

# Manchester Communication Academy

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Careers Guidance Policy



with you, for you, about you.

## Revision Information

<b>This document has been approved for operation within</b>	Manchester Communication Academy
<b>Date of last review</b>	March 2024
<b>Date of next review</b>	March 2026
<b>Review period</b>	Every 2 years, or where they have been material changes to the relevant courses of business
<b>Date of approval</b>	
<b>Status</b>	Approved
<b>Person responsible for the policy</b>	Headteacher
<b>Owner</b>	Local Governing Body (MCA)
<b>Signature of Approval</b>	

## Revision History

Review Date	Changes Made	By Whom
March 2024	<p>Sections have been updated/amended to reflect government guidance. Old sections were:</p> <ol style="list-style-type: none"> <li>1. Purpose of the policy</li> <li>2. Principles and values</li> <li>3. The aims of careers education, information, advice and guidance (CEIAG)</li> <li>4. Implementation of CEIAG</li> <li>5. Leadership and management of CEIAG</li> <li>6. The elements of the CEIAG curriculum</li> <li>7. Statutory duty and the role of Governors</li> <li>8. Monitoring and evaluation of CEIAG</li> </ol> <p>New sections are as follows:</p> <ol style="list-style-type: none"> <li>1. Aims</li> <li>2. Statutory requirements</li> <li>3. Roles and responsibilities</li> <li>4. Implementation of CEIAG</li> <li>5. Our careers programme</li> <li>6. Monitoring links to other policies</li> <li>7. Monitoring and review</li> </ol> <p>Sections have been updated to reflect government guidance. Staff names have been removed and replaced with job titles. Review period has been updated from one year to two years.</p>	Steven Eyre

**Equality Statement:** Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010. To advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. Manchester Communication Primary Academy (part of Greater Manchester Academies Trust) regularly reviews all policies and procedures, which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

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### 1. Aims

This policy aims to set out Manchester Communication Academy’s (MCA) provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents/carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils’ futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils’ awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they’re interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

MCA believes that careers education, information, advice and guidance (CEIAG) should:

- Contribute to strategies for raising attainment
- Support each stage of our students’ personal and academic achievement
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Support successful transition to the next stage of education and employment
- Encourage participation in continued learning including higher and further education
- Develop enterprise and employment skills
- Meet the needs of all of our students through appropriate differentiation
- Focus students on their future aspirations
- Involve parents and carers.

At MCA, we actively encourage all students to seek to have the highest aspirations and to achieve their personal best. With a wealth of impartial, independent guidance and collaborative partnerships with industry, students are exposed to a wide range of opportunities that ultimately supports every student in making the most appropriate and relevant post 16 choices.

Careers education at MCA does not just mean informing students about their options post 16 but most importantly how their school career, performance and commitment will impact their futures. By supporting students with decisions at crucial stages of their school life e.g. GCSE options and exposing them to a high number of interactions with employers and the workplace, we aim to nurture aspirations, develop skills and qualities that best prepares our young people for the demands and challenges of the world of work regardless of which pathway

they choose.

Given the breadth and diversity of post 16 opportunities available to students, it is essential that we support their understanding and interpretation of how these choices will impact their future. The Academy Careers Plan sets out strategically how the Academy accommodates this from Year 7-11 and we equip students with the knowledge, inspiration and ability to take ownership of their own career journey which will enable them to succeed in their chosen pathways.

The Academy careers plan and associated provision supports the achievement of fully meeting the eight Gatsby benchmarks that define high quality careers education (APPENDIX 1)

## 2. Statutory requirements

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:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously). As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

## 3. Roles and responsibilities

Our careers leader works closely with the senior leadership team (SLT) to provide careers guidance for all of our pupils.

Our careers leader 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 closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

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

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

## 4. Implementation of CEIAG

- MCA delivers CEIAG in partnership with local and national agencies, educational establishments, training providers and employers via one to one support, intensive support, mentoring, through curriculum delivery, visits to organisations and visiting speakers.
- MCA recognises its responsibility to ensure that students are clear that if they do not achieve a grade 4 or better in GCSE maths or English by the end of Key Stage 4, they will be required to continue to study these at school, college or as an apprentice.
- MCA ensures that students understand that a wide range of career choices require good knowledge of maths and the sciences and ensures that through the CEIAG programme and the work of the STEM Coordinator, students are exposed to a diverse selection of professionals from varying occupations which require STEM subjects.
- MCA ensures that all students are aware of out of school opportunities that could help them with their careers aspirations and works closely with the National Citizen Service and other voluntary and community organisations.

## 5. Our careers programme

MCA 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 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks (Appendix 1):

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

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.

Our careers programme is delivered through a number of methods, including lessons, tutor-led discussion, displays, events, guest speakers.

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

### Key Stage 3 ([Link to Gatsby benchmark](#))

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves (1,3)
- Students have opportunities to engage with a range of local business (1,2,4,5)
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages (1,2,3)
- Students link curriculum areas to careers to help prepare them for choosing their GCSE pathways (1,3, 4)
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness (1,2,3)
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles (1,2,3)
- Students have optional access to independent and impartial advisers via drop in sessions and a booking/referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers (1,2,3,8)
- Students have to engage with a range of local businesses, FE and HE providers (1,2,3,5,7).
- Students link curriculum areas to careers to help prepare them for choosing their GCSE pathways (1,3, 4)
- Targeted interventions begin with 'risk of NEET' students (3).

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

### Key Stage 4 ([Link to Gatsby benchmark](#))

- Students explore post 16 pathways, including A-Levels, BTEC's, T-Levels and Apprenticeships (7)
- Students have opportunities to engage with a range of local business, FE, HE and training providers (5,7)
- Students complete the GM Higher programme; learning about how post 16 options affect HE routes, career pathways, workplace behaviour/expectations, preparing a CV, preparing for interview (1, 2, 7)



- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals (1,3)
- Students have optional access to independent and impartial advisers via a booking/referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers (8)
- Students complete work experience/work safari (6)
- Students develop interview techniques and complete a mock interview with a local employer (1,3,5)
- Targeted interventions with a career focus for 'risk of NEET' students (3)
- All students have a one to one guidance interview with a personal advisor (L6 qualified) (8)
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development (8)
- Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and they are informed where to find out more about specific courses/careers (3,8)
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers, including those hosted by MCA (5,7)
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter (1,3)
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events (7)
- Vulnerable students are referred to appropriate support agencies and transition plans are shared with relevant post providers (3).

#### Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

#### Access to our careers programme information

A summary of our school's careers programme is published on our school website, including 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 the school.

#### 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.

## 6. Monitoring Links to other policies

This policy links to the following policies [outline any links to other relevant policies you have]:

- Provider access policy statement
- Child protection policy
- Equality policy

## **7. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the [governing board/a committee of the governing body] and reviewed annually.

The next review date is: 13/03/2026

# APPENDIX 1

## The Gatsby Benchmarks

- Benchmark 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.
- Benchmark 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 the best use of available information.
- Benchmark 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.
- Benchmark 4: Linking Curriculum Learning to Careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
- Benchmark 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.
- Benchmark 6: Experiences of Workplaces Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.
- Benchmark 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.
- Benchmark 8: Personal Guidance Every Student should have opportunities for guidance interviews with a careers 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.