

Newport Girls' High School

Careers, Information and Guidance (CIAG) Strategy

2025-2026



Context and Aims

The careers programme at NGHS is aimed at offering a holistic and effective programme to our students by fulfilling the requirements of the Gatsby Benchmarks (GB). Our vision is to empower our students to have the confidence and knowledge to make informed decisions for their future, including their career.

The Gatsby Benchmarks are part of the National Careers Strategy, which was launched in December 2017 and have been part of statutory guidance for secondary schools and colleges since 2018. The benchmarks are eight measures which can reassure schools that they are fulfilling legal duties surrounding the provision of a careers service and therefore act as a platform from which a world-class careers provision can be offered.

The eight Gatsby Benchmarks of good career guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Compass online self-evaluation tool accompanies the benchmarks and enables schools to measure progress. The government's careers strategy stipulates that every school needs a Careers Leader who has the backing and support of senior management, and an Enterprise Advisor.

The Department for Education has identified the following aspirations for the careers programmes available to young people. They would like to see a programme which:

- Ends generational cycles of disadvantage
- Breaks down barriers for those with special educational needs and disabilities
- Gives careers choices which are free from gender bias
- Gives the right advice, in the right place, at the right time
- Offers the opportunity to all young people to understand the range of opportunities available
- Gives excellent advice and guidance
- Gives tailored support to suit an individual's circumstances
- Facilitates an awareness of personal knowledge and skills
- Comprehensively covers two routes: A levels and T levels

The aim of this strategy is to ensure that all learners at NGHS have access to the information, opportunities and skills development required for their next steps in education and the world of work. We also aspire to meet the GB and the Department for Education vision for young people.

NGHS aims to establish the following:

- Up to date, independent, careers information which ensures effective signposting for all students at all stages of their development and decision making, but particularly post 16 and post 18.
- The continuation of high aspirations at all stages and equality of opportunity for all
- Access to information and guidance on personal finance issues
- Opportunities to develop STEM skills for local and further afield employment opportunities

- A high-quality work experience and industry interaction programme
- Opportunities to develop personal, 'soft' skills
- An assigned member of the governing body to take a strategic interest in careers education
- Opportunities to develop enterprise skills
- Subject provision and enrichment to ensure students can relate learning in school to careers
- Close working with the Marches Careers Hub, Telford and Wrekin Local Authority, Enterprise Advisors and other stakeholders
- **Overall**, a programme which uses and offers data, advises on all progression routes, focuses on each and every student, which is driven by strong leadership.

We will achieve this by:

- Establishing methods by which all stakeholder groups are involved and consulted
- A student task force of Careers Champions, led by the Careers Ambassadors
- A continuing relationship with Telford & Wrekin Council through Future Focus, for impartial careers advice, and the Enterprise Coordinator, for employer interaction and events
- A programme of evaluation and feedback mechanisms to ensure the service provided is fit for purpose and meeting needs, for all stakeholders
- An informative and clearly signposted careers section on the school website
- Basing the careers strategy, programme and all associated actions on the GB.

Monitoring of the Careers Programme at NGHS

The school will **track** activity by installing the new **Compass Plus** programme which allows us to record activity by student, thereby giving both the school and the student access to their exposure to careers activity. This will record date and time, the activity name and description, its aim, the skills which have been targeted and developed, who led the activity (school or external organisation) and the year group and number of students participating.

Monitoring of activities will be carried out through a combination of:

- Observations and learning walks
- Stakeholder feedback

Resources available for the delivery of the programme:

- Designated Governor and SLT representative for Careers and Enterprise
- Careers advisor from Future Focus
- External 'consultancy' support from T&W
- Enterprise Advisor to give an employer perspective
- Heads of Year
- Form Tutors
- Ring fenced careers budget

Gatsby Guidance to Good Careers Education:

Gatsby Benchmark	Explanation	What it looks like at NGHS
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers. There should be an identified and appropriately trained person responsible for careers and there should be regular evaluation of the programme across pupils, parents, teachers and employers.	Careers strategy written and shared with Governors, SLT and staff. Formal opportunities for Liaison with all stakeholders established. Use of assemblies to lead on careers matters. Careers programme published on website in an appropriate way for all stakeholders, along with Careers Leader name/contact information. Evaluation invited twice a year+. Future Focus commissioned to offer a careers guidance service every week. School access the 'Enterprise Advisor Scheme.' 'Careers Champions' in the student community to deliver the careers plan. Working towards accreditation - Quality in Careers Standard.
2. Learning from career and labour market information	Every pupil, and their parents or carers, should have access to good quality information about further study and labour market opportunities. They have the support of an informed advisor to utilise available information.	LMI on website and career information communication in Newport News, and disseminated via curriculum lessons incl. PSHE. DWP involved in delivery of LMI as part of their outreach provision. Use of the Marches Hub Start Programme to ensure LMI is understood at local level, and retention in the area is promoted.
3. Addressing the needs of each pupil	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.	Careers and enterprise activities/days. 121 careers meetings. Use of PSHE programme. Destinations information gathered/used. Facilitation of alumni networks to inform current students. Attention given to the needs of SEND students in the careers programme. Advice on self-employment.
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 variety of future career paths.	Medical and other career societies established. STEM events during Curriculum Enrichment Week. Potential for subject teachers to visit relevant industries to develop links and knowledge. "Careers Champions" in each department to promote opportunities. Emphasis given to the importance of maths in all jobs. Full audit of all subject areas carried out.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and skills. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Careers days, careers and HE events, inspiring talks, 'business breakfasts', lunchtime careers insights series, mock interviews, enterprise challenges. Audit of students taking place to ensure provision by sector matches interests and aspirations.
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing, and/or work experience to help their exploration and expand their networks.	Year 10 work experience programme. Y12 NHS young volunteer scheme. Y12 volunteering opportunities encouraged. Attention given to events which offer the students a diverse range of role models such as speed networking.
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.	Careers/apprenticeship fairs. UCAS fair for Y12. Raising awareness of the national course directory. Consider representation of careers advice at Y11 parents' evening. Information regarding T levels and apprenticeships disseminated via request and invitation to independent training providers, apprenticeship providers and other relevant organisations, in line with January 2023 requirements. Policy statement in place (see Annex) which offers the main point of contact for providers, gives grounds for granting/refusing requests, offers a safeguarding policy and advises on facilities.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers advisor. These should be available whenever significant choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	Careers advisor available once a week. At least one, one to one meeting for every student before 16, and one more between 16 and 18.

NGHS Careers Programme

Key:

	Benchmark 1
	Benchmark 2
	Benchmark 3
	Benchmark 4
	Benchmark 5
	Benchmark 6
	Benchmark 7
	Benchmark 8

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All
Autumn 1				Work experience launched and PSHE lessons used to support. Employers invited in to support	Meet the careers advisor and receive careers packs, including choices checklist form. I2Is commence for whole year group.	NHS young volunteer programme	I2Is available	Careers champions programme Business Breakfasts Lunchtime Careers Insights Speed Networking Event
Autumn 2		Careers in PSHE – options decision making. Future Focus to support with Unifrog package. Employers invited in to support.	PSHE programme: Insight into HE	Tutors and PSHE teachers monitor and record progress with work experience placements	I2Is	NHS Young Volunteer Programme		
Spring 1								
Spring 2	Careers in PSHE lessons – self-reflection of skills & preferences							
Summer 1				Careers in PSHE – preparation for work experience. Employers invited in to support.		I2Is available		
Summer 2		CEW Careers Workshop		Work experience				

This strategy has been compiled using ideas and material from:

1. *Good Careers Guidance -Reaching the Gatsby Benchmarks*, The Gatsby Charitable Foundation, April 2018
2. *Careers Strategy: Making the Most of Everyone's Skills and Talents*, Department for Education, December 2017
3. *Careers Guidance and Access for Education and Training Providers*, Department for Education, January 2018

Annex A

Policy statement on provider access: NGHS

This policy statement sets out the school's arrangements for managing the access of providers to 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.

Pupil entitlement

All pupils in years 8 to 13 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. For pupils in year 12 to 13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will 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)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Wrekin Housing Trust
- The British Army
- Telford College and Stafford College
- ReAssure

Management of provider access requests

Procedure

A provider wishing to request access should contact Kate Gill, Head of Careers. Please call 01952 797750 or email k.gill@nghs.org.uk

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme.

We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at NGHS for consultation by the students.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [**Careershub@marcheslep.org.uk**](mailto:Careershub@marcheslep.org.uk)