



MAYVILLE  
HIGH SCHOOL  
*Founded in 1897*

## Careers Policy

Including provider access policy statement

This policy is relevant to all pupils in the main school from EYFS to Senior School and including Wyvern House.

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### Rationale for Careers Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers

- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal Careers Guidance from a qualified adviser

These elements form the 8 Gatsby Benchmarks and are explained in more detail in Appendix 1.

The programme should also be regularly monitored, reviewed and evaluated using the Compass self audit tool, feedback from stakeholders and other external evaluations.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

### **Aims:**

This policy aims to set out the School's provision of impartial and informed careers guidance for our pupils. This includes how pupils, parents, teachers and employers can access information about our careers programme.

The CEIAG vision reflects Mayville High School's ethos of educating the whole child: The Head, the Hands and the Heart. The School seeks to send our pupils out into the world of work feeling ambitious about their future, proud of the skills they have developed, knowledgeable about their options and confident in their abilities.

High-quality careers education is vital for our pupils' futures and our provision aims to:

- develop pupils' awareness of the broad variety of education, training and careers opportunities available to them
- provide pupils with meaningful experiences of the working world, to develop their understanding of what this looks like
- help pupils to prepare for further education, training and the workplace, by building a range of future skills, eg communication, self-reflection, teamwork, leadership, organisation, resilience and problem-solving
- help pupils to understand routes to careers that they're interested in and to make informed choices about each next step they take in education or training
- promote a culture of high aspirations and equality of opportunity

### **Statutory Guidance**

This policy is in line with the Department for Education's (DfE's) statutory careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008
- Equality Act 2010

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of four encounters with technical

education or training providers to all pupils in years 7 to 11 (Remove to Upper V). For more details on these encounters, see our provider access policy statement in Appendix 5.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in the Education Act 1997, so that:

- Our school must now offer independent careers guidance from Year 7 (Remove)
- We are required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy forms part of this information and shows how our school complies with this requirement.

This policy is also in line with the Careers guidance and access for education and training update to statutory guidance which was published in May 2025 and comes into effect in September 2025, so that:

- Our school will use the updated Gatsby Benchmarks, to ensure high-quality provision.

### **Links with other Policies**

The Careers Guidance Policy is linked to the following policies:

- SEND
- Safeguarding and Child Protection
- Health and Safety
- Equal Opportunities
- PSHE

### **Roles and Responsibilities**

#### **Careers leader**

The Careers Leader is Mrs S Hardcastle and she can be contacted by emailing [s.hardcastle@mayvillehighschool.net](mailto:s.hardcastle@mayvillehighschool.net). The Careers Leader and Senior Management Team work closely, in order to:

- take responsibility for developing, running and reporting on the school's planned careers programme framework
- plan and manage careers activities across Remove - Upper V, providing a range of appropriate and meaningful encounters with employers, educational institutions and training providers across all year groups
- link careers-related learning to the Gatsby Benchmarks and the CDI Framework. See appendix 2 for further information about the framework.
- Encourage and support the use of Morrisby Online to help support the pupils' careers-related learning
- ensure that all pupils in Remove - Upper V can access independent careers guidance. See appendix 3 for further details about guidance interviews.
- ensure that pupils will have at least one workplace encounter by the age of 16
- ensure that pupils have at least one independent careers guidance interview by the age of 16
- ensure that pupils have a minimum of four technical education and apprenticeships provider encounters during Lower IV to Upper V

- support teachers to build effective careers education and guidance into subjects across the curriculum
- establish and develop links with employers, education and training providers and careers organisations
- work closely with relevant staff, including, The Head of Wyvern House, the special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support
- use Compass and work with local networks to ensure that the Gatsby benchmarks are met
- analyse destinations data to assess the suitability of the CEIAG programme
- work towards ensuring the school has a 0.0% NEET figure in UV
- provide appropriate information for other agencies or providers to support pupils, eg in careers guidance interviews or advice on next steps
- maintain clear contact with parents about the school's careers education and provide an easy way for parents to communicate with the school
- contribute to staff CPD to ensure all teachers are kept up to date with CEIAG developments and changes to labour market information
- support pupils by educating all about the expectation to be in education or training until the age of 18 and also about the 16-19 bursary fund
- review this policy and the School's provider access policy statement at least every two years, in agreement with the Trustees

### **Senior Management Team (SMT)**

The SMT will:

- support the careers programme across Remove to Upper V
- support the Careers Leader in developing their strategic careers plan, holding them to a high standard and ensuring that they are up to date with any developments in CEIAG
- make sure the Careers Leader is allocated sufficient time and has the appropriate training, to perform their duties to a high standard
- support the Careers Leader to fulfill all Gatsby Benchmarks
- network with employers, education and training providers and other relevant careers organisations.

### **The Trustees**

The Trustees will:

- provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- appoint a member of the Trustees who will take a strategic interest in careers education and encourage employer engagement
- make sure independent careers guidance is provided to all pupils in Remove to Upper V and that: the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils

- make sure that a range of education and training providers access pupils in Lower IV to Upper V, to inform them of approved technical education qualifications and apprenticeships
- make sure that all relevant policies, details of the School's careers programme and the name of the Careers Leader are published on the School's website
- make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

### Staff Development and CPD

The Careers Leader is a member of the Careers Development Institute and is qualified to Level 6 in Careers Guidance and Development. They also identify networking opportunities through stakeholder meetings, workshops, conferences, etc.

For tutors and subject teachers, training needs are identified and delivered by a competent party when necessary. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff when appropriate.

### Curriculum Learning

The School has a careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from Remove onwards. The full careers programme is shown in Appendix 3.



Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks and to meet the following learning outcomes from the CDI Framework.

Our programme is designed not to show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years and the overarching aims are divided across each year, so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including: lessons, assemblies, workshops, tutor-led discussion, displays, events, visits, guest speakers and work experience.

High-quality education, information and guidance from a range of providers will support our pupils to understand their options and different paths to work, helping them plan the steps they need to take and

to get from where they are to where they want to go. It will also allow pupils to be inspired by exciting new opportunities they might not have known about or thought they could not achieve. We want all young people in the school to:

- understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace
- to receive access to an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience
- get access to careers advice and guidance that is tailored to their circumstances
- get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers
- build aspirational plans for their futures, based on a realistic understanding of how to reach these
- leave school ready to embark on their next steps successfully and with confidence.

Further details about where pupils can access careers information is available in Appendix 4.

### **Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed.

The Careers Leader will work with teachers and, where appropriate, professionals from other relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support. This may include providing extra 1-1 careers guidance interviews, meeting with pupils and their families to discuss education, training and employment opportunities, providing internships or work experience or creating transition plans for next steps.

Our Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

### **Access to the Careers Programme Information**

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme at any time by contacting [s.hardcastle@mayvillehighschool.net](mailto:s.hardcastle@mayvillehighschool.net)

### **Employer Engagement**

Employer engagement is proven through research as a way of raising aspirations, opening up opportunities and providing solid Careers Guidance for students. The School is developing a full and varied employer engagement programme which can be adapted each year to meet the changing needs of pupils and the local labour market.

Employers are identified through a range of methods – local knowledge from the careers leader, use of parents and alumni, close liaison with the local Careers Hub, and other networking opportunities. Employers engage with students in a range of ways, including whole-year assemblies, industry-focused workshop sessions, enterprise days, curriculum learning, site visits, and activities within National Careers Week. Alumni are used whenever possible to help reinforce the message behind each activity.

## **Partnerships & Stakeholders**

The policy recognises the range of partners that support the careers provision within the School.

These include:

- Liaison with local Post-16 providers and higher education institutions
- Local businesses and employers
- Parents and carers
- Others, including National Citizen Service, Careers and Enterprise Company, Education Business Partnership (South) and UNLOC

## **Engaging with Parents and Carers**

Research has shown that pupils see parents and carers as a vital source of Careers Guidance and support. The School must therefore ensure they maintain an open dialogue with parents and carers when it comes to informing and supporting them in relation to Careers Guidance, so they can fully support their children.

Parents are introduced to the careers provision during Year 7 through an information letter about the service. This message is reinforced through the years through numerous methods - parents' evenings, use of parents for careers events such as mock interviews, regular use of social media and communication, using letters and emails, articles in The Register and newsletters. The careers website is kept up to date with relevant news and resources, and parents and carers are regularly reminded of its presence and directed to it.

All parents are surveyed about the careers provision every two years.

## **Communication**

An effective communication plan is required to ensure pupils, parents, employers and other partners are fully aware of the school's careers provision. This is achieved through:

- Email/letters
- Assemblies
- Careers website
- Parents' Information Evenings
- Social Media
- Newsletters
- Face-to-face meetings

The school is required to publish a Provider Access Statement which sets out our arrangements for allowing any education provider wishing to inform students about all pathways available to them. This statement is on the school's careers website and in Appendix 5.

## **Assessing the Impact on Pupils**

Our career programme is designed so pupils can give feedback and their progress measured and evaluated as they move through the Key Stages.

When monitoring the impact of the careers programme, Mayville High School will consider a range of measures to ensure effective outcomes for all our pupils. This can include:

- pupil feedback on experiences of careers events

- pupil feedback on their experiences of the careers programme, including lessons, assemblies, careers fairs, visits etc.
- informal feedback from external partners and from parents/carers
- quality assurance of careers education in the curriculum through learning walks
- analysis of destination data to show pupils moving on to appropriate and wide-ranging destinations
- Trustee meetings and feedback
- regular and systematic Compass reports, to assess the school's careers provision against the Gatsby Benchmarks.

## **Destination Data**

The School will collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This data will be used to review the School's careers provision and inform development and continuous improvement.

The School will aim to do all of the following:

- Collect and record intended destination data
- Collect and record actual destination data
- Compare destination data to local, national and regional trends
- Adjust the careers programme accordingly in response to the analysis of pupil destination data trends

Further details of the destination data policy can be found in Appendix 6.

## **Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Trustees and reviewed every two years.



## Appendix 1 - The Gatsby Benchmarks (updated for September 2025)

Benchmark	Summary
1. A STABLE CAREERS PROGRAMME	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.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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 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.
3. ADDRESSING THE NEEDS OF EACH YOUNG PERSON	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.
4. LINKING CURRICULUM LEARNING TO CAREERS	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.
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 pupils' own part-time employment where it exists.
6. EXPERIENCES 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 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.
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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

## Appendix 2 - The CDI Framework

[https://www.thecdi.net/CDI/media/Write/Documents/CDI\\_g8-Framework-skills\\_by\\_key\\_stage-A3\\_portrait-web.pdf](https://www.thecdi.net/CDI/media/Write/Documents/CDI_g8-Framework-skills_by_key_stage-A3_portrait-web.pdf)

## Appendix 3 - Careers-related learning programme

[Mayville CRL Programme 2025/26](#)

## Appendix 4 - Obtaining information

### Where can pupils access careers information?

Careers information is available in the careers office, through relevant displays, tutor time activities, assemblies and through the Morrisby Online platform. Pupils may also find the websites listed on the Careers page of the website useful.

### How do careers interviews work at Mayville High School?

- Through form tutor and SENCO meetings, the careers leader may identify pupils who would benefit from early intervention in any year group
- Those pupils identified as being at risk of NEET will be prioritised in all 1-1 careers interviews
- Pupils may also refer themselves for a careers meeting at any point; directly via the careers lead or via a form tutor
- Pupils are made aware of the existence of a careers advisor through assemblies and the CEIAG programme
- The careers leader will record action plans on the pupils' Morrisby accounts. Pupils will receive a copy and parents and staff have the option to see this information so that they can support the process
- If a pupil is away or fails to attend a 1-1 interview, an alternative time will be arranged.

# Appendix 5: Provider Access Policy Statement

## Mayville High School: Provider Access Policy Statement

(To include The Department of Education, July 2021: "Baker Clause" and the Provider Access Legislation, January 2023)

**Ownership:** Mayville High School

**Date updated:** June 2025

### Rationale

High-quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

### Commitment

Mayville High School is committed to ensuring there is an opportunity for a range of education and training providers to access pupils, for the purpose of informing them about approved technical education qualifications and apprenticeships. Mayville High School is fully aware of the responsibility to set pupils on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty and not showing bias towards any route, be that academic or technical.

Mayville High School endeavours to ensure that all pupils are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: 'Baker Clause': supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

### Aims

Mayville High School policy for access to other education and training providers has the following aims:

To develop the knowledge and awareness of our pupils of all career pathways available to them, including technical qualifications and apprenticeships

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

### Student Entitlement

Mayville High School fully supports the statutory requirement for pupils to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships (four in Key Stages 3 & 4). This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at

school.

## **Development**

This policy has been developed and is reviewed annually by the Careers Leader and Headteacher based on current good practice guidelines by the Department for Education.

## **Links with other policies**

It supports and is underpinned by key school policies including those for Careers, Safeguarding and Child Protection, Equal Opportunities and SEND.

## **Equality and Diversity**

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Mayville High School is committed to encouraging all pupils to make decisions about their future based on impartial information.

## **Requests for access**

Requests for access should be directed to Mrs Sam Hardcastle, Careers Leader. She may be contacted by telephone or email, [s.hardcastle@mayvillehighschool.net](mailto:s.hardcastle@mayvillehighschool.net), Tel: 023 9247 4847.

## **Grounds for granting requests for access**

Access will be given for providers to attend during school assemblies, timetabled Careers or PSHE lessons, and Careers or Raising Aspirations events that Mayville High School is arranging. Pupils may also travel to visit another provider.

## **Details of premises or facilities to be provided to a person who is given access**

Mayville High School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

## **Live/Virtual encounters**

Mayville High School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

## **Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

## **Management**

The Careers Leader coordinates all provider requests and is responsible to her senior management line manager.

## **Complaints Procedure**

Any complaints about this policy should be raised using the School's Complaints Policy.

## **Monitoring review and evaluation**

The Policy is monitored and evaluated annually via the Senior Management Team.

***Policy Coordinator: Sam Hardcastle***

## **Appendix**

**Providers who have been invited into Mayville High School to date include:**

Havant and Southdowns College (HSDC)  
Chichester College  
Peter Symonds College  
South Hampshire College Group

**Destinations of previous pupils from Mayville High School include:**

Havant and Southdowns College (HSDC)  
Chichester College  
Peter Symonds College  
UTC Portsmouth  
City of Portsmouth College  
Barton Peveril College  
South Hampshire College Group  
Sparsholt College

## Appendix 6: Destination Data Policy

### INTENDED DESTINATIONS

The School may collect intended destination data in the following ways:

- Collection of intended destinations through surveys and forms
- School version of the Future Skills questionnaire
- Tutor or Careers Leader 1:1s
- 1:1 Careers Guidance interviews
- SMT interviews and support
- EHCP reviews
- Parents' Evenings
- Parent / carer engagement
- Shared spreadsheet trackers with input from tutors, pastoral teams, heads of year, careers adviser, SENCO, etc

The data collected includes the following:

- Name
- Year group
- Tutor group
- What the pupil plans to do – unsure / apprenticeship / FE course / Traineeship / university / Other
- Whether the pupil has applied and been offered a place
- How certain the pupil is that they will pursue this destination (scale of 1 to 10)
- Careers / Job interests
- Permission to contact the pupil for three years after leaving school to collect destination data
- GDPR statement
- Out-of-school contact details such as personal phone and email address
- Whether the pupil is willing to return to the school to talk about their career / career planning / option choices
- Whether the pupil gives consent for their destination data to be shared within the School and in School publications, including via social media
- Whether the pupil gives consent for the School to contact the college they will be attending seeking confirmation of the course, start date and end date
- Whether the pupil gives consent for the School to contact the employer seeking confirmation of their employment or role, start date and end date (for apprenticeships only)

For pupils who are unsure of their destinations or in danger of becoming NEET, then arrangements will be made to ensure these pupils receive further 1:1 career guidance.

## **Intended destination data will be collected at the following points:**

Year Group: Upper V	When: Autumn Term	How: Google Form in tutor time
Year Group: Upper V	When: Spring Term	How: Google Form in tutor time
Year Group: Upper V	When: GCSE Results Day	How: Printed form

## **ACTUAL DESTINATIONS**

*This assumes that a data sharing agreement has been signed by the pupil.*

The School may collect actual destination data in the following ways:

- Message alumni on an annual basis over 3 years using social media or email
- Send alumni a Google form via email
- Phone alumni on an annual basis over three years (for those who have not responded to a survey)
- Through a data sharing agreement with the local FE colleges
- Through a data sharing agreement with the local authority

The data collected includes:

- Name
- Year left school
- Actual destinations
- Careers/Job interests
- Update of contact details such as personal phone and email address.
- Whether the pupil is willing to return to the school to talk about their career / career planning / option choices.

Destination data is collected once per year for three years after year 11. The School does this at the following point in the year: August

## **DATA RECORDING**

All intended and actual destination data that has been collected is recorded and stored in the following ways:

- Google Spreadsheet
- Paper copies of destination forms (where applicable)

## **DATA USAGE**

Destination data is used to:

- Identify pupils who are unsure of their destinations, so that further 1:1 career guidance can be provided.
- Analyse the range of intended destinations and the number of pupils choosing each destination.
- Analyse the range of actual destinations and the number of pupils choosing each destination.
- Identify trends / anomalies in intended and actual destinations.
- Inform adjustments to the school's Careers Strategy and Careers Plan, as appropriate, guided by the

above analyses.

- Celebrate study and career pathways of their alumni