



Mayfield School

Careers Education, Information, Advice & Guidance (CEIAG) Policy

Believe. Achieve. Succeed.

Ambition Inclusion Respect

Document control table	
Associated documents.	Provider Access Policy
Date Approved by Academy committee	September 2026
Date of review	September 2028
Summary of Changes	• Removal of any reference to EMU and change to Careers Lead – throughout • Change of dates throughout. • Removal of NCS programme for yr 11 as this no longer exists. Pg 10

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Introduction

Careers Education, Information, Advice and Guidance (CEIAG) at Mayfield School is part of the curriculum for all students and regularly evaluated, reviewed, and improved. The school's CEIAG programme, including the quality of its material information, is monitored, and evaluated by the Careers Leader, Assistant Headteacher and Headteacher and Mayfield enterprise and skills executive for careers at Portsmouth City Council.

The provision of CEIAG is set in the context of a combination of inter-related areas which cover citizenship, enterprise education and national/local labour information.

This policy sets out the school's arrangements for managing the access of providers to pupils 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 and the Good Career Guidance, Gatsby Benchmarks implemented by Sir John Holman in 2013.

This document should be read in conjunction with the provider access policy statement which can be found on the school website.

Aims

The objective of the educational careers programme at Mayfield is to raise students' aspirations, motivation, and self-esteem by:

- a) Developing their knowledge and understanding of the local and wider world, regarding educational pathways.
- b) Making good use of the careers education, information, and guidance to review achievements, plan future actions, make informed decisions, present themselves well and cope with changes and transitions to their career path.

Intention

- To prepare students for life after Mayfield and encourage them to increase their aspirations and pathways through meaningful encounters with national/local providers, and tailored support.
- To make relevant links between Mayfield pupils and national/local providers to support our students in making informed decisions about their future as a citizens of the world.

Implementation

- PSHE lessons. These are sessions where our pupils will discuss themes around careers and their future plans in life and is explicitly planned within the PSHE curriculum.
- Careers Advisor PCC. Students will have a specialist careers advisor in the school, twice a week to offer students, teachers, and parents independent and impartial advice for their educational pathway after Mayfield.
- Providers: Local colleges and apprenticeship providers will participate in lunch drop ins, assemblies, workshops and talks to inform our students of the alternative post-16 options.
- Universities: Local and national universities, members of the Russell group will offer taster days, assemblies, and workshops to students across all year groups.

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- PCC Careers service offer a variety of meaningful encounters and opportunities throughout the year with national and local businesses and 1:1 career adviser interviews for pupils in years 9 to 11.
- Subject leaders: are supported in how their subject can offer support and encouragement for pupils who choose to follow their subject path to further education and incorporate explicit careers teaching into their curriculum.
- House Assemblies: will support students in understanding what options they have regarding their educational pathway, the world of work and their employability skills.
- It is our ambition for all KS3 pupils to participate in a “one day: work experience” within the school setting in a number of areas where they will understand how staff in this area work and how to be helpful and proactive.
- Personal Development days through the year will be used to develop careers education across all year groups.
- Tutor programme: all pupils will take part in careers week once per term with a focus on careers education and provider assemblies.

Impact

- Having a careers discussions with members of staff who share their educational pathway.
- Increasing aspirations, ambitions and self-esteem when discussing and applying for college, A-levels, higher apprenticeship course and T-levels.
- Reducing the percentage of the NEET students according to the school SIP (school improvement plan)

Commitments:

- To help inspire pupils towards further study and enable them to make informed decisions about their choices and know when these choices are open to them.
- To understand enough about the world of work to know what skills they need to succeed.
- To find out about technical education qualifications and apprenticeship 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 national and local providers about the opportunities they offer, including technical education and apprenticeships – through assemblies, trips, options events, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during Year 8 and Year 9; and two encounters for pupils during the Year 10 and Year 11.

These provider encounters must be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers.
- explain what career routes those options could lead to.
- provide insights into what it might be like to learn or train with that provider. (including the opportunity to meet staff and pupils from the provider)
- have a question-and-answer time so pupils can engage and participate on these talks.

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One encounter is defined as one meeting or session between pupils and one provider. This encounter can be face to face or online. We are committed to providing meaningful encounters to all pupils using the [Making meaningful encounters checklist](#).

Provision

Provision of CEIAG at Mayfield School is line managed by a lead member of the senior leadership team. In the absence of a Careers Lead for the coming academic year will oversee the career education programme, deliver and liaise with programme contributors, day-to-day administration, and the provision of meaningful encounters for all year groups. The library and our school website have relevant, up-to-date careers information in a range of media and formats. Students have supervised access to ICT facilities, including careers websites and general career information on internet.

Specialist support is available for individuals with SEND. Additional information sources include participation in local events and activities such as careers fair, and work with employers, business, and other organisations. The careers leader selects and maintains teaching resources appropriate to student's needs.

Training

Staff training's needs are identified throughout the year and appropriate arrangements are made. There will be one all staff INSET careers training session scheduled per year. The school's careers lead attends relevant meetings with the trust school and is completing Teach first introduction to careers education training as statutorily required.

Monitoring

All lessons, programmes, activities, and projects are monitored, reviewed, and evaluated with active involvement of teachers, students, and parents. The findings are presented in the annual self-assessment report and presented to the academy committee. The development priorities identified in the report forms the basis of the CEIAG programme's development plan for the next update.

Approval and review

Approved by the Academy Committee. This will be reviewed in September 2028. This is signed by the Careers Lead and Assistant Head Teacher for Careers. Also, by the Careers Link Governor.

Next review: **September 2026**

Careers Lead & Assistant Head Teacher

Careers Link Governor



Mrs J Firth

Date: **September 2026**

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Appendix 1

Curriculum Overview

Motto: "Get ready for the future you want".

Year 7 Finding what you love.

Autumn/ Spring/Summer Term

- What is careers education?
- Jobs and Careers in our society.
- Educational Pathways.
- How to choose a career: understanding decision making.
- School subjects and careers.

Linking curriculum learning to Careers: Learning outside of the classroom.

- House Assemblies.
- Career Assembly with colleges, universities, and apprenticeship providers.
- University Trips.
- Reception Experience.
- Tutor programme
- Subjects building careers education into their curriculum.

Year 8 My learning, my future.

Autumn/ Spring/Summer Term

- Reflecting on my strengths and how to improve as a student.
- Why do I need to be ambitious in life?
- Educational pathways.
- Why do GCSEs options matter?
- Careers and stereotypes
- What makes a person successful?

Linking curriculum learning to Careers: Learning outside of the classroom.

- House Assemblies.
- Career Assembly with colleges, universities, and apprenticeship providers.
- University Trips.
- Reception Experience.
- Tutor programme
- Subjects building careers education into their curriculum.

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Year 9 Careers and GCSEs. Making the right choice.

Autumn/ Spring/Summer Term

- GCSEs options at Mayfield.
- Who influences your GCSE choices?
- Educational pathways.
- My GCSEs options and future careers.
- Talking to/ interviewing an employer.

Linking curriculum learning to Careers: Learning outside of the classroom.

- House Assemblies.
- Career Assembly with colleges, universities, and apprenticeship providers.
- University Trips.
- Tutor programme
- Subjects building careers education into their curriculum.

Year 10 Skills for life.

Autumn/ Spring/Summer Term

- Different type of skills (hard/soft skills) and employability skills
- Personal Branding (how do people perceive me?)
- How to write a CV/Personal Statement.
- Communication for different situations.
- Interview Preparations.
- Planning for the future and what options do I have?
- My career as.... (Q&A with an employer)

Linking curriculum learning to Careers: Learning outside of the classroom.

- House Assemblies.
- Career Assembly with colleges, universities, and apprenticeship providers.
- University Trips.
- Colleges Taster Days
- Universities Residentials.
- 1:1 Career appointment.
- EBP- 1:1 Mock Interview with an employer.
- Career Fair.
- Tutor programme (half term)
- Subjects building careers education into their curriculum.

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Year 11 My life after Mayfield.

Autumn/ Spring

- Exploring post 16 educational pathway choices.
- Talking about law and post 16 education.
- Knowing different colleges/apprenticeships in my area.
- Preparing your college/apprenticeships interview.
- Knowing your course and your college (who can help me at college if I have a problem with travel money, wellbeing, personal problems, course struggles)- Institutions in my society and financial awareness.
- Looking at Post 18 options and labour market information.
- My career plans.

Linking curriculum learning to Careers: Learning outside of the classroom.

- House Assemblies.
- Career Assembly with colleges, universities, and apprenticeship providers.
- University Trips.
- 1:1 Career appointment.
- A level programmes.
- 1:1 College interview.
- Tutor programme (half term)
- Subjects building careers education into their curriculum.

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Appendix 2

Career Events Programme

Note: Dates TBC by providers and added to the school calendar

- Local colleges taster days
- University of Portsmouth (we need to have at least 4 trips, one per Year group + the residential for y10s)
- University of Cambridge (1 visit per year for Y10s)
- We need to have 3 work placement visits per year one for Y7, Y8 and Y9
- Y10-CAS
- Lunch stand for Y11s

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	• Portsmouth University trip • Autumn term personal development day	• Spring term personal development day	• Summer term personal development day
YEAR 8	• Portsmouth University trip • Autumn term personal development day	• Spring term personal development day	• Summer term personal development day
YEAR 9	• Portsmouth university trip • Autumn term personal development day	• Business Speed Networking • Option workshop and assemblies. • College assemblies • MFL assembly • Geography assembly • History assembly Spring term personal development day	No encounters – encounters must have taken place by 28 February
YEAR 10	• Interview ready day • Work experience launch assembly • Work experience information evening • Work experience form deadline • Autumn term personal development day	• Sparsholt college visit (15 pupils) • Spring term personal development day	• Oxford university visit 30 students • Cambridge university trip • Portsmouth university residential. • College taser day. • Work experience preparation assembly. • Work experience June (2 weeks) • Summer term personal development day

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	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 11	• College Assemblies • Career evening • CV & college application session • 6th Form College assembly • A Level assembly • Apprenticeship assembly PETA • Autumn term personal development day	• Interview day 1:1 HSDC • Spring term personal development day	• No encounters – Exams taking place. • Confirmation of post-16 education and training destinations for all pupils • NCS Programme begins

Appendix 3 – Gatsby Benchmark Standards

How Mayfield School is meeting the Gatsby Benchmarks 2025-2026

Benchmark 1- A stable careers programme	
Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers and employers.	➤ Mayfield school has an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies. ➤ Mayfield school has 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. ➤ Mayfield school has the careers programme published on the school's website in a way that enables students, parents, school/college staff and employers to access and understand it. ➤ Mayfield school's programme is regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process. ➤ Mayfield school give Providers of technical (including higher technical) education, vocational education and apprenticeships the opportunity to engage with our students and their parents so that all routes at 16 and 18 are fully understood and so that our students can make informed decisions at key transition points.

Benchmark 2- Learning from career and labour market information	
Every pupil, 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.	➤ At Mayfield School by the age of 14, all pupils have accessed and used information about all career paths and the labour market to inform their own decisions on study options. ➤ At Mayfield school our Parents are encouraged to access and use information about labour markets and future study options to inform their support to their children. ➤ At Mayfield, every pupil can access and up to date information through links on the school website and via Classchart about independent careers and LMI information. ➤ At Mayfield school, students have the opportunity to access accurate careers information directly from local college, apprenticeship providers, local and national universities and arm forces.

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Benchmark 3- Addressing the needs of each student	
Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	➤ Mayfield school's careers programme actively seeks to challenge stereotypical thinking and raise aspirations. ➤ Mayfield school keeps and shares with our students a systematic records of the individual advice given to each student, and subsequent agreed decisions. All students have access to these records to support their career development. ➤ Mayfield school's records of advice are integrated with those given at the previous stage of our student's education, where these are made available. These records are kept from the first point of contact or from the point of transition. ➤ Mayfield school collects and maintains accurate destination data for each pupil on their education, training or employment destinations for at least three years after they leave school.

Benchmark 4- Linking curriculum learning to careers	
All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	➤ At Mayfield school, all subject staff links curriculum with careers, even on courses that are not specifically occupation led. ➤ At Mayfield school the curriculum also reflects the importance of maths and English as a key expectation from employers. ➤ At Mayfield, by the age of 14, every pupil can learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. ➤ At Mayfield, we integrate career learning into the PSHE curriculum. ➤ At Mayfield, we offer careers related trips, careers related learning through extra/curricular activities takes place and careers related information is displayed around the school.

Benchmark 5-Encounter 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 activities including visiting speakers, mentoring and enterprise schemes	➤ Mayfield school offers multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. ➤ Mayfield school has a Career Policy and a PAL Policy statement where, from the age of 11, pupils participate in at least one meaningful encounter with an employer. ➤ Mayfield school provides key events that are centred around providing meaningful encounters with employers and employees. ➤ Mayfield school offers two weeks of Work Experience in KS4. ➤ Mayfield promotes external opportunities to engage with employers through work placements, workshops or enterprise events.

Benchmark 6- Experiences of workplaces	
Every pupil should have first-hand experiences of the workplace	➤ At Mayfield, we offer work visits, work shadowing and/or work experience to help our students to explore career opportunities and expand their networks.

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through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	➤ At Mayfield, by the age of 16, every pupil will have the opportunity to do at least one experience of a workplace, additional to any part-time jobs that our students may have. ➤ STEM and Ebacc subjects lead outreach events and trips to the workplace relevant to their subjects.
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Benchmark 7- Encounters with further and higher education

All pupils 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.	➤ Mayfield school, by the age of 16, every student has a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. ➤ Mayfield school offers all our students, who are thinking or considering applying for university, the opportunity to visit at least two universities to meet staff and students. ➤ Mayfield school, by the age of 16, every student has a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This includes as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.
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Benchmark 8- Personal guidance

Every pupil should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.	➤ Careers Department is led by an appropriately qualified Teacher and highly experience careers leader trained to be both independent and impartial. ➤ Mayfield offers unlimited 1:1 career appointment for all students from Y7 to Y11, this includes SEN students, full time students, part time students and any student with a bespoke provision. ➤ Mayfield school promotes and offers personal guidance appointments to students and parents/guardians to ensure that informed decisions are being made. ➤ Mayfield school offers referrals careers appointments as part of the wider pastoral support system.
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