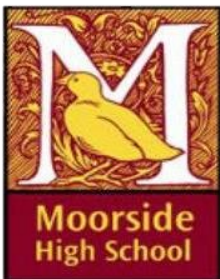




Moorside High School

Careers Education Information Advice & Guidance Policy

rev. May 2026



Date Reviewed: May 2026

Date of Next Review: May 2027

Reviewed by: Full Governors

Intent

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. They enable students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world.

A planned progressive programme of support and guidance will enable them to choose a 14 – 19 pathway which will suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Moorside High School is committed to providing a programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7 – 11.

When planning the careers provision in school the CDI Career Development framework is referred to in addition to the DfE Careers guidance and access for education (updated Jan 2023).

In November 2019, the school achieved the Quality in Careers Award for careers education information, and guidance for work related learning and enterprise. This is reviewed every 3 years and we were successful in April 2023 with our bid to extend the award until 2026.

This policy is underpinned by the legislation and statutory guidance including by not limited to the following.

- Education Act 1997
- Education and skills Act 2008
- DfE Careers guidance and inspiration in schools (DfE, 2014)
- School Information (England) Regulations 2008
- Apprenticeships, skills, children and learning act 2009
- Equality act 2010
- Children and families Act 2014
- Technical and Further Education Act 2017
- Statutory Guidance for Schools (DCSF, 2014) and other relevant guidance from the DfES, QCA and Ofsted.

Aims

The main aims of careers provision at Moorside High School are to:

- Raise aspirations and increase motivation by helping young people to identify educational and occupational goals
- Demonstrate the relevance of the knowledge and the skills learnt through the school curriculum to future opportunities in learning and working
- Develop the skills for effective learning, including reviewing achievements, setting targets, planning and taking action
- Demonstrate the links between living, learning and earning
- Contribute to the economic prosperity of individuals and communities
- Improve literacy by developing information and communication skills
- Enable students to make informed choices about careers and education
- Support students in managing transition in their lives, such as the change from school to college or work
- Encourage participation in continued learning and training opportunities post-16 including higher education and further education
- Challenge stereotypes and encourage students to consider a wide range of careers
- Provide targeted support for vulnerable and disadvantage young people.

Students' needs

The careers programme is designed to meet the needs of all learners at Moorside High School. Learners will be given opportunities to access advice and participate in activities from a variety of sources. Support provided is done so with differentiation and personalisation in mind, ensuring that all learners have a good understanding of careers regardless of their background, gender, SEND and diversity group. Stereotyping is prohibited in CEIAG so that all learners can consider the widest possible range of careers. A variety of learning experiences will be provided to strengthen motivation, raise aspirations and increase the attainment of students during their time at Moorside High School.

Implementation

The leadership and delivery of a high-quality careers programme falls under the remit of the Assistant Headteacher for Curriculum, Careers, Community & Culture in conjunction with the Careers Advisor however, all members of the school community have a role in CEIAG at the school. The roles and responsibilities of each are outlined below in detail.

Roles and responsibilities

The governing body, and particularly the link governor/s for careers provision are responsible for ensuring that all pupils at the school are provided with independent careers guidance from Year 7 to Year 11. They must ensure that IAG is presented in an impartial manner, showing no favouritism towards a particular post-16 option, and does not discriminate on any groups including but not limited to: ethnicity, culture, religion, gender, disability or sexual orientation. Check that the arrangements are in place to allow all pupils access to a range of education and training providers who will inform them about education and training options post -16. Support the Headteacher and Assistant Headteacher with advice and guidance on which to base CEIAG to ensure that the school meets the legal requirements.

The overall responsibility for CEIAG lies with the Assistant Headteacher for Curriculum, Careers, Culture & Community. It is their responsibility to manage the overall provision of careers information by liaising with the Headteacher and Senior leadership Team in addition to the Careers Advisor to implement and maintain effective policy, strategy and resources for CEIAG at the school. They will use line management structures to work with the PSHE lead and DTLs to plan careers education in the curriculum to ensure staff are promoting careers guidance to their students. Ensure that the school complies with the Gatsby Benchmarks and complies with legal responsibilities. Furthermore, they are responsible for the monitoring of teaching and learning in careers education and access and take up of careers guidance. They use the Compass+ tool for self-evaluation of the careers provided offered by the school.

The Careers Advisor is responsible for providing a thorough and personalised careers service throughout the school; staying up to date with the relevant CPD and developments in the CEIAG sections; monitoring and informing staff, students and parents on local Labour Market information; producing careers information and guidance through online/hardcopy literature and displays; organising workshops for pupils; advertising the careers service in house at open evenings, presentation days, assemblies and parents' evenings; maintaining links with individuals and employers who can support the delivery of CEIAG at the school; arranging meeting with pupils to access IAG at school; meet regularly with the Assistant headteacher for careers to evaluate the schools' performance using the Compass tool and against the Gatsby Benchmarks.

All staff contribute to CEIAG through their roles as tutors and subject teachers. They should plan into their schemes of learning opportunities for students to explore careers related to their subject and maintain displays in their classrooms/learning areas which promote relevant careers. They should create an environment which allows and encourage pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace. They

must attend relevant CPD and training to ensure they are up to date with the school's careers plan.

Parent/Carer involvement

Parents and carers are an integral part of the CEIAG provided to students. They have the opportunity to participate in CEIAG via:

- Attendance at careers interviews with their students
- Attendance at GCSE Pathways evening and via the GCSE option selection process
- Supporting their student with organising work experience
- Supporting their student or other students by offering a work experience placement
- Attendance at mock Results evening/Year 11 parents evening
- Receiving regular communication through the Arbor app detailing careers and educational opportunities
- Supporting their student by taking them to college and training provider open events and interviews
- Attending annual parents' evenings and reading student reports
- Accessing the careers section of the school web site for Labour market information
- Contacting the school careers advisor to access personalised support for their student

Information Advice and Guidance

The school has a statutory duty for securing impartial IAG for students in years 7 – 11 and provide access to independent IAG. The school employs their own Level 6 qualified Careers Adviser who liaises with local colleges, training provider and universities to provide the required support.

CEIAG is delivered through Form time activities, Personal Development lessons and supplementary drop-down activities for each year group. In year 7 the focus is on raising aspiration, understanding the world and work and the impact of education, employment and training on aspirations. In Year 8 the students concentrate on decision making skills and

understanding options at the end of KS3 and KS4. In Year 9 the focus is looking at Higher Education and the opportunities available to all. Year 10 and 11 focus upon skills for employment such as CV writing, letters of application, interview skills and networking. This information is available on the MHS website for pupils and parents (<https://moorside.staffs.sch.uk/departments/pshe/>). The relevance of the content of the Careers Programme is reviewed annually to ensure that it remains current and meets the needs of the pupils in the local context. The school additionally actively promotes the National Careers website/helpline alongside a range of other relevant careers/LMI websites & information sources.

Moorside High School aims to provide students with a range of good quality, up to date, impartial IAG on post 16 opportunities. This supports the whole-school delivery of CEIAG and requirements for the statutory duty for careers guidance. All our students, staff and parents/carers can access independent, impartial CEIAG allowing for career research to take place remotely. 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 is outlined in the school's Careers Provider Access Policy ([Information for Employers - Moorside High School](#))

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, citizenship, equal opportunities and diversity, gifted and talented, looked after children and SEND. The needs of staff for development and training in careers education are identified through regular audits and evaluations of activities provided. These needs are met through training when required.

Curriculum

All staff contribute to careers education and guidance through their roles. Students study a broad and balanced curriculum to ensure that all have equality of opportunity and to raise

aspirations. Departments have careers displays to highlight opportunities in their subject areas and their Learning Journeys and concept maps for topics include a focus on careers. Curriculum trips highlight links to careers in linked job sectors. For examples Science Department trips to a local zoo and the Space Centre in KS3.

Specialist sessions are delivered through drop down activities throughout the academic year. The Careers programme includes careers education sessions (for example, careers assemblies and fairs), career guidance activities such as group work and individual activities such as mock interviews and CV writing, information and research activities, events with business partners such as employability workshops, work related learning and individual learning activities. (See appendix)

Work Experience

Work experience is delivered in line with the statutory modern work experience entitlement, ensuring that all students access meaningful and progressive encounters with the world of work. Rather than a single, one-off placement, students are supported to engage in a range of employer experiences across Key Stage 3 and Key Stage 4, which may include in-person placements, workplace visits, employer-led projects, virtual work experience, volunteering and enterprise activities.

A substantial work experience placement continues to be a key feature of Year 11, supporting students to develop employability skills, career readiness and informed post-16 decision-making. The programme is planned and coordinated by the Assistant Headteacher in conjunction with the Work Experience Co-ordinator, with administration managed through the Unifrog Work Experience Tool.

The school's aim is that every student completes at least one meaningful work experience placement by the end of Key Stage 4, alongside additional high-quality employer encounters, with appropriate flexibility and support to ensure inclusivity for all learners.

Enterprise

Moorside High School is committed to promoting enterprise education, providing excellent experiences to its students where possible. This learning about enterprise through Personal Development lessons, drop down activities, House competitions and assemblies. In addition to this links are fostered with entrepreneurs and businesses such as Alton Towers. Participation in these activities increase students' employability skills and provide opportunities for them to develop key communication skills for working life.

Monitoring, Review and Evaluation

The impact of our careers programme is monitored using quality assurance procedures to ensure maximum effectiveness of CEIAG at Moorside High School:

- All guidance sessions are built upon previous discussions and up to date information about a student's progress in learning, personal development and career develop
- The main points of a session are discussed a recorded at the end of each session. Records are made available for further meetings.
- Students' feedback is sought and acted upon at the end pf their careers guidance meetings
- Pupils on work experience complete a diary, an employer reference is sought, and staff visit (wherever possible) students in the workplace to monitor their performance
- Destinations of pupils at the end of Y11, 12 and 13 are tracked and where applicable used to inform development of CEIAG
- Lesson observations/Learning walks carried out by DTLs and the Assistant Headteacher are used to monitor visibility of careers throughout the curriculum
- Whole school student voice is completed twice annually and questions within this focus on CEIAG. These responses are reviewed and acted upon accordingly

- Evaluation takes place using the Careers and Enterprise Company diagnostic tool, Compass + tool termly supported by Bev Ashley from the Staffs/Stoke Careers Enterprise Company; Carl Bradshaw, Enterprise Advisor and Contracts Manager at St Modwen's Homes
- Students in all year groups complete the CEC's Future Skills Questionnaire to monitor their knowledge, skills and attitudes essential for successful transition after Secondary School.
- The 'Quality in Careers Standard' Award is reviewed every three years with smaller progress checks annually to ensure compliance.

Appendix 1

MHS CEIAG Programme of Study 2025 – 2026

Personal Development Lessons

Form Time Activities

Provider visits to School

Drop Down activities

Visits to external providers

Data collection

PP/SEND/LAC

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
CEIAG Key Stage Expectations and Outcomes	<ul style="list-style-type: none"> Explore strengths and skills, interests, motivations and progress. Build aspirations and reflect on how these match expectations. Introduce concept of stereotyping and assumptions about jobs. Identify and develop personal networks and learn where to gain support. Understand key terms of: career, job, stereotyping 	<ul style="list-style-type: none"> Identify influences on career decisions. Making successful choices Identify and develop personal networks and learn where to gain support. Understand key terms of: employability, enterprise, STEM, job satisfaction, business structures, LMI, financial budgeting. Demonstrate positivity, flexibility and preparation for 	<ul style="list-style-type: none"> Understand the difference between objective and subjective sources of information. Research (using LMI) how the world of work is changing Understand key terms: occupation vs sector, recruitment, salary, STEM 	<ul style="list-style-type: none"> Understand about stereotyping/assumptions and employment rights Understand key terms: labour market, occupation vs sector, recruitment, labour trends Reflect on how ideas have changed since KS3. Develop plans. 	<ul style="list-style-type: none"> Understand key terms: CV, self-employment, occupation vs sector, recruitment, salary, STEM, labour trends Understand what employers want from applications and develop self-presentation skills 	

Spr 2 Y10 mocks			Unifrog Careers Unit			National Careers Week Weekly MY Path Career of the Week
Sum 1 GCSE EXAMS	Unifrog Careers Unit			Unifrog Careers Unit		Whole school Student voice questionnaires Weekly MY Path Career of the Week
Sum 2 GCSE EXAMS	Real Game – raising aspirations		HE drop down event + HH+ trip	Post 16 options, CVs FE taster day - Post 16 options showcase - Step in to 6 th form /Leek Coll/App provider/s/BB 6 th form college/Army?	LEFT	Weekly MY Path Career of the Week

*Activities may vary annually dependent on availability from providers. Wherever possible alternative times/dates or activities will be scheduled.