



## **FOREST OF DEAN TRUST POLICY (Dene Magna specific)**

**Policy: Careers Policy**  
**Careers Education, Information, Advice and Guidance (CEIAG)**

**October 2022**

**Review Date: September 2024**

**Authorised by Trustees                      Date: 11 October 2022**

**Updated by: Jo Rich**

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### Linked policies

*'Baker Clause Statement'* Forest of Dene Trust, September 2021

### Linked Documents

*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'*. DFE, September 2022

### Careers Team

- Member of staff                      Mrs Jo Rich Careers Lead
- Member of LG                      Mr Fred Mitchell Deputy Head
- LGB Link Governor                      Mr Matt Bishop

# Careers Policy

## 1.0 School Aim

1.1 Dene Magna is founded upon the collective pursuit of our leading aim:

*“That each and every learner shall achieve their maximum potential and enjoy the process.”*

Dene Magna seeks to maximise the life chances of all of our young people, it is therefore crucial that we prepare them for life beyond school and college. We encourage our students to “Dream Big and Aim High”.

1.2 The Trustees have therefore adopted this policy in order to provide a clear commitment to and framework for Careers.

## 2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance (CEIAG) given to students in Key Stages Three, Four and Five.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (DfE, September 2022).

2.4 This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Please see our linked policy: Baker Clause Statement.

2.6 This policy refers to events and opportunities in Key Stages three, four and five and these events will impact upon all students at the school.

2.7 All members of staff at Dene Magna 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 Advisor.

2.8 It is important that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives:**

3.1 The objectives of the Careers policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

4.1 The school has a series of statutory duties:

- 4.1.1 All registered students at the school must receive independent careers advice in Years 7 to 13
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the Students
- 4.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

4.3 The Forest Trust believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. 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 (e.g. School Improvement Partner or Ofsted)

## **5.0 Trustee Responsibilities**

5.1 The governing body will ensure that the School 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:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

6.1 Introduction - This section of the 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.

6.2 All Students in years 7-13 are entitled:

6.2.1 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;

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

6.2.3 to understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

6.5 In the first instance, requests by providers should be sent to, Deputy Headteacher, Fred Mitchell at [f.mitchell@denemagna.gloucs.sch.uk](mailto:f.mitchell@denemagna.gloucs.sch.uk) with a minimum of 6 weeks' lead-time. All requests will be considered based on; staffing availability to support the activity, clashes with other planned activity, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.

## **7.0 Impact Assessments**

7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Lead and CEIAG events are supported and monitored

7.1.2 a member of the Leadership Group has an overview of CEIAG work and reports regularly back to the team

7.1.3 The Deputy Head will have responsibility for the overview

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

7.2.1 Feedback from stakeholders through parent, teacher and student surveys;

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2 The school records 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.

7.3 The Trustees of Forest of Dean Trustees will review this policy every two years.

# Appendix 1

## The Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>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>	<ul style="list-style-type: none"> <li>- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>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 best use of available information.</p>	<ul style="list-style-type: none"> <li>-By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>-Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>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>	<ul style="list-style-type: none"> <li>- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>-Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> </ul>

		<p>-All pupils should have access to these records to support their career development.</p> <p>-Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	-By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<b>5. Encounters with employers and employees</b>	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>- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	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>-By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>-By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<b>7. Encounters with further and higher education</b>	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.	-By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.

		<p>-By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<p>-Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>



## Appendix 2

### Dene Magna Careers Programme

Careers Programme	Autumn Term	Spring Term	Summer Term
Year 6			<b>Groupworks:</b> -Team Building -Aspirations/Jobs of the Future
Year 7	<b>Introduction to the Careers Advisor</b>  <b>Introduction to the Careers Library</b>  <b>Visual Displays in School</b>  <b>Unifrog:</b> -Intro to Unifrog: Careers Library Treasure Hunt (1) -What are Skills?	<b>National Apprenticeship Week</b>  <b>National Careers Week</b>  <b>Unifrog:</b> Interests Profile	<b>Groupworks:</b> -Team Building -Opportunity True or False -Skills & Qualities  <b>Unifrog:</b> -Recording Activities -Aspirations/Future Jobs
Year 8	<b>Unifrog:</b> -What does Success Mean to you?  -Career Terminology	<b>National Apprenticeship Week</b>  <b>National Careers Week</b>  <b>Unifrog:</b> -Careers Library Treasure Hunt (2)	<b>Unifrog:</b> -GCSE's Choices Choices, -Activities and Competencies Bingo
Year 9	<b>Dene Magna Careers Fair</b>  <b>Unifrog:</b> -What makes a great Leader -Talking about your competencies	<b>National Apprenticeship Week</b>  <b>National Careers Week</b>  <b>Options Evening</b>  <b>Unifrog:</b> -Careers Library Treasure Hunt (3)	<b>Careers Fair/Enterprise Event</b>  <b>Unifrog:</b> -Identifying Interests -Your Skills, Your Team, Your Future

<p><b>Year 10</b></p>	<p><b>Work Experience</b></p> <p><b>Dene Magna Careers Fair</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-How to Research Work Placements</li> <li>-How to contact employers</li> <li>-Personality Profile</li> </ul> <p><b>National Apprenticeship Show</b></p>	<p><b>Work Experience</b></p> <p><b>National Apprenticeship Week</b></p> <p><b>National Careers Week</b></p> <p><b>College/Sixth Form Open Events</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Careers Library Treasure Hunt (4)</li> <li>-CV's and Cover letters</li> </ul>	<p><b>Work Experience</b></p> <p><b>Employer Visits</b></p> <p><b>College/Sixth Form Open Events</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-What makes a great Team Player?</li> <li>-Escape Room</li> </ul> <p><b>10 2 11 Life Skills Challenges</b></p>
<p><b>Year 11</b></p>	<p><b>Dene Magna Careers Fair</b></p> <p><b>College Taster Days</b></p> <p><b>Mock Interviews</b></p> <p><b>1:1 Career Discussions</b></p> <p><b>National Apprenticeship Show</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Post 16 Options</li> <li>-Busting BTEC Myths</li> <li>-A Level Choices</li> </ul>	<p><b>National Apprenticeship Week</b></p> <p><b>National Careers Week</b></p> <p><b>1:1 Career Discussions</b></p> <p><b>College Taster Days</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Introduction to Apprenticeships</li> <li>-Revision Techniques</li> <li>-Recognising stress and anxiety</li> </ul>	<p><b>*Exams</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Coping with changes: leaving secondary school</li> </ul> <p><b>1:1 Career Discussions</b></p>
<p><b>Year 12</b></p>	<p><b>Dene Magna Post 18 Careers Fair</b></p> <p><b>National Apprenticeship Show</b></p> <p><b>Work Experience</b></p> <p><b>HWGTA Apprenticeship Talk</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Post 18 Choices</li> <li>-Student Year Plan</li> <li>-Applying for Jobs/Building your CV</li> </ul>	<p><b>National Apprenticeship</b></p> <p><b>National Careers Week</b></p> <p><b>University Open Days</b></p> <p><b>Work Experience</b></p> <p><b>Mock interviews</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Student Year Plan: Geeking Out</li> <li>-Apprenticeships finding the best fit</li> </ul> <p><b>GE Employability Award TBC</b></p>	<p><b>University Open Days</b></p> <p><b>Mock Interviews</b></p> <p><b>Unifrog:</b></p> <ul style="list-style-type: none"> <li>-Acing Your Personal Statement</li> <li>-Discovering MOOCs</li> </ul> <p><b>Work Experience</b></p> <p><b>UCAS/Careers Information Evening</b></p>

	<p><b>Bristol University &amp; Apprenticeship Fair</b></p>	<p><b>Why HE &amp; Choosing a Course:</b> Worcester University</p> <p><b>Introduction to UCAS Website</b></p> <p><b>UCAS Exhibitions Workshop</b></p> <p><b>Student Life Workshop</b></p> <p><b>Taster Day</b> Worcester University</p>	
<b>Year 13</b>	<p><b>Dene Magna Post 18 Careers Fair</b></p> <p><b>National Apprenticeship Show</b></p> <p><b>Unifrog:</b> -Applications list</p> <p><b>UCAS Personal Statements</b></p> <p><b>1:1 Career Discussions</b></p> <p><b>HWGTA Apprenticeship Talk</b> TBC</p> <p><b>Applying for Jobs/Building your CV</b></p> <p><b>*Internal Deadline for UCAS Applications</b></p>	<p><b>National Apprenticeship Week</b></p> <p><b>National Careers Week</b></p> <p><b>1:1 Career Discussions</b></p> <p><b>Unifrog:</b> -Assessment Centres -Managing Stress &amp; Anxiety</p>	<b>*Exams</b>

# **Appendix 3**

## **Application for Provider and Employer Access**

### **Introduction**

This document sets out the school's arrangements for managing the access of providers to pupils 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.

### **Pupil entitlement**

All pupils 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;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

## **Management of provider and employer access requests**

### **Procedure**

A provider or employer wishing to request access should contact Mrs Jo Rich.

Telephone: 07490 392146

Email: [j.rich@denemagna.gloucs.sch.uk](mailto:j.rich@denemagna.gloucs.sch.uk)

### **Opportunities for access**

The school offers a comprehensive Careers programme and an overview of this programme can be seen on the school website.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider/employer and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider/employer presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of the SLT team.

In accordance with the requirements of “Keeping Children Safe in Education” (September 2022) paras 302-311, for visitors that come into School to engage in regulated activity relating to Careers Guidance (e.g. Employers undertaking mock interviews) all visitor protocols (such as ID checks and signing in procedures) are followed and checks are made to ensure the visitor has the appropriate DBS and vetting/barring clearance. If a visitor does not have the appropriate vetting and barring checks in place they are accompanied by a member of staff at all times and a risk assessment is undertaken.

Providers are welcome to leave a copy of their prospectus or other relevant course literature, and Employers are welcome to leave a copy of any promotional material with the Careers Lead to be displayed in the Careers Library.