



Manor High School

Excellence – Inspiration – Resilience – Respect

Careers Education Information and Guidance (CEIAG)
Policy 26-27

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Introduction and Entitlement

Students are entitled to CEIAG that meets professional and ethical standards of practice and which is student-centred, impartial and confidential. Manor High School's programme is integrated into student's experience of the whole curriculum and is based on the partnership between the school, the student and their parents/carers. The programme aims to raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity.

Commitment

To support the school's curriculum there is a planned programme of career's education. CEIAG is available for all students and the school works in partnership with external independent providers. Manor High School is guided by the principles of impartial careers education and the associated statutory guidance including The Education Act 2011 (section 42A); The Equality Act 2010 as it applies to CEIAG; and the statutory guidance, 'Careers strategy; making the most of everyone's skills and talents' – December 2017 and Careers guidance and access for education and training providers (January 2018). The school's policy is informed by published reports from a range of sources including: Careers Education Framework 7-19 – Statutory Guidance: (Sept 2012); Russell Group – Informed Choices (2013/4); The Gatsby Foundation – Good Career Guidance including the Gatsby benchmarks for career guidance (Apr 2014); The Gatsby Good Career Guidance The Next 10 Years' 2024 report

Development

This policy was developed and is reviewed every two years in consultation with teaching staff; the school's career's advisors; students; parents; governors and external partners.

Links with other policies

This policy has been written with reference to the following school policies:

- Assessment Policy
- Child Protection Safeguarding Policy and Procedures
- Curriculum Policy
- Equal opportunities policy
- Provider Access Policy
- Relationship and Sex Education Policy
- School Development Plan
- SEND Policy

Implementation

The head teacher and governors have overall responsibility for CEIAG provision. The appointed careers lead is an Assistant Headteacher and has responsibility for CEIAG at Manor High School.

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The careers lead has responsibility for all strategic aspects of delivering the programme. Teaching staff have operational responsibilities for delivering the programme. The SENDCo and the Pupil Premium Co-Ordinator have responsibility in their areas for delivering the programme to identified students with different entitlements.

Partnerships

An annual agreement is negotiated between Manor High School and our Careers Advisor from MYPATH. Cheryl McCarthy from MYPATH has held 1-1 meetings with students in previous years as has Jamie Pywell.

Jamie Pywell – Careers Advisor (Level 6 CEIAG) email jamie@mypathcareersuk.com

Our Careers linked Governor is Sonia Vaidya.

The school works with Leicester and Leicestershire Business and Skills Partnership (LLBSP) and an Enterprise Advisor, Bhumika Parmar who volunteers to support the school through the LLBSP.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through the PSHE curriculum and lessons as well as through off-timetable sessions at appropriate times. The career's programme is planned, monitored and evaluated by the career's leader. The schools website has comprehensive links to a range of websites offering independent advice.

Curriculum

The programme is planned and evaluated using the Gatsby Benchmarks these are reviewed using the Compass Tool developed by the Careers and Enterprise Company (CEC).

The school is committed to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers.
- Helping students develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- Helping young people investigate opportunities for further learning and employment, make decisions and managing transitions across key stages.
- Working in partnership with LEBC, Education Business Partnership and other providers of associated services to ensure all students access education, employment or training at the relevant transition points

- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance and takes regard of relevant published information about local and regional employment patterns and trends.
- Offering appropriate opportunities for all students to attend and visit further and higher education institutions to support them developing their aspirations
- The outcomes for students are based on the Gatsby Benchmarks.

The benchmarks (updated as of Sept 2025) are:

1. Stable Careers Programme

Every school should have an embedded programme of careers education and guidance that is known and understood by students, parents and carers, staff, governors, employers and other agencies.

2. Learning from Career and Labour Market

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 advisor to make best use of available information.

All students, parents and carers, teachers and staff who support students should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All students will need the support of an informed adviser to make the best use of available information.

The school will ensure that CEIAG resources include up-to-date digital platforms and Labour Market Information (LMI) tools accessible to students and staff. Budget allocations will be reviewed annually to support innovation in careers education, including technology-enhanced learning and access to independent online advice.

3. Addressing the Needs of Each Pupil

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.

All Year 11 students will be offered at least one 30-minute one-to-one careers interview with a Level 6 qualified Careers Advisor (My Path) early in the academic

year, with additional follow-up sessions available as needed. Pupil Premium, SEND, and vulnerable students will receive targeted additional support. The outcomes of these interviews will be recorded and used to tailor subsequent support and monitor progress.

Students have different careers guidance needs at different stages. Careers programmes should help students 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 students, young people with SEND and those who are absent.

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 future career paths.

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.

The Careers Lead will receive ongoing professional development to stay abreast of sector developments and maintain strong strategic oversight. Staff delivering CEIAG will be supported through annual training sessions to enhance their career-related knowledge and skills.

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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include students' own part-time employment where it exists.

6. Experience of Workplaces

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

7. Encounters with Higher and Further Education

All students 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

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 students whenever significant study or career choices are being made. They should be expected for all students but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Providing access to our students, links with the Community, Outside Agencies and Businesses

The school recognises the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.

Manor High School has a vast bank of links with businesses in the local area. Students are encouraged to attend Post 16 Open Days and Taster Days.

Labour Market Information (LMI) – our careers advisor is constantly in touch with the local Education Business Partnership and belongs to numerous ‘networking’ groups to keep up to date and relevant. Research and speaking with representatives from the World of Work also supports key trends and LMI.

Careers Education Information and Guidance programme

CEIAG is taught in PSHE lessons. The careers plan can be found on the school website.

We encourage our students to develop the skills and attitudes that will enable them to participate fully in and make a positive contribution to life in modern Britain. We aim to inspire all our students to aim high and to consider a wide range of ambitious career options that extend beyond their immediate experiences and preconceptions. Our extensive careers’ programme is designed to widen the horizons of our students so that they feel both excited by the opportunities available to them and well informed about how they can realise their potential and achieve their ambitions.

Whatever a student’s ambitions they are given the information, advice and guidance so that they can make clear and informed choices, for example, GCSE choices, future university studies, college training or embarking on an apprenticeship. We offer a comprehensive programme that includes access to independent advice, one-to-one guidance sessions, subject-specific lessons, visits to careers fairs, visits to universities, contact with apprenticeship providers, local colleges and employers, support with CV writing and much more.

Our careers provision starts in year 7 and students develop and extend their knowledge and skills throughout the key stage. Students complete a range of activities as part of the PSHE programme and have a number of opportunities to engage with employers and higher education providers.

1. Careers lessons and days

Students complete a wide range of activities as part of our PSHE programme. Some of these are personalised, for example using dedicated software to identify careers that might be appropriate, reflecting on personal preferences and target setting to develop personal skills as well as setting academic goals. Others are more wide ranging and discussion based, for example, looking at technology and discrimination in the workplace.

2. Options advice

A comprehensive options advice programme ensures that students have opted for GCSE courses that will allow them to make the most of their abilities and preferences.

3. Subject lessons

Our staff build explicit careers-focused activities into the programmes of learning for their subjects. For example, in computing, students study the importance of data encryption in particular careers; in geography, students look at local patterns of employment, wages and average earnings and study global supply chains.

4. Encounters with employers

These opportunities are tailored to students' needs and are made available in a variety of ways. Other opportunities are tailored to students' needs. e.g., for large groups of students through assemblies and for smaller groups of students through visits, workshops and projects.

5. Contacts with apprenticeship providers

Students have the opportunity to meet local employers to discuss options. Students are shown how to use the apprenticeship.org website to find suitable opportunities.

6. Careers Fairs

The school ensures that all students attend careers and skills shows across the region and that they are kept informed about smaller events which might be of interest to them.

7. Contacts with Universities

Year 8 and 9 students visit universities.

8. Employability skills

We have very high expectations for attendance, punctuality and behaviour. We expect students to work hard and we have developed a curriculum that encourages students to take personal responsibility for decision making, team building, problem solving and developing social confidence. We ensure that students are aware of the value that employers base on such attributes.

9. Entrepreneurial/enterprise skills

Enterprise is built into the curriculum and students have a range of opportunities to develop and strengthen their skills.

10. Leadership skills

Students have many opportunities to lead at school. These range from spending some time as a nominated leader within a subject area to leading the school's use of technology. All students take part in elections and have opportunities to represent their peer group.

11. Voluntary work

We ensure that our students are aware of out of school opportunities that could help them with their career aspirations and encourage them to get involved in voluntary and community activities. Once students reach the age of 16 they may wish to explore the volunteering options supported by the National Citizenship Service. The school runs the Duke of Edinburgh Awards and voluntary work forms an important part of these awards. Students are encouraged to volunteer in school to take leadership roles in a wide range of areas.

12. The importance of English and Maths

We ensure that our students are aware that good grades are of powerful labour market value and are thus of vital importance.

13. The Importance of STEM Subjects

A wide range of career choices requires good knowledge of the sciences as well as maths. We promote STEM through our curriculum and programme of assemblies and through inspiring visits such as to the Big Bang Fair. We have built STEM into our curriculum and have dedicated STEM activities at key stage 3.

14. Year 10

Students prepare for work – CV preparation, understanding job applications, writing covering letters, work experience, careers talks and workshops, understanding apprenticeships, college courses and A level options.

Additional information is available through a programme of careers talks and workshops. Careers support is also incorporated in PSHE lessons. They also receive careers related activities during the school additional curriculum days. All Year 10 students will take part in a mock interview day with business volunteers from the local community. All students will be offered work experience through LEBC during the August holidays.

15. Year 11

Students continue as above with additional focus on Post 16 options. Students all receive one-to-one CEIAG sessions with a Level 6 qualified Career Advisor. Students are supported with Post 16 selection and application process, through targeted assemblies and PSHE. Additional information is available through a programme of careers talks and workshops. They also receive careers related activities during the school additional curriculum days.

16. Careers Interviews

Careers interviews are led by 'My Path', who are a team of Careers Advisors, with each student being offered a 30-minute interview early in the academic year. Students are then able to request a second meeting, as needed. These interventions are confidential, and learner focused. Students receive their own personalised action plan. All Year 11 students are included. Referrals can be made by any member of staff from any year group. All PP students are given an additional support and often an additional interview.

Equal Opportunities

Manor High School is committed to embedding equality, diversity, and inclusion throughout the CEIAG programme. We will actively monitor engagement and outcomes to identify and address any disparities among different student groups, including gender, ethnicity, SEND, and socio-economic status. Staff will receive training to ensure culturally responsive and inclusive careers guidance.

At Manor High School we will endeavour to ensure equality with regards to CEIAG in the following ways: –

- Equal opportunity lessons
- Careful selection of posters and display material
- By encouraging all students to aim to support themselves financially
- By encouraging all students to consider all options including non-traditional careers/roles
- By avoiding the use of one gender and gender specific job titles
- By offering as free a choice for work experience as possible
- Equal access to information for all students of all abilities

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The careers lead is responsible for the effective deployment of resources.

Training

Staff training needs are identified as part of the yearly planning cycle and agreement process. Funding for this is provided by the school and from external sources where appropriate.

Monitoring, Review and Evaluation

All partnership agreements are reviewed annually by the careers leader. The careers programme is reviewed yearly. Students and parents are actively

involved in the planning, delivery and evaluation of activities. Evidence from these reviews informs the school's self-evaluation process. The career's programme is evaluated each year using the Gatsby Benchmarks and all students, parents and staff are invited to contribute to the evaluation.

Additionally, the effectiveness of the careers programme is evaluated by analysis of students' destinations at post-16 and an evaluation of their career intentions. The school will use quantitative and qualitative data, including student feedback, destination outcomes,

and participation rates, to inform annual reports to governors and drive continuous improvement.