



Market Field School – ‘*Learning for Life*’

&

Market Field College – ‘*Fostering Readiness for Work and Life*’

Careers Education, Information, Advice and Guidance Policy

2024 - 2026

Staff Responsible	Created	Approved by Governors	Next Review
Hazel Govia	March 2024		Autumn Term 2026

Vision Statement

Market Field School and College are committed to changing lives; affording our learners the skills, knowledge and confidence to successfully prepare them for the opportunities and responsibilities their futures hold.

The governing body has therefore adopted this policy to provide a clear commitment to a framework for Careers Education, Information, Advice and Guidance.

Objectives

Market Field School and Market Field College have a statutory requirement when delivering careers education, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our Careers Programme:

- Meets the eight Gatsby benchmarks of good careers guidance.
- Responds to the needs of each pupil.
- Challenges stereotypes and promotes equality.
- Encourages the skills and confidence our students need to successfully shape their own futures.
- Provide comprehensive advice, information and experiences.

Market Field School and College's Careers Programme can be found on the respective websites.

Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in years 7-11 (Market Field School) and years 12-14 (Market Field College).
- This policy has been written in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff' (DfE, January 2023).
- This policy accepts the 8 Gatsby benchmarks as set out in the DfE guidance. The benchmarks, and further information from the SEND Gatsby Benchmark Toolkit, can be found in Appendix 1 of this policy.
- Further information can be found in our Provider Access Policy, our Careers Strategy and in our Careers Programme. All of these documents can be found on the Market Field School and College's websites.
- All members of staff at Market Field School and Market Field College 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.

School and College Responsibilities

The school and college have a series of statutory duties.

All registered students should receive at least one interview with an independent, qualified careers adviser by the age of 16, and the opportunity for a further interview by the age of 18. This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option. These interviews currently take place during their Annual Reviews.

There must be an opportunity for education and training providers to access students in Year 7 – 14 to inform them about approved technical qualifications or apprenticeships. Please see the Provider Access Policy for information on this.

Market Field School and Market Field College believes that a good careers programme connects learners to their futures. It motivates our students by giving them a clear understanding of future pathways or by giving them ideas of routes to careers they will find interesting and rewarding. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to navigate through the next stages of their life and beyond.

The school and college will continuously monitor its careers provision and will seek further improvement (please see our Careers Strategy 2024 – 26). This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school and college (e.g. School Improvement Officer, Ofsted and the Careers and Enterprise Company).

Governor Responsibilities

The governing body will ensure that Market Field School and College has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks.
- Is meeting the legal requirements outlined in the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff' (DfE, January 2023).
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers access students in years 7 -14.
- There will be a member of the governing body who takes strategic interest in CEIAG and encourages employer engagement.

Monitoring, Evaluation and Review

The Headteachers will ensure that:

- The work of the Careers Leader and their team is supported and monitored.
- CEIAG events are supported and monitored.
- A member of the Senior Leadership Team has an overview of CEIAG.

The effectiveness of this policy will be measured in a variety of ways:

- Gathering feedback from stakeholders.
- Gathering feedback from external visitors such as the School Improvement Partner or Ofsted.
- Analysis of the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of Market Field School and College will review this policy in the Autumn Term, 2026.

Appendix 1

SEND Gatsby Benchmark Toolkit

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by Talentino, CDI (Careers Development Institute) and the Careers & Enterprise Company states that: *‘there is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.’*

Gatsby Benchmarks	<i>‘The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact.’</i>
<p>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.</p>	<p>The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships and community.</p>
<p>2. Learning from career and labour market information: Every student, and their parents, should have</p>	<p>The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs.</p>

<p>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>	
<p>3. Addressing the needs of each student: 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>	<p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students.</p>
<p>4. Linking curriculum learning to careers: All teachers should like curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter.</p>
<p>5. Encounters with employees and employers: 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.</p>	<p>The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort.</p>
<p>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.</p>	<p>The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.</p>
<p>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.</p>	<p>Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted.</p>

<p>8. Personal guidance: Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of the school) or external (provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.</p>	<p>The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort.</p>
--	---