



Manor Drive Secondary Academy

CAREERS POLICY

PRESENTED TO GOVERNORS SPRING 2025

Date approved: ¹	8 December 2022
Date reviewed: ²	Spring 2025
Date of next review: ³	Summer 2027

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

1.0 INTRODUCTION

- 1.1 Manor Drive Secondary Academy is committed to our statutory duty to provide Careers Education, Information, Advice and Guidance, (CEIAG) to students in Years 7 to 11 and ensure that all students have access to impartial and inspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and January 2018 Statutory guidance.
- 1.2 This policy is based on the most recent CEIAG review and in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in January 2018, and non-statutory guidance "Careers Guidance and Inspiration in Schools". National Careers Council advice is also used to ensure the Academy's provision for CEIAG is meeting or exceeding national standards and recommendations.

2.0 ETHOS

- 2.1 We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. The careers programme at Manor Drive Secondary Academy is committed to delivering high quality careers education, information, advice and guidance by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration, supported and independent career management, work related learning and the development of employability skills. A vital part of this is contact with employers, training advisors, colleges and universities.

3.0 THERE ARE THREE MAIN ELEMENTS TO OUR POLICY:

3.1 Information

'Information' is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites, etc.

3.2 Advice

This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

3.3 Guidance

Aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.

Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support.

This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

4.0 **AIMS**

- 4.1 The school aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships).

Our model for CEIAG is based on the Gatsby objectives and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These objectives underpin the quality of our provision at the school.

Our Aims:

- a) To develop student's self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values through guided use of an ICT Careers based programmes and resources.
- b) To encourage and support career exploration and research through both enrichment and curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources, working with employers, visiting speakers and work-related activities delivered by representatives from industry and webinars.
- c) To provide work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future.
- d) To develop skills and professional ethics to meet the demands of a changing work environment.
- e) To embed all of the above, increasing students' confidence, resilience and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.

5.0 **ROLES AND RESPONSIBILITIES**

5.1 **Headteacher**

It is the responsibility of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

5.2 **PSHE Lead for CEIAG**

The school has appointed a member of the Senior Team (ST) that will lead CEIAG. The ST lead will advise on and oversee the management of CEIAG.

The PSHE lead will ensure that correct procedures are followed and that all students, parents/carers or professionals involved have fully understood the school's role and what strategies will be implemented. They will ensure the school has an appropriate policy for CEIAG and a statement of Provider Access, both of which will be available on the school website. The PSHE lead has conducted an audit of careers provision and will ensure the school implements the Gatsby Benchmarks, in accordance with the DfE.

5.3 **Four Cs MAT Careers Advisor**

The Four Cs MAT has a Careers Advisor whose responsibility it is to assist in the co-ordination of CEIAG and work related learning across the MAT and to facilitate impartial careers guidance interviews for students.

The Careers Advisor has undertaken appropriate training in Careers Information Advice and Guidance. They work with individual students as well as groups of students where relevant to ensure smooth transition throughout the Key Stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate.

5.4 **All Teaching Staff**

Every tutor and teacher may, as part of tutor time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas.

Many aspects will also be delivered through a bespoke PSHE programme by the lead for this area.

5.5 **MDSA Careers Lead**

The Careers Lead will liaise closely with the PSHE Lead to ensure that both the CEIAG provision and Gatsby benchmarks are met. The provision will be monitored through Compass+ and the Careers Lead will collaborate with the Cambridgeshire and Peterborough Careers Hub to review the careers offer.

The Careers Lead will organise and run the careers fair, work experience, Post16 fair, individual careers meetings as well as supporting colleagues who run wider programmes such as STEM days.

6.0 **PROVISION**

6.1 Manor Drive Secondary Academy is committed to providing an effective Careers Education Programme that prepares students for the next steps in their education, training or employment.

6.2 The school is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to aim high and enter the full range of professions and careers.

7.0 **EQUALITIES**

7.1 Manor Drive Secondary Academy consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that all students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

- 7.2 Manor Drive Secondary Academy ensure that disadvantaged students and those with Special Educational Needs and Disabilities have early careers interviews to ensure sufficient planning and transition for their next step.

8.0 CAREERS EDUCATION

- 8.1 Careers Education is embedded in the curriculum within tutor time, and in collapsed days, and careers fairs.
- 8.2 This is also achieved through engagement in STEM activities and other education schemes and through employer and careers fairs. All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about the skills that can be applied in different jobs.
- 8.3 A regular audit of provision tracks coverage of CEIAG across the curriculum helps to deploy resources to areas of need.

9.0 CAREERS INFORMATION

- 9.1 Manor Drive Secondary Academy is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support decision making.
- 9.2 The school provides comprehensive careers information and education and access to careers software and websites.

10.0 WORK-RELATED LEARNING

- 10.1 Manor Drive Secondary Academy is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision.
- 10.2 The school is committed to providing work related learning opportunities to provide students with first-hand knowledge of the world of work. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market.

These include Collapsed Days, Careers Fairs, STEM activities, College taster days, assemblies, careers lessons, individual and targeted work experience opportunities

11.0 MONITORING AND EVALUATION

- 11.1 Self-evaluation of careers provision is produced annually. All evidence will be used to support the school's application for the stage 2 Inspiring IAG quality standard and the Gatsby Benchmarks.
- 11.2 This includes:
- a. Monitoring and evaluation of destinations data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment.

- b. The budget provided for both careers and work experience is audited and monitored each financial year according to the CEIAG improvements.
- c. The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans.
- d. Feedback is sought using feedback forms, online questionnaires, evaluation forms and email. Careers provision and guidance is evaluated based on feedback from students, parents/carers and teachers, and tweaked accordingly.

11.3 Record how we implement the Gatsby Benchmarks.

12.0 **POLICY REVIEW**

The school will review this policy in line with the procedure for policy review.

Date for Review

If no other reason for review, this policy will be reviewed every two years.