




Newfield School

Careers Policy

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Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Adopted by the Governing Body:

Compliance Check:

Review Period: 3 Years

Review Date: March 2026

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Newfield School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college. The values and principles document makes direct reference to developing:

‘Achievement leads to opportunity and choice’

- 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, January 2018)
- 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 students 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 how these events will impact upon all students at the school.
- 2.7 All members of staff at Newfield 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 students at the school must receive independent careers advice in Years 7 to 11.
 - 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 student.
 - 4.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6.
 - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. 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 Newfield 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 students' horizons, challenges stereotypes and raises aspirations. It provides students 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 students 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 students 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 students in years 7-11 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 students 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 the Kirkland Rowell student and parent survey.
- 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 figure from similar schools both nationally and within the county.
- 7.3 The governors of Newfield School will review this policy every three years.

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</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 published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>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 adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<ul style="list-style-type: none"> • A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. • All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each student on their education, training or employment destinations.

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.	<ul style="list-style-type: none"> By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student 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.	<ul style="list-style-type: none"> Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student 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.	<ul style="list-style-type: none"> By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students 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.	<ul style="list-style-type: none"> By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> Every student should have at least one such interview by the age of 16.

Year 7

Time	Activity	Half termly Gatsby benchmark links
Autumn Half Term 1	Resources – Students are introduced to the Careers section in the school library	
Autumn Half Term 2	Parents Evening – inviting parents to discuss their child’s progress with their class teachers.	
Spring Half Term 1		
Spring Half Term 2	Careers Week - Students will take part in a range of activities throughout the week HEPP session – a Careers session led by HEPP	7. Encounters with further and higher education
Summer Half Term 1		
Summer Half Term 2	End of year exams – End of year exams for all subjects.	

Year 8

Time	Activity	Half termly Gatsby benchmark links
Autumn Half Term 1	Careers in DT – DT lessons through this half term will include careers links specific to the subject	4. Linking curriculum learning to careers
Autumn Half Term 2	STEM event – A select number of students were invited to watch live seminars based around STEM	4. Linking curriculum learning to careers
Spring Half Term 1		
Spring Half Term 2	<p>Parents Evening – Telephone calls will take place inviting parents to discuss their child’s progress with their class teachers.</p> <p>Careers Week - Students will take part in a range of activities throughout the week</p> <p>HEPP session – a Careers session led by HEPP</p>	<p>3. Addressing the needs of each student</p> <p>2. Learning from career and labour market information</p> <p>7. Encounters with further and higher education</p>
Summer Half Term 1		
Summer Half Term 2	End of year exams – End of year exams for all subjects.	

Year 9

Time	Activity	Half termly Gatsby benchmark links
Autumn Half Term 1		
Autumn Half Term 2	<p>STEM event – A select number of students were invited to watch live seminars based around STEM</p> <p>Taster sessions – Each option subject to deliver sessions to Y9 students who are interested in that subject</p>	<p>4. Linking curriculum learning to careers</p> <p>2. Learning from career and labour market information</p>
Spring Half Term 1	<p>Careers in DT – DT lessons through this half term will include careers links specific to the subject</p> <p>HEPP session – a Careers session led by HEPP</p> <p>Personal Development – Half term topic on ‘the world of work’</p> <p>Careers Week – Students will take part in a range of activities throughout the week.</p> <p>STEM Event – Get up to speed in engineering careers event</p>	<p>7. Encounters with further and higher education</p> <p>4. Linking curriculum learning to careers</p> <p>2. Learning from career and labour market information</p>
Spring Half Term 2	<p>Options Booklet – All Year 9 students receive their copy of the options booklet</p> <p>Parents Evening - inviting parents to discuss their child’s progress with their class teachers and their option choices.</p>	<p>3. Addressing the needs of each student</p>
Summer Half Term 1	<p>Careers in DT – DT lessons through this half term will include careers links specific to the subject</p>	<p>4. Linking curriculum learning to careers</p>

Summer Half Term 2	End of year exams – End of year exams for all subjects. Careers in Drama – Drama lessons through this half term will include careers links specific to the subject	4. Linking curriculum learning to careers
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Year 10

Time	Activity	Half termly Gatsby benchmark links
Autumn Half Term 1	Start of GCSE courses	
Autumn Half Term 2		
Spring Half Term 1	<p>Parents Evening –inviting parents to discuss their child’s progress with their class teachers.</p> <p>My Career Goal – A dedicated half term Scheme of learning delivered through PD sessions</p> <p>Science lessons – Science will deliver options/ careers sessions with Y9 students</p>	<p>4.Linking curriculum learning to careers</p> <p>3.Addressing the needs of each student</p>
Spring Half Term 2	<p>Careers Week - Students will take part in a range of activities throughout the week . Students invited to take part in the virtual career fair hosted by Sheffield College</p> <p>HEPP session – a Careers session led by HEPP</p>	<p>7.Encounters with further and higher education</p> <p>2.Learning from career and labour market information</p>
Summer Half Term 1	<p>Careers interviews – Students will be invited to an independent careers interview with the schools adviser</p> <p>Post 16 taster day – Students will attend a 6th form and experience college and apprenticeship providers</p>	<p>7.Encounters with further and higher education</p> <p>8.Personal guidance</p>
Summer Half Term 2	<p>End of year exams – End of year exams for all subjects.</p> <p>Personal Statements – Students start to write their Personal Statement for post 16 applications</p>	<p>4.Linking curriculum learning to careers</p> <p>8.Personal guidance</p>

	Careers in Health and Social Care - DT lessons through this half term will include careers links specific to the subject	
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Year 11

Time	Activity	Half termly Gatsby benchmark links
Autumn Half Term 1	<p>Post 16 event – Carousel event from a range of post 16 providers, (King Egberts, King Edwards, Tapton, All Saints, High Storrs, Forge Valley, Meadowhead, Sheffield College, Chesterfield College UTC, Sheffield Wednesday)</p> <p>Sheffield Progress - Time dedicated in Y11 Personal Development sessions to complete Sheffield Progress application</p> <p>START profile – Time dedicated in Y11 Personal Development sessions to create individual START profiles</p> <p>Service level agreement – One day a week of allocated Careers Advice through Sheffield Futures to provider a one to one interview with each Y11 student. An individual career action plan is created by the careers advisor, a copy is sent home and kept in school.</p> <p>Mock interview – Students take part in a mock interview with an employer in preparation for their post 16 interviews</p>	<p>7.Encounters with further and higher education</p> <p>8.Personal guidance</p> <p>5.Encounters with employers and employees</p>
Autumn Half Term 2	<p>Sixth Form / College Open evenings – Students and parents kept up to date with open evenings that are taking place across the city.</p> <p>Careers Corner – A dedicated area in the library is set up to provide Post 16 and some Post 18 advice to students.</p>	<p>7.Encounters with further and higher education</p>
Spring Half Term 1	<p>Mock Exams – Mock exams replicate the summer exams both by procedures followed and time allocation of exams in each subject</p>	<p>3.Addressing the needs of each student</p>

	<p>Sheffield Progress applications – Students submit their Sheffield Progress applications by 31st January</p> <p>Mock Exam results assembly – Mock exam results are given to students in the same way they would be issued on results day. Reflection takes place and Post 16 options are reviewed.</p> <p>Parents Evening – Parents are invited to discuss their child’s progress with their class teachers and answer any questions about the subject.</p>	
Spring Half Term 2	<p>Careers Week - Students will take part in a range of careers related activities throughout the week .</p> <p>HEPP session – a Careers session led by HEPP</p>	<p>7.Encounters with further and higher education</p> <p>3.Addressing the needs of each student</p>
Summer Half Term 1	GCSE Preparation	
Summer Half Term 2	<p>GCSE Exams</p> <p>Results Day – Students who may have not received the entry requirements for their post 16 courses are identified and prioritised. Support available throughout the day from staff, Sheffield Futures, Colleges and 6th Forms.</p>	

Introduction

This document sets out the school's arrangements for managing the access of providers to students 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.

Student entitlement

All students in years 7-11 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 contact Alice Fort.

Telephone: 0114 2557331

Email: afort@newfield.sheffield.sch.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 Lead 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 Lead or a member of their team.

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