



The Marlborough Science Academy

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CAREERS EDUCATION POLICY GP 31	
Responsible Governing Body Committee:	Curriculum Committee
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Author:	Nikki Golds
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Relationship to other policies

- Equality Policy
- Health and Safety Policy
- PSHCEE and RSE Policy
- Special Educational Needs Policy
- Teaching and Learning Policy

At The Marlborough Science Academy, we are dedicated to ensuring every student receives the guidance and support needed to thrive in their future endeavours. (CEIAG). We firmly believe that each young person deserves the opportunity to discover their unique talents, develop essential skills, and explore diverse career pathways. Our goal extends beyond academic excellence – we strive to foster educated, confident, active, and responsible young individuals who are prepared to navigate the complexities of the modern world. Whether a student aspires to attend university, pursue an apprenticeship, or embark on a professional journey, we are committed to equipping them with the necessary tools and knowledge to make informed choices.

At the Marlborough Science Academy, we understand that every student has distinct interests, strengths, and aspirations. Our comprehensive career guidance program is tailored to empower everyone to identify their passions and explore careers that align with their abilities and goals. Through personalised Services for Young People (SfYP) interviews, workshops, and in school activities, we aim to foster self-discovery and provide invaluable insights into various professional fields.

We actively seek partnerships with local businesses, organisations, and industry professionals to offer work experience, shadowing, and assembly talks. These hands-on experiences allow students to gain practical knowledge, develop essential skills, and make informed decisions about their future paths.

Aims

- To enable our students to develop their knowledge about further education, training and employment.
- To enable our students to make informed decisions about their futures.
- To ensure our students have access to guidance at key transition points in their education.
- To ensure that careers provision is accessible to all, promotes an ambitious attitude, and is monitored and evaluated for its effectiveness.
- To link curriculum learning to the world of work. This policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 (The Baker Clause).
- Students are entitled to access our independent careers provision through Services for Young People (SfYP) at any time from Year 7. Formal careers appointments for all students begin during Year 10.

Student Entitlement

All students in Years 7 - 13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships (Baker Clause), through options events, assemblies, form time, lessons and taster events.
- Understand how to make applications for the full range of academic and technical courses.

In compliance with the updated Provider Access Legislation, students will engage in a minimum of six 'Employer Encounters.' Two encounters during Years 8 and 9, two during Years 10 and 11 and a further two during Years 12 and 13. We also adhere to the 8 Gatsby Benchmarks as detailed in the appendix.

Implementation:

At Key Stage 3 we aim to develop the skills and confidence needed to make realistic and informed decisions about Key Stage 4 courses and develop an understanding of self in relation to future roles along with an understanding of work, training and continued education. Students are encouraged to improve self-awareness through reviewing their own interests, developing their individual character virtues, aptitude and preferred approaches to learning and preferred subjects. Students will have the opportunity to engage in work-shadowing days and will be provided with opportunities to meet industry experts.

At Key Stage 4 we aim to develop students' skills and confidence to enable them to make realistic and informed decisions about their future beyond compulsory schooling. We also aim to help them develop the skills necessary to manage the transition from Key Stage 4 into the Sixth Form or Further Education, training or employment.

We encourage students to participate in all opportunities. We also ensure they develop their research skills so they can find out the information they need to make career choices. Students are supported in understanding how to write a CV and its importance in the interview process. Students will access a number of employer engagement events, engage with higher education providers, as well as providers of technical and alternative training qualifications.

At Key Stage 5 our programme develops the skills acquired at Key Stage 4 to ensure students are fully informed about higher education and training opportunities, and the portfolios required for these. Students are encouraged to develop their understanding of independence and independent living ready for the next stage in their life both in and out of education. Links with employers, trainers and financial support continue to develop to ensure students are fully prepared for their next steps. Our CEIAG programme is embedded across the whole-school curriculum. Each faculty aims to ensure it provides opportunities to explore career pathways within their subject areas. Additionally choices, options, opportunities and pathway discussions and investigations are explored within the PSHCEE programme.

As a school we ensure that our programme does not show bias towards a particular career pathway and promotes a range of options for all students.

Careers Programme

Our careers programme is embedded into the curriculum and includes a variety of enrichment activities. Our programme has been designed and developed in line with the eight Gatsby Benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

Our programme provides a range of encounters with employers, experiences of the workplace, advice sessions with an external qualified careers adviser and opportunities for self-reflection and skills development in form time, Extended Learning Days, embedded within subject areas and in extracurricular opportunities. We continue to develop our Careers Guidance and Education programme in line with the eight Gatsby Benchmarks.

Careers education, guidance and work-related learning will be planned by the Careers Co-ordinator and delivered in a variety of ways to include:

- Planned activities delivered during form period by Form Tutors.
- Themed assemblies including visitors from business and industry.
- Themed sessions when the whole year group will come off timetable.
- ICT and PSHCEE lessons.
- Cross Curriculum Delivery.
- Game Changer Events, Careers and Apprenticeship Fairs – Focussed events for all Key Stages.
- Visits/trips e.g. Houses of Parliament, Skills London etc.
- Online Careers software - Unifrog accounts for all students in Key Stages 3, 4 and 5.
- Work experience for all Year 10 and 12 students.
- Work shadowing, visits to places of work and volunteering opportunities.
- Insight into Industry conference.

The Marlborough Science Academy Provider Access Policy Procedure:

A provider wishing to request access or attend any of our events should contact Ashley Skirving (Careers Administrator) via careers@marlborough.herts.sch.uk. Please see our Provider Access Policy for further information regarding our programme to ensure we fulfil our statutory duties to provide six encounters with technical education or training providers.

Opportunities for access

A number of events integrated into the school careers programme will offer providers an opportunity to come into school to speak to students and/or their parents/carers. These will normally be during assemblies, careers presentations, Options Evenings for Years 8 as well as Post 16 Open Evening.

Commitment

The Marlborough Science Academy is committed to providing a planned programme of careers education, information and guidance for all students in Years 7 to 13 in partnership with Services for Young People.

Development

This policy was developed and is reviewed annually through discussions with teaching staff, the school's personal advisers from Services for Young People, students, parents, governors, advisory staff and other external partners.

Links with other policies

The CEIAG programme is underpinned by the school's policies for teaching and learning, PSHCEE, Equality, Health and Safety and Special Educational Needs. The Careers programme is designed to meet the needs of all students at The Marlborough Science Academy. We are keen to engage with and provide opportunities to work with external careers bodies and local employers. CEIAG is compliant with the updated Provider Access Legislation. For further information see our Provider Access Policy. Our Employment Engagement statement outlines how local businesses may engage with and contact the school to further enhance the opportunities we provide to students.

Staffing

All staff are expected to contribute to the CEIAG programme through their roles as form tutors and subject teachers. The Careers Education curriculum is reviewed annually through the support of Services for Young People, the Carers and Enterprise Partnership and the Senior Leadership Team. The SfYP adviser provides specialist careers guidance. Careers information is available in the Careers section of the LRC.

Monitoring, review and evaluation

The programme is reviewed annually using the Hertfordshire quality standards for CEIAG to identify desirable improvements.

Recording Assessment

Within school, we utilise the Unifrog platform to help students record their career experiences, interests, and research activities. Students can log details about work shadowing/experience, volunteering, and other career-related endeavours, as well as indicate their areas of professional interest. This information is monitored by staff members, who can identify students' strengths, passions, and areas for further exploration or development.

Unifrog also serves as a valuable tool for students to research different career paths, educational programs, and job opportunities. By engaging with the platform's resources, students can enhance their research skills, explore various industries and roles, and gain insights into the qualifications and experiences needed for their desired careers. Staff members can review students' research activities and provide guidance to ensure they are thoroughly investigating their options.

The Marlborough Careers Team:

Nikki Golds	Strategic lead for Careers
Jen Friend	Careers Administrator
Ashley Skirving	Careers Administrator
Gill Battams	Post 16 Administrator
Faye Bowman	Independent Careers Advisors (Services for Young People)

Appendix:

Gatsby Benchmark	Evidence
1. Providing a stable careers programme	<p>The school has developed an embedded careers programme and guidance across all phases within the school. The school will continue to ensure this is known and understood by students, parents/carers, teachers and employers.</p> <p>At Key Stage 3 students explore looking to the future and careers for the future. They are taught to make informed decisions and enjoy an introduction to the world of work.</p> <p>At Key Stage 4 students further develop their decision-making skills, understanding of the work place, employability skills, and their understanding of pathways and opportunities beyond Year 11.</p> <p>At Key Stage 5 preparation for the world of work and life after Marlborough continues to be developed through workshops and visiting speakers with a focus on opportunities and pathways. Support and guidance is provided to inform and support higher education, apprenticeships and employment opportunities.</p>
2. Learning from career and labour market information	<p>Career and labour market information is provided to every student and their parents/carers through PSHCEE and workshop events.</p> <p>Students use online platforms (e.g. Unifrog) as well as attending events with employers to gain a better understanding of the world of work.</p>
3. Addressing the needs of each student	<p>All students have access to a SfYP personal advisor. This is formally implemented in Year 10 and above.</p> <p>Regular tutor interviews enable consistent dialogue regarding options, choices and next steps, providing the necessary support required.</p> <p>As students approach the Key Stage 3 into 4 transition, a pathways information evening is held for students and parents/carers regarding Key Stage 4 option choices.</p> <p>For the Key Stage 4 into 5 transition we run taster days and information evenings to provide an insight into post-16 life. All students are interviewed to ensure that a suitable pathway is chosen for study at Key Stage 5, accounting for students intended destinations.</p>
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with future career pathways.</p> <p>Faculty areas provide opportunities for linking subjects to potential careers. For example Business Studies explore entrepreneurial skills, along with visits to explore careers in action. English provide opportunities to work with authors, Drama hold workshops with theatre companies.</p> <p>Faculty areas have opportunities to invite subject / area specialists in to work with students and explore links between learning and future opportunities.</p>

<p>5. Encounters with employers and employees</p>	<p>Students are exposed to a variety of professionals who are employers and employees.</p> <p>Guest speakers across year groups, and speed careers networking in Year 7 also provide an opportunity to meet people from a variety of professional backgrounds.</p> <p>In Key Stage 4, Careers networking in Year 9 and pathways, days in Year 11 and sixth form also provide an opportunity to speak with employers and employees.</p> <p>Key Stage 4 and 5 students are invited to a futures evening to hear from inspirational speakers in a variety of lines of work from apprenticeships and STEM.</p> <p>The sixth form also benefits from regular guest visitors as well as corporate organisations such as NatWest who deliver their Dream Bigger workshops that address issues such as financing etc. as well as an opportunity to meet with professionals.</p>
<p>6. Experiences of the workplace</p>	<p>Every student should have first-hand experience of the workplace through work shadowing (e.g. Year 8 work shadowing, Year 10 and Year 12 Work experience).</p> <p>All Children Looked After are fully involved in the Employment Excellence programme.</p>
<p>7. Encounters with further and higher education</p>	<p>We promote a full range of learning opportunities to all students to help them understand what is available to them... Students have the opportunity to attend Apprenticeship roadshows as well as online virtual training advice events from external training providers, to support students in making informed choices.</p> <p>We offer a range of networking events in school, ranging from local and national employers, to training and education providers.</p> <p>The Marlborough Science Academy works closely with local providers, including Oaklands College, West Herts College and the University of Hertfordshire.</p>
<p>8. Personal Guidance</p>	<p>All students from Years 7 to 13 have the opportunity to receive support through careers guidance interviews offered by an externally trained provider (Services for Young People). Students also receive guidance from their form tutor, Director of Learning and the senior leadership team.</p> <p>Students are actively encouraged whenever significant study or career choices are being made, such as Key Stage 4 Options and future pathways in Year 11 or Post 16.</p>