



## CEIAGS Policy including work experience.

### Aims and Objectives

The overall aim of careers education, information, advice, and guidance is to enable all students to make and implement well informed and realistic decisions and successfully manage change and transition.

*A young person's career is their pathway through learning, life, and work.* All young people need a planned programme of activities to help them make decisions and plan their careers and lives, both in school and after they leave, recognising that a linear, uninterrupted career path is not the only recipe for success, that there are multiple 'careers' including checkered careers, portfolio careers, serial careers, and lifestyle careers for example, and that those who can effectively respond to change, chaos and serendipity are likely to be more successful. Magdalen will encourage all our students to dream big, to aim high, and ensure they equipped to lead big lives, while recognising that choosing to stay local is a viable, valid, and valuable choice.

Therefore, the careers programme is designed to meet the needs of all students at Magdalen College School by providing them with the knowledge, skills and understanding to make well informed and realistic decisions at key stages of transition and into the future. It is sequenced to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

For the purposes of this policy, the following definitions have been used:

- *Education* – providing students with the knowledge and skills needed to prepare and plan for their futures which includes planning ahead and considering all options that are available as well as the more practical aspects of applications, interview skills, employability, and finance.
- *Information* – up to date information data on current local and national opportunities conveyed through different media, which includes face to face contact (open evenings, virtual WEXs, special assemblies.), written/printed matter, IT software, on-line sources & resources, local market information etc
- *Advice* – helping a young person to understand and interpret information, the provision of information and answers and clarification of misunderstandings. It involves helping young people to understand their circumstances, abilities, targets, and options and how to go about a given course of action.
- *Guidance* – specialist bespoke advice from a level 6+ Careers adviser, external and impartial to Magdalen, to support young people in understanding themselves and their needs better; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and support them to develop new perspectives and solutions to problems and be able to manage their lives better and achieve their full potential.

Magdalen College School is committed to providing a planned programme of careers education, information, advice, and guidance for all students in Years 7 -13, published on the school website, in partnership with SEMELP Southeast Midlands Careers Hub, Proactive Education, Careers advisers, and local businesses and employers.

The Magdalen Careers leader is the AHT – Curriculum, answerable to the Senior Leadership Team and the Governors' Education and Welfare committee. Contact details of the Careers leader will be published on the school website.

### Links with other policies

This policy should be read in conjunction with the school's Pupil Learning Policies, in particular the Curriculum Policy, and the Provider Access Policy. It is written in response to the DofE Careers Guidance and access for education and training providers (January 2023 ([link](#))).

### Students' needs

The careers programme is designed to meet the needs of all students at Magdalen College School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning, and development, and is sequenced so that key concepts are revisited and built upon.

### Entitlement

Students at Magdalen College School are entitled to careers education, information, advice, and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership between each student and their parents or carers. The delivery of this entitlement is underpinned by the values listed in the Career Development Institute (CDI) Code of ethics ([link](#))

As part of the CEIAGS programme, students are entitled to at least one encounter with an employer per school year (Gatsby 5) and six encounters with providers of technical education or apprenticeships from year 8 – 13: 2 in KS3, 2 in KS4 and 2 in sixth form (Gatsby 7). Providers should be within reasonable travelling distance to Magdalen.

### Careers Education

The PCSHE includes careers education lessons (starting in Year 7), careers guidance activities, information and research, work-related learning (including one week's work experience in Year 10 and in Year 12), action planning and recording achievement. In KS4 and KS5 students take part in a 'Magdalen and Beyond' evening careers fair in addition to visits to apprenticeship fairs, UCAS fairs and university visits.

Local colleges, training agencies and employers / apprenticeship providers give prepared talks in Year 10 & Year 12 along with sixth form providers.

### Careers Information

Students and parents receive information about careers opportunities through a variety of channels, including being published on the school website. At transition points this information is shared through assemblies and specific evenings such as the Year 9 Guided Choices Evening, the Post 16 Evening and the careers fair. This allows both students and parents to speak directly to members of staff to gather the information that they need in order to make informed decisions about the students' future.

Information about Year 9 Guided Choices, Post 16 and Post 18 opportunities, including Labour Market Information (LMI) is shared with students pastorally through their Leaders of Learning and Form Tutors. All students that require a more specialised careers interview have access to this.

There is a Careers section of the school website.

## Careers Advice

Members of SLT, Leaders of Learning, and Form Tutors offer informal advice through their daily one-to-one contacts with students. They are well-placed to understand the varied needs of their students and have an in-depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a student with an issue they wish to discuss. In this role, staff are expected to clarify students' options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resources or source of help. For this reason, staff who operate in these roles have a comprehensive knowledge of sources of information and help to deal with varied needs.

Advice is also provided by curriculum teachers and other professionals working at or visiting Magdalen College School.

## Careers Guidance

In-depth bespoke guidance is given by specially trained Careers Advisers. All year 10 and year 12 students are offered a 1:1 career interview, however from Year 8, students can request an interview with a Career's Advisor either informally, through lunchtime drop-ins, or formally with time allocated within lesson time. Year 11 and Year 13 students without firm destinations / pathways are identified by the respective pastoral teams for further guidance.

## Organisation and Resources

Funding is allocated annually, with separate funding for Work Experience, for the 'Magdalen and beyond' careers fair, and for Careers Guidance. Funding for CEIAGS developments in the school's improvement plan is considered in the context of whole school priorities. The budget is managed by the AHT and covers:

- Software licences (Unifrog / U-Start)
- Updating textbooks / resources to maintain currency of information.
- Reprographics
- WEX placements for year 10s and year 12s (currently via Proactive education) & and staff costs for visiting students during their placements.
- Expenses for visiting speakers.
- Provision of 1:1 career guidance for year 10s and year 12s and others as appropriate.
- Provision of 'Magdalen & beyond' careers & apprenticeship fair

## Promotion and sharing of careers information and opportunities.

All students are made aware of the location of the Careers Resource at the beginning of each year. Students receive more detailed inductions at the following points:

- Termly U-start sessions for KS3 and KS4.
- Year 9 in association with KS4 guided choices.
- Year 11 in association with post-16 option choices.
- Year 12 and Year 13 in association with Higher Education choices.

Students will receive lessons during PCSHE on how to use key resources and websites, such as Unifrog, apprenticeships, various local colleges, and the National Careers Service, supported by registration time activities.

Careers opportunities are shared with students through Leaders of Learning and the post-16 pastoral team, through the Y10 & Y12 'Magdalen and beyond' careers fair in the Spring Term, through visiting speakers and visits, and through the student newsletter..

## Evaluation

The Department for Education released guidance in January 2023 stating that all schools should be meeting all the Gatsby Benchmarks ([here](#)) by September 2020. Current provision is continually reviewed and developed against the benchmarks. Alongside the Gatsby Benchmarks, Magdalen uses the CDI framework ([here](#)) to further review & improve provision.

## Monitoring and Reviewing

Teaching is reviewed as part of the Senior Leadership Team lesson monitoring. The Careers programme is reviewed annually by Assistant Headteacher, Head of PCSHE, Careers Advisor, the Post 16 Team and other teaching staff to identify desirable improvements. Students are also involved in the role by providing feedback throughout the year and by the completion of questionnaires.

## Staff Structure

The Headteacher is responsible for:

- Ensuring that adequate resources are made for the provision of CEIAG and that the school complies with the Statutory Guidance for CEIAG
- Ensuring that the school complies with legislative requirements by providing adequate resources and through processes which support continuous improvement.

The Assistant Headteacher is responsible for:

- Overseeing the delivery of the school's CEIAG provision.
- The action planning and target setting programme.
- Line-managing the Heads of Year, the Careers/Work Experience Co-ordinator in relation to CEIAG.
- Whole school CEIAG CPD
- The production and updating of the Careers Education Information and Guidance policy.
- Meeting the Gatsby benchmarks.

The Head of PCSHE is responsible for:

- Providing a CEIAG scheme of work for Years 7-13 within the PCSHE curriculum which is informed by the National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and Citizenship, to be delivered by teachers of PCSHE.
- To support AHT and LOLs in the delivery of CEIAGs.

Leaders of Learning are responsible for:

- Supporting the delivery of CEIAG
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- p during tutor time activities and during assemblies
- Leading tutors in guiding students in preparation and evaluation of work experience placements
- Leading tutors in supporting students by providing initial advice regarding career preparation.

## Staff Development

Staff training needs for planning and delivering the careers programme will be identified annually.

## Work Experience

Work Experience provides a basis for developing the three aims of CEIAG. They are concerned with helping students':

- Self-development: Helping students to understand themselves and to develop their capabilities.
- Career Exploration: Helping students to investigate careers & opportunities.
- Career Management: Helping students to implement their career plans.

Work experience is seen as making a significant contribution to achieving the economic wellbeing and staying safe strands of the ECM Framework.

## Aims of work experience

The objectives for Work Experience, as outlined in Learning from Work Experience (QCA 1998) remain an excellent basis for work experience -

- Develop an awareness of the world of work:
- Appreciate the skills needed to do a job.
- Gain a better understanding of the relevance of the school curriculum to the world of work.
- Understand the role of technology in the workplace.
- Raise awareness of current health & safety issues and develop safe working practices.
- Gain an insight into the organisation's operation.
- Investigate the wide variety of work opportunities available.
- Enhance their employability.
- Understand the importance of lifelong learning.
- Develop social and personal skills:
- Provide the opportunity to be more aware of strengths and weaknesses.
- Develop punctuality and reliability in the workplace.
- Undertake an adult role in a supportive environment.
- Gain an understanding of 'equal opportunities and the implications of stereotyping.
- Demonstrate suitable behaviour towards colleagues and, where appropriate, customers.
- Develop confidence in unfamiliar situations.

## Key Stage 4

Work experience for all Year 10 students takes place over one week in July. Placements are mainly provided through private contacts with local employers. A mock interview programme is incorporated into the Careers programme.

Extended work experience placements are provided for some KS4 students as part of a modified curriculum.

## Post 16

All Year 12 students have one-week calendared block of Work Experience in the Spring term. Post 16 students are also supported to do work experience as part of their study periods if they so wish. Year 13 students may extend this to extended periods of non-contact time. These are dealt with on an individual basis.

## Workplace Health & Safety Checks

The school has a contract with Proactive Education to carry out Health & Safety checks on the school's behalf. Students do not attend a placement until a successful H & S check is in place and a contract confirmed between employers, parents, and Magdalen.

Preparation for work experience takes place during tutor time, specific assemblies, with support from PCSHE, led and supported by Leaders of Learning and PSAs under the guidance of the AHT. Debriefing also occurs and students complete an evaluation questionnaire on their work experience.

Preparation for work experience includes:

- Sending out applications to or directly approaching employers to secure a placement or placements.
- Discussing issues and requests with tutors and the work experience co-ordinator in school.
- Participating in work experience activities in tutor time.
- Completing and uploading 'own-placement forms' to the Proactive website
- Contacting employers when a placement has been secured to find out more about the work placement to be undertaken.
- Completing preparation sections of the online work experience journal

Placement – may involve the students in:

- Doing a job or a variety of tasks with an employer
- Helping/shadowing employees as they do their job.
- Sampling several different jobs within an employer's area.
- Carrying out specially constructed tasks.

Placements as necessary are tailored to meet the needs of the individual student. Most students undertake the one-week programme, however, less independent students may be able to carry out a 'placement' within school if the support to do so is required.

Monitoring - during the placement, in conjunction with the visiting or calling member of staff, the student is expected to discuss their achievements, identify any problems, identify appropriate targets and, in some cases, reconsider the suitability of their chosen placement. The teacher will make an initial telephone call very early in the student's placement to check that all is well and then a visit is arranged in person to discuss the matters above, if necessary. A record of these visits is made in the student's journal and a formal teacher report of the student's time on placement is made by the visiting staff member and kept on file by the work experience co-ordinator until after the student has left the school.

Debriefing occurs in the weeks' immediately after the placement, in tutor time to:

- Help students reflect on the challenges of work experience, and their achievements.
- Identify skills they have demonstrated and improved.
- Acknowledge what they have learned.
- Consider ways forward for the future.

Evaluation – students evaluate the success of their placements and the programme via a work experience feedback questionnaire and the completion of their journals. Employers complete a report for the student, in the journal and on a form kept on file by the Work Experience Co-ordinator. The employer is also encouraged by the school to complete a brief evaluation of how the school runs their work experience programme.