



Person Responsible for Updating Policy:	CEIAG Lead
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1. Introduction

- 1.1 The Magna Carta School's careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational.
- 1.2 It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks, the CDI Career Development Framework and conforms to statutory requirements.

2. Context

- 2.1 The Magna Carta School is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice.
- 2.2 The CEIAG policy at The Magna Carta School endeavours to follow:
 - The Careers and Enterprise Company Gatsby Benchmarks (2025)
 - The Careers Development Institute (CDI) Career Development Framework
 - Department for Education statutory guidance: Careers guidance and access for education and training providers
 - The Baker Clause and provider access legislation
- 2.3 At The Magna Carta School, we are committed to moving beyond the statutory requirements set out above so that we provide all students, including Year 7 students, with a CEIAG programme that has been developed in line with the eight Gatsby

Benchmarks. The school evaluates its careers provision against the Gatsby Benchmarks using Compass+ and incorporates findings into the school improvement plan.

2.4 The eight Gatsby Benchmarks of good careers guidance are:

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

2.5 The CDI Career Development Framework Learning Areas are:

1. Grow Throughout Life
2. Explore Possibilities
3. Manage Careers
4. Create Opportunities
5. Balance life and work
6. See the big picture

3. Aims

3.1 We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

4. Objectives

4.1 To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

5. Provision

- 5.1 Careers provision is mapped against the Gatsby benchmarks and the CDI Career Development Framework. The current careers programme is delivered through a combination of methods, including explicit lessons provided within tutor time for Years 7 through to Year 11.
- 5.2 Careers information is available both in the library and in digital format via Unifrog, a platform which provides access to information on apprenticeships, colleges, universities, the labour market and career pathways.
- 5.3 All students have access to the Unifrog platform, whereby they spend time exploring the tool in tutor time, as well as being able to access this from home. This is also used as a key provision for work experience for Year 10.
- 5.4 At Key Stage 3, this includes careers research, aiming to raise student aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and student information evening on choosing options are also provided.
- 5.5 At Key Stage 4, students continue research into careers and pathways into apprenticeships, sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. By the end of Key Stage 3, students will have had access to personal guidance delivered by a professionally qualified and independent careers adviser in accordance with statutory guidance.
- 5.6 Several special events are held, for example careers fairs, school trips and guest speakers. Students will be supported to access current local, regional and national labour market information in order to understand future employment trends, skills needs and opportunities.
- 5.7 The school recognises that some pupils may require additional support in preparing for their next steps. Particular consideration will be given to pupils with SEND, disadvantaged pupils, looked-after and previously looked-after children, pupils with a social worker and those at risk of becoming NEET. The school will work collaboratively with families and external agencies to ensure that these pupils receive personalised careers guidance and transition support.

6. Roles and Responsibilities

- 6.1 All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are exploited to support the curriculum through KS3 to 4.

7. Monitoring, Recording and Evaluation

- 7.1 Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10.
- 7.2 Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator.
- 7.3 All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed for patterns and trends.
- 7.4 The school monitors and analyses student destination data to assess the impact of its

careers programme. This information is used to identify strengths, address areas for development and shape future CEIAG provision to ensure students are successfully prepared for their next steps in education, employment or training.

- 7.5 Destination data will be collected, analysed and used to evaluate the effectiveness of the careers programme. Particular attention will be given to sustained education, employment or training destinations and the identification of any pupils at risk of becoming NEET.
- 7.6 The Local Governing Council will receive regular updates from the Principal regarding careers provision and compliance with statutory duties.

8. Careers Entitlement

8.1 Students attending The Magna Carta School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal, whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in Higher Education and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.

8.2 Students are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Take advantage of opportunities offered outside school, such as school trips and projects.

8.3 Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and SLT careers link.
- Access to information and guidance through parent information evenings including choosing options, the careers fair and work experience.

9. Our Obligations

9.1 At The Magna Carta School, we are aware of our obligations and outline these in the table below:

Obligation	Action
Provide students with independent careers guidance.	Students from Year 7 onwards are provided with opportunities to engage with career talks given by visiting speakers. This is achieved through specialist assemblies, enrichment activities and our partnership with local post-16 providers.
Ensure that there is an opportunity for a range of education and training providers to access all students for the purpose of informing them about approved technical education qualifications or apprenticeships.	
Publish a policy statement setting out arrangements for provider access and ensure that it is followed.	Details are set out in this policy.
Meet the Gatsby Benchmarks to improve careers provision.	
Every school is expected to publish details of their careers programme for young people and their parents/carers	
Appoint a named person to the role of Careers Leader to lead the careers programme	The Careers Leader (Assistant Principal) has strategic oversight of CEIAG, including programme design, quality assurance and reporting to governors.

10. Provider Access Policy Statement

10.1 This policy statement sets out the school's arrangements for managing the access of providers to the pupils at the school for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school's legal obligations under section 42B of the Education Act 1997.

10.2 All students in Years 7-11 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme that 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 through options events, assemblies, group discussions and taster events. The school ensures all pupils receive at least two encounters with providers of technical education or apprenticeships in Years 8–9 and two in Years 10–11, in line with statutory requirements.
- Understand how to make applications for the full range of academic and technical course.

The school will maintain records of provider encounters and monitor participation to ensure that all pupils receive their entitlement to meaningful encounters with approved technical education and apprenticeship providers.

10.3 *Opportunities for access:*

TMCS offers a comprehensive Careers Education, Information, Advice and Guidance programme.

10.4 *Overview of provision:*

Self-awareness Groups – All	This unit enables students to develop their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, and aptitudes and Year achievements are better able to understand themselves, make informed choices and relate well to others.
Self-determination Year Groups – All	Self-determination enables students to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers students to realise their aspirations and manage their careers.
Self-improvement Year Groups – All	Students will be able to foster positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables each student to develop their potential.
Exploring careers and career development Year Groups – All	This unit gives students a better understanding of career processes and structures which enables them to manage their own careers. It also enables them to appreciate the career experiences of others.
Investigating work and working life Year Groups – All (Different activities)	Investigating people's experiences of work enables students to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
Understanding business and industry Year Groups – 10 and 11	By understanding types of business and business functions enables students to prepare for employment and to appreciate the contribution of business and industry to social and economic life

Investigating jobs and labour market information (LMI) Year Groups – 10 and 11	Students will learn how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.
Valuing equality, diversity and inclusion Year Groups – All	Students will be able to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, they will realise their own ambitions and help others to do so.
Learning about safe working practices and environments Year Groups – All	Students will learn about safe working practices and environments helps them to keep themselves and others healthy and safe at work.

World of Work - Developing your career management and employability skills – Year 10

Preparing for employability	Students will gain the skills and experience that will enable them to get jobs and sustain themselves in employment
Developing personal financial capability	Students will learn how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.
Handling applications and interviews	Students will learn how to promote themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires them to develop a range of self-presentation and marketing skills that they will need throughout their lives
Managing changes and transitions	Students will be made awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

Careers and Post-16 – Year 11

Identifying choices and opportunities	Students will be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enable students to maximise their choices and opportunities, including those that are unforeseen or unplanned.
Planning and deciding	Students need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans.
Managing changes and transitions	Students will be made awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

10.5 The CEIAG programme is greatly enhanced through links which help to ensure that students' learning is current and relevant. Our connections include former pupils, parents, local employers and providers and we are keen to widen this participation. 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. Outside agencies are also invited to support the curriculum in all subject areas. We welcome input into our careers provision from employers, employees, Universities, Apprenticeship and Further education providers.

10.6 Management of provider access requests:

A provider wishing to request access should contact the Careers Lead, Josh Sullivan (Assistant Principal), via:

- Telephone: 01784 454 320
- Email: info@mcs-unity.co.uk