

# Meadowfield School Policy for Careers Education, Information, Advice and Guidance (CEIAG)



# Meadowfield

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

## 1. Aims

This policy has been developed to incorporate the aims and ethos of Meadowfield School alongside initiatives and statutory guidance in careers education. At Meadowfield School we work with care, consideration and commitment to ensure all our students and young adults develop the capacity to become as independent as possible so that they can make a valuable contribution to society and succeed at leading fulfilling and enjoyable lives.

Meadowfield School promotes and delivers a whole school approach to developing Careers Education and Employability skills for all learners. The CEIAG and Employability skills programme is underpinned by our whole school approach to developing a bespoke Skills for Life and the Gatsby Benchmarks. The Curriculum Pathways at Meadowfield School are integral to the curriculum offer and individual EHCP outcomes across each school Phase and students' stage of development and reflect an individual approach to meeting students' needs and future ambitions, which includes preparing for:

- Further education and/or employment: including exploring a range of career and employment options such help from supported employment agencies.
- Independent living: so that young adults have choice, control and freedom over their lives and the support they have and need for their livelihood, accommodation and living arrangements.
- Participating in society: including having a job, friends, supportive relationships, and participating in/contributing to the local community.
- Being as healthy as possible throughout adult life.

This approach enables the different development needs of our cohort to benefit from a wide range of enriching and stimulating career, employability and work-related skills provision and gives our students every opportunity to reach their full potential regardless of their needs.

Career related aspirations and goals can vary widely for young people with additional or different needs and yet equally valid to individuals and their families. Where appropriate, FE colleges, further training, supported internships, apprenticeships, employment and volunteering are all part of that picture.

We want our learners and their parents/carers to be aware of the all the opportunities available and work in partnership towards a shared belief that many of our young people are capable of sustaining employment with the right preparation and support.

We regularly celebrate and showcase and promote the achievements of our learners.

## 2. Statutory Requirements and Expectations

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

## **Roles and Responsibilities**

### **3.1 Careers leader**

Our careers leader is Liz Hymus and they can be contacted by phoning 01795 477788 or emailing office@meadowfield.kent.sch.uk. Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:

### **3.2 Senior leadership team (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.3 The governing body**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## **3. Our Careers Programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 9 onwards. (see appendix for overview of Careers Programme)

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

<b>Benchmark</b>	<b>Summary</b>
1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
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	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
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. Experience 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 pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), 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.
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Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

#### 4. Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy and appendices. This includes details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Liz Hymus or Lisa Alexander on 01795 477788

#### 5. Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Leavers' information
- Feedback from pupils, parents, teachers and employers
- Evaluations

#### 6. Links to other policies


This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

#### 7. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

The next review date is: Academic Year 2025/6

 <b>Statutory Policy Approved by Governing Body</b>	
<b>Policy Adopted</b>	Date: September 2024
<b>Policy Approved</b>	Date: <a href="#">Awaiting Approval</a>
<b>Next Review</b>	Date: Academic Year 2025/26

## Appendix 1

### Destination Data

Destination	2022 16 leavers	2023 22 leavers	2024 20 leavers
NEET	6%	4%	0%
Further Education	88%	73%	85%
Apprenticeship	0%	4%	0%
Employment	0%	4%	5%
Supported Employment	0%	0%	0%
Social Care	6%	14%	10%

## Appendix 2

### Careers Programme

To actively promote equality of opportunity and challenge stereotypes and help young people to progress, empowering young people to plan and manage their own future, by:

- responding to the needs of the learner
- providing comprehensive information and advice
- raising aspirations
- actively promoting equality of opportunity and challenging stereotypes
- helping young people to progress

The table sets out how the areas covered meet the Gatsby benchmarks.

**The areas are covered in a wide range of opportunities for our students and are embedded into our curriculum.**

Key Stage 1 & 2	Area of Careers Programme	Possible evidence for specific area	Cross Curricular
	To understand who can help them to find careers information and how to find it.	Non-fiction books in the library about the jobs people do.	English, Library, PSHE.
	Begin to recognise their own worth and set personal goals with short term targets.	EHCP Targets and review	English, Maths, ICT & PSHE. Across whole curriculum lessons.
	Begin to recognise who they can ask for help and learning about personal responsibility.	Learning development within the classroom monitored through EHCP targets	Across whole curriculum lessons.
	Begin to recognise their ideas and expectations about themselves.	Discuss what work is, what they are like, work family members do and what job they might like to do.	English, PSHE.

	Identify positive things about themselves and their achievements, what they are good at and what they enjoy most.	Reward charts, certificates, celebration assemblies.	English, PSHE.
	To become aware of different forms of work.	Meet different adults and discuss their job. Discuss different types of work.	PSHE.

	To become aware of different forms of voluntary and community activities.	Take part in charity fund-raising activities.	School Council/Meadowfield Marvels fund raising whole school activities.
	Describe the work people do in their family, in school and other areas.	Learn more about what work families do, the types of jobs and find out more about it.	Investigate the work that family members do, PSHE.
	To become more aware that people have different feelings about their careers and jobs.	Meet different adults and discuss their job and how they feel about their career.	PSHE.
	Be positive about who they are and what they can achieve.	Write three positive affirmations about themselves.	PSHE.
	To become aware that finding the work you really want to do is rewarding.	Reflect on their own feelings about when they were doing a task they really enjoyed	Across whole curriculum lessons.
	To describe why learning is important.	To tell an interested adult why learning is important to them.	Across whole curriculum lessons.
	To be aware that girls and boys have the same opportunities and choices in learning, careers and work.	Read stories of pioneering individuals, talk to visitors who work in jobs traditionally associated with the opposite sex.	PSHE.
	To be aware of the relevance of what they are learning to their life in and outside school.	Life skills incorporated into lessons. Lessons planned around relative learning for their future lives.	Across whole curriculum lessons.
	To be aware of how the subjects they are studying will help them to progress in learning and work.	Discuss different lessons and why we need to learn. How it will help us to progress.	Across whole curriculum lessons.
	To be aware of taking responsibility and following rules.	Whole school wellbeing policy. Restorative Justice	Across whole curriculum.



	To present themselves in front of an audience.	To receive certificates in assembly, to take part in assemblies, to take part in performances.	Across whole curriculum.
<b>Key Stage 3</b>	<b>Area of Careers Programme</b>	<b>Possible evidence for specific area</b>	<b>Cross Curricular</b>
<b>To empower young people to plan and manage their future</b>			

Gatsby Benchmark 2	To develop the skills they need to locate information about their options in learning and work and use these skills with support and independently.	Discussion with staff about their future. Signposted to relevant information	Across whole curriculum.
Gatsby Benchmark 3	Are more confident in setting challenging, realistic goals with targets and action points to support their achievement.	Individual Targets , Annual Review of EHCP.	English, Maths, ICT & PSHE. Across whole curriculum lessons.
Gatsby Benchmark 3	To begin to recognise what influences their ability to reach their goals, seek help with any barriers to progress and begin to show self-reliance and determination.	Individual feedback and review of goals. Regular feedback to students on progress. Review of EHCP Targets – feedback weekly	Across whole curriculum.
Gatsby Benchmark 2	To begin to understand how personal, educational, social and economic circumstances influence their plans about careers, learning and work.	Family and friends, fictional characters in novels, plays and TV soaps.	Across whole curriculum.
<b>Responds to the needs of the learner</b>			
Gatsby Benchmark 3	Describe their strengths.	Self-assessment, EHCP Targets	English, Maths, ICT & PSHE. Across whole curriculum lessons.
Gatsby Benchmark 3	Construct an individual learning plan to record their progress, experiences and achievements. Discuss learning goals for KS4	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Across whole curriculum. Youth Support Services.
<b>Provide comprehensive information and advice</b>			

Gatsby Benchmark 2	To begin to access and use the main information sources on learning opportunities 14-19.	Attend Preparation for Adulthood Event	Across whole curriculum.
Gatsby Benchmark 4	To begin to recognise the value of different forms of voluntary work and community activities to individuals and society.	Volunteers in their school environment, volunteering in the wider community.	Across whole curriculum.
Gatsby Benchmark 3	To begin to be aware of personal budgeting and money management.	Discuss where money comes from for them to do the activities they do. Discuss their future money needs/hopes for their adult life.	Young money programme lessons.

Gatsby Benchmark 4	To begin to recognise different types of work e.g. self-employment.	Discuss differences between working for an employer and working for yourself.	Across whole curriculum.
<b>Raise Aspirations</b>			
Gatsby Benchmark 3	How influences from others can change their expectations of themselves. What are their own expectations of themselves?	Reward charts, reports, daily feedback, progress made and positive attitude. Find their best quality and discuss how and where they use it.	Across whole curriculum.
Gatsby Benchmark 3	To identify ways of staying positive about who they are, what they can achieve and begin to think about how others see them.	To make three statements about their achievements. Discuss their skills and qualities.	PSHE.
Gatsby Benchmark 4	Discuss employment that they would find rewarding.	Prepare a list of positive values relating to their choice of work. Discuss the different aspects from a positive employment e.g. wellbeing.	Across whole curriculum.
<b>Actively promote equality of opportunity and challenges stereotypes</b>			
Gatsby Benchmark 2,3	Begin to discuss how to recognise stereotypical opportunities.	List job roles that are stereotypical e.g. mechanic, or beautician; give them headings men and women and then think about people they know who do that particular job and discuss findings.	Across whole curriculum.
<b>Help young people to progress</b>			
Gatsby Benchmark 3	To begin to understand the relevance to their futures with the knowledge and skills they are developing at school.	Try to imagine a day in their life in their early twenties and look at the skills and knowledge they might use that they have learned at school.	Across whole curriculum.

Gatsby Benchmark 3	Begin to realise the importance of investing in their own learning to help their futures.	Discuss the importance of learning and how it will affect their futures.	Across whole curriculum.
Gatsby Benchmark 3	To be aware of how to create a good impression.	Whole school wellbeing policy. Restorative Justice	Across whole curriculum.
Gatsby Benchmark 3	To become more aware about how their personal learning and thinking skills will help them in their futures.	Discuss skills and qualities employers look for. Look at what skills they are developing in school.	Across whole curriculum.

		Discuss how the skills and qualities gained and used in school subjects will support them in their future careers.	
<b>Key Stage 4</b>	<b>Area of Careers Programme</b>	<b>Possible evidence for specific area</b>	<b>Cross Curricular</b>
<b>Empowering young people to plan and manage their futures</b>			
Gatsby Benchmark 2	To be able to investigate opportunities for learning and work independently.	Preparation for Adulthood Conversations and workshops	Careers & PSHE.
Gatsby Benchmark 3,4	Make challenging but realistic plans for their future learning and work.	Individual Targets , Annual Review of EHCP.	English, Maths, ICT & PSHE. Across whole curriculum lessons.
Gatsby Benchmark 3	To recognise barriers to their achievements or plans and begin to understand how these can be overcome.	Discuss the influences on their post-16 plans with Tutor and parents/carers.	Across whole curriculum.
Gatsby Benchmark 3	To become aware that plans can be changed for many reasons.	Discuss changes in personal, educational, social and economic circumstances that may change their future plans.	Across whole curriculum.
<b>Responds to the needs of the learner</b>			
Gatsby Benchmark 3	To understand what motivates them, their strengths and their learning work/preferences.	Use reports/feedback given to them by workshops, teachers/tutors, parents/carers etc. Update their personal portfolio.	Across the whole curriculum.

Gatsby Benchmark 3	Construct an individual learning plan to record their progress, experiences and achievements. Discuss learning goals for KS5/ Post 16.	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Across whole curriculum.
<b>Provide comprehensive information and advice</b>			
Gatsby Benchmark 6	To gain information and understanding in – Youth Support Services <i>The local 14-19 prospectus</i>	To consider a possible career choice and research 'ways of becoming a .....	Careers lessons./Life Skills
Gatsby Benchmark 6	To understand the full range of opportunities open to them within school	Use given scenario/case studies to plan routes for themselves and others.	Careers lessons/Life Skills

	and elsewhere including colleges and work based learning providers.		
Gatsby Benchmark 4	To understand work opportunities (including self-employment) and rewards afforded by each course/pathway.	Use the Careers Hub, occupation directories, websites, prospectuses etc., to investigate the potential added value they could achieve.	Careers lessons/Life Skills
Gatsby Benchmark 4,5	To know how to access information about community and voluntary opportunities.	Identify the range of skills, qualities and attitudes that they could develop through participating in voluntary and community activities and look at the transferability of these.	Careers lessons/Life Skills Whole school curriculum.
Gatsby Benchmark 3	To understand and learn how to claim the financial support that they are eligible to receive to support their learning.	Youth Support Services, Adult Services, SEND Provision.	Careers lessons./Life Skills Young money lessons. Whole school curriculum.
<b>Raise aspirations</b>			
Gatsby Benchmark 4,5	To explore and consider opportunities that they might not otherwise have considered e.g. by taster sessions, visits to employers, providers.	Record from learning activities, taster sessions and visits etc., review and update personal profiles.	Careers lessons/life Skills PSHE
Gatsby Benchmark 3	Set challenging but realistic goals.	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers lessons./Life Skills PSHE

Gatsby Benchmark 3	To begin to understand the benefits of economic independence	Define personal wellbeing and what contributes to achieving it. Discuss what work means to them and where it would rank in their list of factors contributing to personal wellbeing. How much does work contribute to a person's sense of identity?	Careers lessons/Life Skills PSHE
Gatsby Benchmark 3,4,5	To have positive expectations of work.	List what they think work will provide them with. Discuss how to prepare for work in order to ensure that expectations are met.	Careers lessons/Life Skills PSHE
<b>Actively promote equality of opportunity and challenges stereotypes</b>			
Gatsby Benchmark 3	To consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background.	Research and discuss examples of how others have progressed and use the information and case studies to inform their planning.  Use guidance interviews with advisers to obtain	Careers lessons/Life Skills PSHE

<b>Help young people to progress</b>			
Gatsby Benchmark 3	To understand the relevance to their future lives with each part of the curriculum.	Review and update their personal profiles and begin to select elements to present in support of their career planning and progression.  Consider what providers will be looking for in applicants and identify strengths especially relevant for their potential applications.	Careers lessons/Life Skills
Gatsby Benchmark 3,7	To follow application procedures and prepare for interviews.	Undertake practise application forms and mock interviews	Careers lessons/Life Skills

Gatsby Benchmark 3,7	To understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent/supported living.	Update their individual personal portfolio (IPP) discuss with others and use it to prepare their cv.	Careers lessons/Life Skills
<b>Key Stage 5</b>	<b>Area of Careers Programme</b>	<b>Possible evidence for specific area</b>	<b>Cross Curricular</b>
<b>Empowering young people to plan and manage their futures</b>			
Gatsby Benchmark 3,7	To research and interpret information about their personal, learning and work options.	Careers Hub, Preparation for Adulthood Event, online sites	Careers
Gatsby Benchmark 3,7	To know how to use individual learning and career planning to help them make progress, reflect on achievements and maintain challenging but realistic learning and work goals.	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers lessons PSHE

Gatsby Benchmark 3,7	To be able to recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them.	Complete a vocational profile and identify areas they need to work on.  Discuss real life stories of how individuals have responded to the influences around them.	Careers Lessons
Gatsby Benchmark 3,7	To develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances.	Review their vocational profile and develop this further by using their strengths and interests and updating them.  Use website to investigate related occupations	Careers Lessons

<b>Respond to the needs of each learner</b>			
Gatsby Benchmark 3,7	To review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes.	Use reports/feedback given to them by work experience opportunities, teachers/tutors, parents/carers etc. Update their personal portfolio.	Careers Lessons
Gatsby Benchmark 3,7	Identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them.	Discuss and review future plans with teachers/tutors, parents/carers etc.  and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers Lessons
<b>Provide comprehensive information and advice</b>			
Gatsby Benchmark 3,7	To have access to the full range of information on opportunities in learning and work.	Careers Hub  Attend a careers event  Complete a project on a career development topic of their choice.	Careers Lessons.
Gatsby Benchmark 3,7	To gain further understanding in opportunities, benefits and drawbacks in different forms of work in their next career move.	Careers Hub.  Attend a careers event.  Complete a project on a career development topic of their choice	Careers Lessons.

		College open days.	
Gatsby Benchmark 3	To gain further knowledge and understanding in how to manage their own money and how to apply for financial support.	Careers Hub  Youth Support Services  <del>Young money financial lessons</del>	Careers Lessons. Across curriculum
Gatsby Benchmark 3	Observe their rights and responsibilities in relation to health and safety and terms and conditions of employment.	Careers Hub  Youth Support Services  ASDAN – Employability – Health and Safety in	Careers Lessons. ASDAN – Employability Lessons.
<b>Raising aspirations</b>			

Gatsby Benchmark 3	To further develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others.	Discuss and review future plans with teachers/tutors, parents/carers etc.  Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Carers Lessons. PSHE Lessons. Annual Reviews. Termly EHCP Updates.
Gatsby Benchmark 3	To further develop their understanding of economic independence and what it means to them.	To identify the three most important values that would influence their decision whether or not to take a job that was offered to them.	Careers Lessons.
Gatsby Benchmark 3	To explain how they will realise their positive expectations of work.	Draw up a career action plan.	Careers Lessons.
<b>Actively promote equality of opportunity and challenge stereotypes</b>			
Gatsby Benchmark 4,5	To consider realistic learning and work options that meet their individual needs.	Discuss and review future plans with teachers/tutors, parents/carers etc.  Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers Lessons.
<b>Help young people to progress</b>			
Gatsby Benchmark 3	To evaluate the benefit of their progression opportunities for different parts of the curriculum.	Write a personal statement in which they highlight on how they have benefited from the courses they have taken.  Discuss how the choices of learning they have made could give them advantages when applying	Careers Lessons.

Gatsby Benchmark 3	To be able to promote a positive view of themselves through self-presentation to improve their chances of success in selection and recruitment processes.	Participate in mock selection interviews. Discuss who can help them and create a personal network of contacts and support when looking for work.	Careers Lessons.
Gatsby Benchmark 3,7	To know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress.	Review previous decision making points, discuss and explain what they will do differently next time.	Careers Lessons.



Appendix 3

Meadowfield School CIEAG Programme Partners.

