



Maharishi School  
Secondary Phase Careers Guidance  
April 2024

Start date: April 2024

Review date: April 2025

Signed by

Headteacher: L Edwards

Date: April 2024

Chair of Governors: I Birnbaum

Date: April 2024

## **CONTEXT**

### **In this guidance document:**

- Maharishi School Careers Leader (since September 2019)

Ms Mareanna Ingram

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- INTENT: Statutory requirements and guidance
- The new Gatsby Benchmarks
- IMPLEMENTATION: Summary of the school careers programme with regard to how this is working towards meeting the Benchmarks
- IMPACT: how the school measures and assesses the impact of the careers programme on pupils
- Details of how pupils, parents, teachers and employers may access information about the careers programme
- Date of the school's next review of the information

## **INTENT**

At the Maharishi School we follow the principle that the whole is more than the sum of the parts which translates into a careers programme of many parts, which taken overall provides a sense of wholeness and connectedness for our pupils. So we are developing a high quality careers advice and guidance programme, to support all our pupils, including the most vulnerable and those with special educational needs and disabilities. The development is throughout a pupil's time at school and is supportive of their aspirations, strengths and skills to help them realise their potential. The focus of the support is aimed at a variety of destinations depending on our pupil's interest and skills.

## **AIMS and PURPOSE**

- To prepare pupils for the transition to life beyond secondary school (higher education and the world of work)
- To support pupils in making informed decisions which are suitable and ambitious for them
- To provide pupils with well-rounded experiences
- To develop characteristics e.g. social skills, communication skills, resilience and leadership

## **Statutory requirements and recommendations**

Careers provision at the Maharishi School is in line with the [statutory guidance](#) developed for the Department of Education, which refers to the Section 42A and 45 A of the Education Act 1997 as well as Section 42B of the Technical and Further Education Act that came into force on 2 January 2018.

This states that all schools should provide independent careers guidance from years 8 - 11(13) and that this guidance should:

- Be impartial
- Include information on the range of education or training options, including university, apprenticeships and technical education routes
- Be appropriate to the pupils' needs

In addition the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018 "Careers Guidance and Inspiration for young people in schools". This states that the school must give education and training providers access to pupils to talk to them about approved education and training opportunities. This **Provider Access guidance** document is published separately.

From September 2019 the school has also been working towards meeting the Gatsby Benchmarks recommended by the DfE.

## **The Gatsby Benchmarks**

### **INTENT**

<b>Benchmark</b>	<b>Requirements</b>	<b>School intent</b>
<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"> <li>• 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.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• The school careers programme is explicitly backed by the school leadership team as well as the Governing Body.</li> <li>• The careers policy is published on the school website and further website presence is being developed.</li> <li>• The programme is evaluated every term by the school Careers Adviser at the CEC (Careers Enterprise Company)</li> <li>• After every career event pupils and employers are invited to give feedback.</li> <li>• Feedback from parents is under development.</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>• By the age of 15, all pupils have accessed and/or used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents are encouraged to access and use information about labour markets and future study options to inform their support to their</li> </ul>

	make best use of available information.	children.
3 Address the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored	<ul style="list-style-type: none"> <li>• The school's careers programme actively seeks to challenge stereotypical thinking and raise aspirations.</li> <li>• The school keeps systematic records of the</li> </ul>

	to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>individual advice given to each pupil, and subsequent agreed decisions on the START platform - which has moved to XELLO in 2024.</p> <ul style="list-style-type: none"> <li>• All pupils have access to these records to support their career development - see previous point.</li> <li>• We collect and maintain accurate data for each pupil on their education, training or employment destinations for at least two years after they leave the school and one more year where the information is accessible.</li> </ul>
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	<p>By the age of 14, every pupil 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. Teachers actively introduce career information in their lessons especially during National Careers week.</p>
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	<p>Every year, from the age of 11, pupils have the opportunity to participate in at least one meaningful encounter* with an employer.</p> <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>

	speakers, mentoring and enterprise schemes.	
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"> <li>• By the age of 16, every pupil will have had at least one experience of a workplace, in addition to any part-time jobs they may have.</li> </ul>
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"> <li>• By the age of 16, every pupil has 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 pupils.</li> </ul> <p>These include:</p> <ul style="list-style-type: none"> <li>• Presentations by local colleges and other further education providers</li> <li>• A taster day at a local college</li> <li>• Open day visits to local further education providers</li> </ul> <p>* A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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	Every pupil has a 1:1 discussion with a careers provider in November of their year 11 year.

	available whenever significant study or career choices are being made.	
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## **IMPLEMENTATION**

In order to meet the 8 Gatsby Benchmarks (which will fulfill the statutory requirements) the school career programme is audited using the [COMPASS tool recommended by the DfE](#). This is then used to ensure that the school meets the benchmarks according to recommendations. It has to be mentioned that the guidance recommends that the school can design the programme in a way that best suits our needs.

### **Specific provision statements:**

ALL students have access to the following:

- PSHE lessons that cover preparation for careers and the world of work
- An annual Careers Open day visit at a local College (year 8 - 11)
- Careers literature in school - prospectuses and other careers literature is available to pupils from a rack in one corridor and in room 5.
- Alumnae presentations at assemblies
- Personal discussions and support on request from the Careers Lead in school
- 1:1 interview with a Careers Adviser in year 11
- Careers Carousel at the end of the year, every two years, providing interaction with different careers (years 7 - 10)
- A personal profile on XELLO website (Changed from START)
- Careers Classroom for information about post 16 education provision.
- Access to a local business Careers Enterprise Adviser
- Subject specific career advice by subject teachers
- Annual Apprenticeship and Careers week displays and assemblies

### **Students with Special Educational Needs or Disabilities**

- Personalised support from the SENCO, careers adviser and external bodies if appropriate

### **Students in receipt of Pupil Premium funding**

- Financial support for activities with a cost involved

- Extra support in year 10 if required e.g. arranging workplace experiences

## Key stage specific activities

### KS3

- PSHE curriculum for Y7 -9 to cover economic well-being and financial competence.
- In year 9 most pupils take part in the Bronze DofE Award which offers opportunities for volunteering.
- Personal access to XELLO (previously START) website providing a portfolio of their career learning while in school

### KS4

- Information letter to parents at the start of year 11 outlining the next steps for pupils post 16.
- PSHE curriculum for Y10 - 11 to cover employment issues, rights and responsibilities; college application, interviews and study skills
- Advice on College and further education opportunities; how to access these e.g. open evenings and interviews
- Support with college and further education applications
- Opportunities for taster days at local colleges in year 10
- Presentations by local further education providers to year 11
- Personal access to XELLO (previously START) website providing a portfolio of their career learning while in school
- 1:1 careers advice interview

## IMPACT

Regular review of the Careers Programme against the Compass tool as well as using the Tracker tool helps us measure success.

Evaluation of the data of destinations, trips, DofE participation, college taster days, attendance at further education open days will enable measurement of success.

Pupils tracking their career journey on the XELLO (previously START) platform.

Alumni tracking and feedback reflection.

Access to Careers for Parents and pupils (other than in school) with options for evaluation available on the website

- Information and professional advice about education, training and work through the [National Careers Service](#).
- Information about the labour market, including opportunities for jobs, promotion, vacancies and salaries via the [LMI](#).
- Information about [apprenticeships](#).
- If a child plans to [not go to university](#).