



Minerva
Learning Trust

Careers, Education, Information Advice and Guidance Policy

Date First Published	December 2019
Version	6
Last approved	September 2023
Review Cycle	Annually
Review Date	September 2024

Contents

Version Control.....	1
1. Purpose.....	2
2. Vision and Aims.....	2
3. Links to other Documents.....	3
4. Requirements and expectations of schools.....	3
5. Role of the Local Governing Body.....	5
6. Monitoring and Evaluation.....	6
7. Equality Impact Assessment.....	6
Appendix 1 – Exemplar Provider Access Statement (The Baker Clause).....	7
Appendix 2 – Summary of Gatsby Benchmarks.....	9

Changes to this edition

- Updated in light of changes to DfE CEIAG guidance issues June and September 2022
- Updated June 2023 to update policy links.

1. Purpose

- 1.1 Minerva Learning Trust is committed to delivering a world-class Careers, Education, Information, Advice and Guidance (CEIAG) to its students.
- 1.2 All schools within the Trust will offer provision to meet the needs of our students in line with the Gatsby Benchmarks and the Baker Clause. The Trust aims to broaden the horizons of its students and give them the opportunity to be the best they can be, in all aspects of their life, including their future career progression when they leave our Trust.
- 1.3 We recognise the importance of excellent careers education, information, advice and guidance and giving our students the skills to manage their choices when they leave us.
- 1.4 This policy sets out expectations for all schools within Minerva Learning Trust in order to ensure its schools meet the statutory guidance set out in the Department for Education Careers Guidance and Access for Education and Training Providers (2023) and the refers to the following legislation Sections 42A, 42B and 45A of the Education Act 1997 Section 72 of the Education and Skills Act 2008 Schedule 4 (15) of the School Information (England) Regulations 2008.

2. Aims

- 2.1 The vision for our Trust CEIAG offer is:

To deliver a 21st century Careers and Employability Curriculum through planned, personalised and aspirational opportunities, supporting all our students to determine and achieve their future goals.

The aim of CEIAG provision across the Trust is to ensure:

- Our careers and work-related curriculum is effective, meaningful, and is embedded into our teaching and learning
- All staff are knowledgeable and confident in delivering a consistent careers offer
- All students are fully informed about the range of careers pathways and options to progress successfully on to the next stage of their education and training
- All students develop essential skills, building confidence and equipping them with the knowledge to be confident decision makers
- All students develop their confidence, flexibility, and resilience to become life-long learners

3. Links to other Documents

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- [DfE \(2023\) 'Careers guidance and access for education and training providers'](#)

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Child Protection and Safeguarding Policy

4. Requirements and expectations of schools

4.1 Each school will provide an embedded programme of careers education that is shared by all key stakeholders including students, parents, staff and governors. The programme will ensure that our students are making informed decisions, with excellent careers guidance, using labour market information from reliable sources and online tools to support their learning.

4.2 Every student in our Trust is unique and has their own goals and aspirations and we recognise that this is vitally important in them realising their dreams. Students will be provided with a range of interactions during their time in their school to help them navigate their own personal journey. Students will be supported on this journey by a professionally qualified and impartial Careers Adviser.

4.3 In all aspects of their school life each school will address the links to the world of work and ensure students understand the links between what they learn in the classroom and how this can be developed outside of school in the future. This includes teacher CPD and involving our key partners, employers, to help embed this message.

4.4 Encounters with employers are vital and each school will continue to develop a growing number of key strategic partnerships to ensure our students learn from and with them to understand the breadth of opportunities available to them both locally and further afield. Each student will have a number of interactions with employers across their school life.

In addition to this invite students will also have access to visit work places to see first-hand what is ahead of them. These opportunities may, but do not have to, include traditional 'work experience' or "virtual" work experience.

- 4.5 To support students in making choices about their post 16 and post 18 options local colleges, universities and training providers will be invited to provide students with a broad range of information about options available to them. This will include both vocational and academic routes locally and further afield. This information will be supported by excellent and impartial careers guidance delivered by a Level 6 trained professional.
- 4.6 Every school will ensure that pupils are provided with independent careers guidance from year 7 to year 13.
- 4.7 Every school will ensure that there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 4.8 Every school will publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Appendix 1 sets out an example policy statement on provider access.
- 4.9 Every school will utilise the Gatsby Benchmarks to improve careers provision now and meet them in full. A summary of the Gatsby Benchmarks can be found in Appendix 2.
- 4.10 For the employer encounters Benchmark, every school will offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full. Some of these encounters will be with STEM employers.
- 4.11 Every school will appoint a named person to the role of Careers Leader to lead the careers programme.
- 4.12 Every school must publish on their website details of their careers programme for young people and their parents.
- 4.13 The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

- 4.14 Every school will prepare and publish on the school website a policy statement (using the Trust provided template) setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. Every school will publish details of their careers programme on their website. The policy statement must be published and must include:
- any procedural requirement in relation to requests for access;
 - grounds for granting and refusing requests for access;
 - details of premises or facilities to be provided to a person who is given access.
 - Governing bodies will review these documents annually.
- 4.15 Each school will revise the policy at least bi-annually and publish the policy statement and any revised statement on the school website.
- 4.16 The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 7 to 13 pupils in accordance with Section 42A of the Education Act 1997. For each school this will include:
- the name, email address and telephone number of the school's Careers Leader
 - a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
 - how the school measures and assesses the impact of the careers programme on pupils
 - the date of the school's next review of the information published

5. Role of the Local Governing Body

- 5.1 The governing body will ensure that the independent careers guidance provided:
- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- 5.2 The governing body will provide clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document.

Every school will have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

- 5.3 The governing body will make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published on the school's website annually each year. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point. This should happen six times between years 8-13

6. Monitoring and Evaluation

- 6.1 Each provider has a yearly quality assurance check led by a member of the School Improvement team. This QA will ensure that each provider is on track to meet all 8 Gatsby Benchmarks (and this is externally verified by the Careers & Enterprise Company), that each provider meets The Baker Clause and all statutory documentation is on each provider's website. The Baker Clause and compliance will have its own separate QA. All QA will involve the Trust Lead Governor for Careers and the Careers Leaders from each school.

7. Equality Impact Assessment

- 7.1 The Trust will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organization are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.
- 7.2 The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.

Appendix 1 – Template for Provider Access Statement (The Baker Clause)

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

Student entitlement

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

Management of provider access requests

a) Procedure

Any provider wishing to request access should contact the following member of staff:

Name:

Position:

Email:

Telephone Number:

b) Opportunities for access

A number of events are integrated into the school careers programme which would potentially offer providers an opportunity to come into school to speak to students and/or their parents. The school calendar varies from year to year so providers need to contact the member of staff named above to identify the most suitable opportunity. The events are usually arranged well in advance so it is essential that providers contact us early in the academic year to be involved in our planning.

Access to students and/or parents will be granted on the understanding that information and guidance offered by providers is related to technical courses and apprenticeship opportunities only. Providers will be expected to meet the school's safeguarding requirements which can be found in the Safeguarding Policy accessible on the school website.

c) *Premises and facilities*

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit.

Providers are welcome to provide relevant brochures and other printed material specifically related to technical courses and apprenticeships; these will be made available to students in Careers section of the school Library.

Appendix 2 – Summary of Gatsby Benchmarks

Gatsby 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 pupils, parents, teachers and employers.

Gatsby Benchmark 2

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, 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.

Gatsby Benchmark 3

ADDRESSING THE NEEDS OF EACH PUPIL

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Gatsby Benchmark 4

LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Gatsby Benchmark 5

ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil 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.

Gatsby Benchmark 6

EXPERIENCES OF WORKPLACES

Every pupil 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.

Gatsby Benchmark 7

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils 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.

Gatsby Benchmark 8

PERSONAL GUIDANCE

Every pupil 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 pupils but should be timed to meet their individual needs.