



Careers Education, Information, and Guidance (CEIAG) Policy 2024

Approved by: Governing Body	
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Introduction

- 101 Marden Bridge Middle School acknowledges the vital role that Careers Education, Information, Advice, and Guidance (CEIAG) plays in preparing our students for the opportunities, responsibilities, and experiences of life. A robust CEIAG programme is an integral part of the personal development of our students. In today's rapidly changing world, it is more important than ever for students to be equipped with the necessary attitudes, behaviours, skills and knowledge to make informed decisions about their future education, training, and employment. The aim of our CEIAG programme is not only to guide students on their path to a rewarding career but also to inspire and empower them to reach their full potential, regardless of their background or individual circumstances.

This policy is in alignment with the Education Act 1997 Sections 42A and 45A, and adheres to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'. It recognizes the need for young people to be prepared for the transitions to further education, training, and employment, ensuring they can navigate the world of work and make a positive contribution to society. The Gatsby Benchmarks set standards for all schools to meet in

Gatsby Benchmarks

- 201 Everything we do in relation to careers at Marden Bridge is centred around achieving the 8 Gatsby Benchmarks. In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. These benchmarks are a central component of the DfE "Careers Strategy" that was first published in December 2017 and revised in "Careers guidance and access for education and training providers" in January 2023. This is what we as a school strive to achieve every day for all students at Marden Bridge.
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1. A stable careers programme – a programme that is backed by the SLT, adequately funded and resourced, published on the website and systematically evaluated.
 2. Learning from career and labour market information – students and parents/carers must be aware of current trends and patterns within local and national contexts.

3. Addressing the needs of each pupil – we regularly review and evaluate the programme to ensure all pupil's needs are being met
4. Linking curriculum learning to careers – careers should be a golden thread across all curriculum areas.
5. Encounters with employers and employees – all students should have meaningful encounters with employers on an annual basis.
6. Experiences of workplaces – as a middle school, we use every opportunity and visit to ensure pupils experience the world of work
7. Encounters with further and higher education – all students should be aware of all routes open to them, have encounters with HE/FE providers and visit HE/FE facilities.
8. Personal guidance – all young people should have access to impartial careers advice in key stage 3.

- 203 A detailed overview of the benchmarks can be found in the [DfE's careers guidance document](#) (updated Jan 2023). Additionally, there is the [CEC's Guidance for Middle Schools](#) which details what good practice looks like for each benchmark within a middle school setting

Statutory requirements

- 301 This section gives an overview of the statutory responsibilities ('must') of schools outlined in the publication '[Careers guidance and access for education and training providers](#)' published in Jan 2023. It also details recommended good practice ('should') for high quality careers provision in schools.

1. Every school must publish details of their careers programme for young people and their parents/carers.
2. Schools must name their Careers Leader and publish their contact details on the website.
3. Every school must ensure that students are provided with independent careers guidance from Year 8 to 13.
4. Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships*.
5. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

In addition to the statutory requirements above, the DfE (and CEC) recommend;

1. Every school should appoint a named Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.
2. Every school should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities.
3. Schools should continue to track student destinations for 3 years post KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement.

Provider Access Legislation (PAL) (introduced Jan 2023)

401 [CEC guidance](#) + [DfE Careers Guidance](#) (p.42)

The updated provider access legislation (PAL) has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical qualifications.

Marden Bridge ensure the first key phase experiences happen and liaise with the two main feeder high schools. **See our PAL policy.**

Vision and Values

501 Marden Bridge Middle School's Core CEIAG aims:

- To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

- To ensure that students develop the skills and attitudes necessary for success in adult and working life; skills such as independence; resilience; personal learning and thinking skills.
- To make students aware of the range of opportunities which are realistically available to them in further/higher education and training
- To equip students with the necessary decision-making skills to manage those transitions.
- To maintain a culture of high aspirations.
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- To foster links between the school, local businesses and further/higher education establishments.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential.

Management and Delivery

- 601 The CEIAG programme at Marden Bridge Middle School is a whole-school initiative, involving all staff members. The Humanities faculty lead, Lynsey Jackson, appointed as the CEIAG lead, oversees the strategic planning and management of the programme. She works closely with the Deputy Head and the link governor to ensure the effective delivery of CEIAG.
- 602 Governing Body
- Appointed Careers Governors:
Doug Cole
(gov.cole@mbms.org.uk)
- Review and approve the CEIAG Policy on an annual basis
 - Ensure the school meets the statutory CEIAG requirements as stipulated by the DfE
 - Support and offer suggestions for improving the CEIAG provision at Marden Bridge Middle School
 - Encourage employer engagement in CEIAG programme and ensure

	education and training providers can access pupils
SLT	<ul style="list-style-type: none"> • Hold the Careers Lead to account • Assist in the evaluation and review of the CEIAG provision in place • Offer support and suggestions for improving the CEIAG provision at Marden Bridge Middle School
Careers Lead	<p>Lynsey Jackson (Lynsey.Jackson@mbms.org.uk)</p> <ul style="list-style-type: none"> • Coordinate CEIAG provision across the school • Coordinate staff careers CPD • Liaise with internal staff and external providers who contribute to the school careers programme • Monitor, review and evaluate CEIAG programme
Faculty Leaders	<ul style="list-style-type: none"> • Promote careers opportunities within their subject area(s) • Ensure careers is regularly added and discussed as an agenda item in faculty meetings • Hold faculty staff to account if they are not delivering CEIAG in line with faculty and school plans • Organise careers related trips and guest speakers
All staff	<ul style="list-style-type: none"> • Organise careers related trips and guest speakers • Promote careers within their subject area and outline links between subject curriculum and the world of work • May be required to deliver careers education within PSHE/tutorial time

Staff Development (Continued Professional Development)

- 701 All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will offer annual whole staff CPD on careers. This CPD may be delivered by the Careers Lead, by other internal staff or external providers. Additional opportunities for CPD will be signposted and shared with staff when available.

Funding and resources

- 801 Funding for our CEIAG programme is allocated annually, and we are committed to ensuring effective deployment of these resources. The teacher in charge of CEIAG, is responsible for budgeting and resource management. We also seek external funding opportunities to enhance our programme.

Resources include materials for career education activities, technology to access online career tools, and support for events such as careers fairs.

Monitoring and Review

- 901 We employ a multi-level approach to assessing careers provision:
- The views of students will be surveyed after key events across the year.
 - An annual student voice survey will be carried out.
 - Termly review of the school's achievement of the Gatsby Benchmarks, with Careers Lead, Lynsey Jackson and SLT link, Jonny Instone. Evidence is recorded, progress against the benchmarks is tracked and used to inform priority planning for the following academic year. This assessment is carried out using Compass + and is shared with our Enterprise Co-ordinator at the North East Combined Authority (previously NELEP).
 - Employers and External providers delivering sessions to pupils to be sent feedback request forms which are used to inform the planning of future, recurring events.
 - Evaluations by staff and pupils following any Employer or External provision to ensure only high quality sessions are repeated.
 - The Careers Lead and SLT link meet regularly to discuss the day to day logistics of the school's career program – making adjustments to improve the quality of current provision and plan for future provision to be increasingly effective.

Partnerships

1001 Marden Bridge Middle School is an outward looking organisation and recognises the mutual benefits of working in partnership with a number of local organisations. The number and strength of these partnerships will continue to grow as engagement with external providers increases.

1002 Current partnerships include:

NERAP (North East Raising Aspiration Partnership) - We utilise support from this University Network to organise enterprise and information sessions

Tyne Metropolitan College - Assemblies and class based sessions are arranged across the year to ensure pupils are informed about options post 16

DWP - Sessions are arranged for Year 8 pupils to work on transferable skills in the hope that this support and guidance can ensure fewer NEETs (Not in Education, Employment or Training) each year

Parents/Carers - At Marden Bridge Middle School we recognise the important role that parents/carers have in their child's future pathways and decisions. We therefore aim to support our parents/carers to feel confident and informed about assisting their child. Support can be found via the careers section of the school website:
<https://mbms.org.uk/information/careers/#parents>

Employers, Community Partners and Learning providers - To ensure we offer a career programme that meets the need of our students we work with a vast range of employers and external providers. An annual record of the external providers we work with is maintained

Connexions for Personal Guidance support - The school has an annual agreement with Connexions who provide our students with impartial information, advice and guidance relating to next steps, pathways and future careers.

North Tyneside Careers Network - The school is an active member of the North Tyneside careers network. Through this network the school careers lead attends half termly meetings where they hear from external providers, get local and national CEIAG updates, are able to share good practice around the Gatsby Benchmarks and network with local colleagues

North East Combined Authority (previously NELEP) - Marden Bridge Middle School has a named Enterprise Coordinator who supports and ensures our programme meets all statutory and recommended

guidance. The LEP also offer staff CPD opportunities throughout the academic year

This is not an exhaustive list of partners. We are always looking for further opportunities to enhance our provision with new partners.

Personal guidance

- 1101 The world of work is a fast paced and ever changing environment. It is therefore vital that all students are fully informed and prepared for making choices regarding your next steps after leaving school. We aim to support students so that the transition from Marden Bridge Middle School to High school is as smooth and uncomplicated as it can be, and to equip students with the knowledge and understanding to enable them to make the best decisions.

Good quality careers education will raise aspirations. It will increase motivation by linking activities in school with preparation for life. Career Education, Information and Guidance (CEIAG) will therefore contribute to raising achievement, helping focus on longer-term career ambitions and ensuring an equality of opportunity for all.

At Marden Bridge, we provide a comprehensive CEIAG programme to students in every year group, and this including aspects of work-related learning alongside enterprise activities.

Grab every opportunity with both hands. It is never too early to start thinking about the future!

Attitude, behaviours and skills development play a huge part in preparing students for life after Marden Bridge and all students will discuss and develop these in every curriculum area, considering how each area of the curriculum could benefit their future. Using our careers platform, Unifrog, students will be able to track progress through middle school and high school years. There will also be discrete careers lessons within Life Studies lessons.

In Year 8, students have the opportunity to meet with a Connexions careers advisor and discuss the best way to progress towards their chosen career.

Provision

- 1201 A careers map is available on the school website showing an overview of pupil's learning and activities across each year group.

<https://mbms.org.uk/information/careers/docs/CEIAG-Planning-2023-24.pdf>

