



Meols Cop High School

CAREERS POLICY

Date Approved - November 2025

Date of Next Review - November 2028

Authorised by - Full Governing Board



Brokering Aspirations

Careers Education, Information, Advice and Guidance Policy

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<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, May 2025

Adopted by the Governing Body: October 2025
Review Date: October 2028

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

1.1 At Meols Cop we not only raise aspirations but support students to **Broker Aspirations**. Meols Cop High School is at the heart of the local community. Students have access to a highly skilled staff team nationally recognised for the quality of teaching and learning. A commitment to high impact inclusive education ensures that every student develops the skills and values allowing them to be confident learners and valuable leaders in the local community. Visionary thinking and unique opportunities ensure that students are inspired to make informed decisions about their futures excelling at university, apprenticeships and employment.

Careers Strategic Vision: *Students will be immersed in a programme of experiences and tailored guidance enabling them to make informed decisions and actions to broker aspirations.*

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

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

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, May 2025)

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 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at Meols Cop High School 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 therefore 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 Education, Information, Advice and Guidance 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 programme 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 pupils at the school must have access to independent careers advice in Years 7 to 11 and have at least one one-to-one guidance appointment with a L6 qualified Careers Advisor by the end of Key Stage 4.

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 pupil

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 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 Meols Cop High School 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 (eg. School Improvement Partner or Ofsted)

5.0 Governor 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 – 11.

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 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.

6.2 All pupils 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

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

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

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

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

7.2.1 Feedback from stakeholders through mechanisms such as Future Skills questionnaire for students and parental surveys throughout the year.

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

7.2.2 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 figures from similar schools both nationally and within the county.

7.3 The governors of Meols Cop High School will review this policy every three years.

The Gatsby Benchmarks

Appendix 1

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| 1. A stable careers programme | <p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies</p> | <ul style="list-style-type: none"> • 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. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact. |
| 2. Learning from career and labour market information | <p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour</p> | <ul style="list-style-type: none"> • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own |

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| | market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information. | <p>decisions on study options or next steps</p> <ul style="list-style-type: none"> • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care |
| 3.Addressing the needs of each student | Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent. | <ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and |

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| | | <p>immediate education, and training or employment destinations, to inform personalised support.</p> <ul style="list-style-type: none"> • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme. |
| 4.Linking curriculum learning to careers | <p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p> | <ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils. |
| 5.Encounters with employers and employees | <p>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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p> | <ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. <p>"A meaningful encounter gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. Throughout a careers programme, young people should encounter employers of different sizes and specialisms, including the self-employed, that reflect trends in the labour market, regionally and nationally. These encounters could be in person or a combination of in person and virtual, where appropriate. Both the young</p> |

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| | | person and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND)” |
| 6.Experiences of workplaces | Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. | <ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience. |
| 7.Encounters with further and higher education | All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace. | <ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners <p>“A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in</p> |

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| | | a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND)” |
| 8. Personal guidance | Every pupil should have opportunities for guidance meetings with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme. | <ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website. |



Careers Education Information and Guidance



Vision: “Students will be immersed in a programme of experiences and tailored guidance enabling them to make informed decisions and actions to broker aspirations”

Gatsby Benchmark Framework



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| Stable Careers Programme | Students will benefit from an embedded programme of Career Education and Guidance, allowing them to make informed decisions for their future. |
| Learning from Career & Labour Market Information | Students and their parents will understand how to access and research information about the study options available to them and the labour market opportunities. |
| Addressing the needs of each pupil | Students will receive a tailored and inclusive programme of Careers Education and Guidance at key transition points. |
| Linking Curriculum Learning to Careers | Students will experience a wide range of career pathways, opportunities and experiences within their curriculum learning. |
| Encounters with Employers | Students will have multiple opportunities to learn about the world of work and the skills and values that are required in the workplace. |
| Experience of workplaces | Students will develop career readiness through first hand experience of the workplace; expanding their network and raising their opportunity awareness |
| Encounters with Further & Higher Education | Students will understand all academic and vocational routes available to them through schools, colleges, training providers, universities and in the workplace |
| Personal Career Guidance | Students will have access to a qualified Careers Advisor at key transition points where significant study or career choices are being made. |

Additional Reading

Trends in Careers Education: The Careers & Enterprise Company (2021).

Careers guidance and access for education and training providers – DfE May 2025

Gatsby: Good Career Guidance

Creative Career Coaching, Liane Hambly & Ciara Bomford



Careers Education Information and Guidance



Meols Cop: Student Journey

Y7

- I've discovered what I'm good at, what my values are and how this contributes to my future.

Y8

- I'm exploring how my strengths and values link to the world of work and growth sectors.

Y9

- I've chosen my GCSEs linked to my strengths and potential career paths.

Y10

- I'm planning for my future by researching and making links with post 16 providers and employers.

Y11

- I'm confident and prepared for my future, with a clear, apt and ambitious plan.

Our commitment:

We're committed to providing all students in Year 7-11 with a programme of tailored careers activities which are guided by the Gatsby benchmarks for ensuring best practice and evaluated using. It will be timely, integrated and promote equality of opportunity, embrace diversity and challenge stereotypes.

Objectives:

- To ensure students can plan and manage their careers effectively by equipping them with the tools to identify their existing skills, make sense of opportunities and set goals which are ambitious and aspirational.
- To equip students with the necessary decision making skills to manage key transition points of their education and working life after school.
- To support aspirations, improving attainment and ensure positive destinations.
- To develop student awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally.
- Develop links between the school, businesses and further / higher education establishments to help students start to build their networks for future employment.
- To ensure there are opportunities for a range of education and training providers to access students during relevant phases of their education.

Implementation:

- Delivered to all students on a timetabled carousel during form time using our online Careers tool Unifrog, masterclasses and workshops.
- Every student will have at least one tailored career guidance interview with an independent and L6 qualified careers practitioner by the end of KS4
- Meaningful encounters with employers through assemblies, career days, work shops and employer visits
- Access to career guidance for students and parents / carers throughout Year 9 GCSE options process
- Variety of careers activities with the support of local FE / HE and training providers.
- Access to Unifrog for all Year Groups for careers research
- Curriculum based activities linking the world of work to topics in the classroom

Measuring Impact

- We will continuously evaluate our careers programme through feedback from a variety of stakeholders including: students, teachers, parents, employers and other educational / training providers.
- The quality of the Careers programme will also be evaluated using the Compass+ tool, underpinned by the 8 Gatsby Benchmarks of good career guidance.
- Student destination tracking is used to monitor and evaluate student career and course choices to ensure suitable post 16 choices are made.
- Careers Impact System will be used to complete internal quality audits of careers provision on an annual basis

Rationale:

- Careers Education plays a major part in helping young people choose post 16 pathways that suit their interests, abilities and individual needs.
- Research published shows that increased performance against the Gatsby Benchmarks has a positive impact on the future trajectories of young people.
- Good career guidance is a necessity for social mobility.
- Statutory Guidance, DfE: Supporting students to acquire self development and career management skills they need leads to positive and sustained employment destinations.

Roles & responsibilities:

- A whole school approach is taken for Careers Education
- All stakeholders will understand the value of careers education and it will run as a thread through activities in school
- Careers Activity will be strategically planned and calendared with full support from the Senior Leadership Team
- Our Careers Programme will link with our School Development Plan and will have clear buy in from all stakeholders
- Regular staff training for all staff ensures awareness of Labour Market post 16 and 18 education choices and information and opportunities for student career progression pathways

Equality and Diversity

- All students will have equal access to opportunities as part of our stable careers programme
- PP funding will be used strategically to ensure full access to all opportunities.
- Challenging stereotypes will run consistently through all careers activity students engage with.
- Collaborative working between the school SEND / Safeguarding and Careers Teams ensure no student is left behind and all students are given the opportunity to explore opportunities aligned to their interests and passions.

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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 8-13 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 access requests

Procedure

A provider wishing to request access should Bridget Quinn our school Careers Leader or Mark Wright our school Careers Advisor

Telephone: 01704 531180

Email: quinn-b@meolscop.co.uk or careers@meolscop.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

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

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.