amazingapprenticeships.com) Vital information about apprenticeships, including advice and a vacancy snapshot.

**Do we need another meeting?**

**If so, when is this?**

If you have any questions you can contact me at [p.taylor@minster.notts.sch.uk](mailto:p.taylor@minster.notts.sch.uk)