



The Marlborough Science Academy

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CAREERS EDUCATION POLICY GP 31	
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March 2024	October 2024	Y	
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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, lunchtime Pathway Pop-In sessions and assembly talks. These hands-on experiences allow students to gain practical knowledge, develop essential skills, and make informed decisions about their future paths. All careers information and guidance provided to students is impartial, unbiased, and in the best interests of the individual student, as required under Section 45A of the Education Act 1997.

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.

The school complies in full with the Provider Access Legislation (January 2023 update), ensuring that all students in Years 8–13 receive a minimum of six encounters with approved providers of technical education, apprenticeships, and alternative training routes. Two encounters occur in Years 8/9, two in Years 10/11, and two in Years 12/13. Access requests from providers will be granted wherever possible and will not be refused without a clear, legitimate reason.

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.

In addition to these structured opportunities, the school offers regular lunchtime Career Pathway Pop-In Sessions that are open to all year groups. These informal drop-in events provide students with the chance to speak directly with leading professionals from a range of industries, ask questions about specific roles, and gain up-to-date information about pathways, qualifications and career progression. These sessions are designed to broaden students' horizons, encourage curiosity, and ensure that every young person, regardless of year group or prior knowledge, has accessible opportunities to explore diverse career options.

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. We also ensure that students with SEND, including those with Education, Health and Care Plans (EHCPs), receive tailored careers

guidance and full access to all provider encounters and employer activities, in line with statutory duties outlined in the SEND Code of Practice (2015) and DfE Careers Guidance (2023).

Careers Programme

Our careers programme is embedded into the curriculum and includes a variety of enrichment activities. Our programme has been designed in line with the updated Gatsby Benchmarks and meets the requirements of the Department for Education's current statutory guidance (May 2025) on careers provision.

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. Employer encounters are planned to be "meaningful" in line with the Provider Access Legislation definition. Students are able to interact with employers and providers, ask questions, receive impartial information, and understand the full range of routes, including T Levels, apprenticeships, traineeships, and vocational pathways. Careers education, guidance and work-related learning will be planned by the Careers Lead 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.
- IT/Computing 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, Sky Studios 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.
- Year 8 'What's Out There?' careers event.
- Lunchtime Career Pathway Pop-In sessions.
- Next Steps – Careers Information Evening.

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) or Nikki Golds (Careers Lead) 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.

Students will receive information about the full range of Post-16 and Post-18 pathways, including academic routes, apprenticeships, T Levels, traineeships, and Higher Technical Qualifications (HTQs).

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 and the School Careers Leader who is responsible for strategic oversight and implementation of the school's CEIAG provision, in line with DfE statutory guidance (2023) is Mrs Nikki Golds

Monitoring, review and evaluation

The programme is reviewed annually using the Hertfordshire quality standards for CEIAG to identify areas for development, and the school also uses the Careers & Enterprise Company's Compass+ tool to measure progress against the Gatsby Benchmarks. Termly reports are submitted to the governing body, who maintain oversight of careers education in line with DfE expectations. In accordance with DfE Statutory Guidance (2023), this policy and the school's careers programme are published on the school website.

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, 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 programmes, 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 review students' research activities and provide guidance to ensure they are thoroughly investigating their options.

In addition, our use of Unifrog supports the school in meeting the Department for Education's statutory requirements (2025) and the updated Gatsby Benchmarks. The platform enables the school to track student engagement with careers education, ensure all students access information on the full range of post-16 and post-18 pathways, including apprenticeships, technical routes, T Levels, and higher education and monitor encounters with employers and training providers in line with the Provider Access Legislation. It also allows staff to evaluate the breadth and effectiveness of careers provision across year groups, ensuring every student receives impartial, high-quality guidance and is empowered to make informed decisions about their future pathways.

The Marlborough Careers Team:

Nikki Golds	Strategic lead for Careers (N.Golds@marlborough.herts.sch.uk)
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
<p>1. Providing a stable careers programme</p>	<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> <p>Our careers programme is strategically led by a named Nikki Golds Careers Leader and designated member of SLT in addition to the governing body. The school will look towards relevant qualifications for the named Careers Leader.</p> <p>The full careers programme is published annually on our website and communicated clearly to students, staff, parents/carers, employers and wider stakeholders. We review our provision termly using Compass+ and use feedback from students, parents and employers to refine and further improve the programme. In addition, the school operates a planned programme of parental engagement to ensure parents and carers are fully informed and equipped to support their child's career development.</p>
<p>2. Learning from career and labour market information</p>	<p>Students and parents/carers are provided with up-to-date local and national labour market information (LMI) through PSHCEE, workshop events and the Unifrog platform, which supports informed decision-making across all year groups. LMI is presented in accessible formats to meet the needs of SEND and disadvantaged learners, ensuring all students can interpret and apply the information effectively. Students further develop their understanding of the world of work by using Unifrog alongside attending employer events, and we monitor engagement with these LMI resources to identify gaps and provide targeted support where required.</p>
<p>3. Addressing the needs of each student</p>	<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> <p>Careers support is personalised, with additional targeted interventions for vulnerable, SEND, and disadvantaged learners, and the careers team works closely with pastoral staff, the SENDCo, and external agencies to align guidance with wider student support. We maintain individual records of careers interactions, guidance interviews, and intended destinations to ensure ongoing support and follow-up, and we actively monitor participation in all careers activities to ensure reasonable access for all student groups.</p>
<p>4. Linking curriculum learning to careers</p>	<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>To meet this benchmark, we aim to ensure that teachers receive ongoing professional development to support the embedding of career links and labour market information into subject teaching. Each subject area will map career learning opportunities across KS3–KS5 to provide students with consistent and progressive exposure to career pathways. Curriculum areas will incorporate relevant labour market information to show how subject knowledge relates to local and national employment trends, and students will be given structured opportunities to reflect on how their learning connects to future training, employment, and the development of key skills.</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</p>

	<p>address issues such as financing etc. as well as an opportunity to meet with professionals.</p> <p>All encounters are designed to be meaningful, allowing students to engage with employers, ask questions, and understand real workplace expectations. We ensure these encounters cover a diverse range of sectors, including technical, vocational, academic, SME, and STEM industries, with specific opportunities such as Red Bull workshops to enhance STEM engagement. We record student participation in all employer encounters on Unifrog and use this data to ensure every student receives the required frequency and variety of experiences. Where appropriate, parents and carers are actively involved, attending careers events and pathway “pop-in” lunch sessions to strengthen their understanding of emerging careers and study routes.</p>
6. Experiences of the workplace	<p>Every student should have first-hand experience of the workplace through work shadowing and work experience (e.g., Year 8 work shadowing, Year 10 and Year 12 work experience), with all Children Looked After fully involved in the Employment Excellence programme. By age 16, all students will have had more than one meaningful workplace experience, with an additional experience offered by age 18. These experiences include preparation, structured activities during the placement, and guided reflection afterwards to ensure maximum impact. We provide tailored support for SEND and disadvantaged students to ensure all learners can access high-quality workplace experiences, and where appropriate, part-time employment can count as a workplace experience when it meets the criteria for a meaningful encounter.</p>
7. Encounters with further and higher education	<p>We promote a full range of learning opportunities to all students to help them understand the pathways available to them, including academic, technical, and vocational options. Students have the opportunity to attend Apprenticeship roadshows, as well as online virtual training and advice events from external training providers, to support them in making informed choices. Within school, we offer a variety of networking events that connect students with local and national employers, as well as training and education providers. The Marlborough Science Academy works closely with local partners, including Oaklands College, West Herts College, and the University of Hertfordshire, to provide students with insight into further and higher education options.</p> <p>Students experience meaningful encounters with a wide range of education providers, including sixth forms, FE colleges, universities, apprenticeships, and training providers. Alternative formats and additional support are provided to ensure SEND and disadvantaged learners can fully engage with these encounters. All intended and actual destinations are recorded and analysed annually to evaluate the impact of the careers programme. Encounters with education providers are embedded within the wider careers programme and sequenced across all year groups to ensure consistent and progressive exposure.</p>
8. Personal Guidance	<p>All students from Years 7 to 13 have the opportunity to receive support through careers guidance interviews with a qualified, externally trained provider (Services for Young People), complemented by guidance from their form tutor, Director of Learning, and the senior leadership team. Every student receives at least one</p>

	<p>personal guidance interview by age 16 and another by age 18, with pre-meeting preparation and post-meeting action planning to support their next steps. Students are actively encouraged to engage with guidance whenever significant study or career decisions are being made, such as Key Stage 4 options and post-16 pathways, and parents/carers are informed of these opportunities, including through our Next Steps careers information evening, which provides guidance on options, pathways, and future opportunities.</p>
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