



CEIAG

Strategic Action Plan

Careers Education Information Advice and Guidance

Mayfield School Careers Strategy 2021 – 2024

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Vision

Careers Education, Information, Advice and Guidance is an integral part of Mayfield School's curriculum. Learners participate in planned and coordinated activities which allow them to build confidence, resilience and motivation, whilst enabling them to make choices and manage transitions related to their future education, training, employment and/ or life as an adult.

The intent of our Careers curriculum at Mayfield School is to provide a stable careers programme which follows the eight Gatsby Benchmarks of Good Career Guidance. We recognise it is our statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018. Mayfield School's Careers Programme aims to raise the aspirations of all learners whilst being tailored to individual needs. The Programme informs learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be published on Mayfield School's website.

Strategic Objectives

Objective 1 – To develop and maintain a culture of high aspirations through a fully embedded CEIAG offer

Gatsby Benchmarks: 1, 2, 4, 7 and 8

- All staff to lead CEIAG initiatives across the GET REAL curriculum
- Curriculum leads to source and share subject-specific CEIAG opportunities with staff
- Teachers to incorporate Labour Market Information and workplace/ employer/ employee encounters into medium term planning

Objective 2 – To raise and monitor student and parent engagement with CEIAG

Gatsby Benchmarks: 2, 3, 8

- All students in Key Stage 3 upwards to have an individual pupil career profile on Compass+, updated with encounters by Trust Careers Advisors
- All Year 10 and Year 13 pupils to receive independent CEIAG through Career Action Plan meetings, EHCP reviews, FE encounters and on an ad-hoc basis
- Careers Advisors to use Compass+ to build and track a portfolio for students that can be used in support of application to post-19 pathway

- Staff to use Skills Builder to underpin delivery of the curriculum

Objective 3 – To build and maintain and network of providers and partners

Gatsby Benchmarks: 3, 4, 5, 6

- To develop an ALUMNI of support, from a range of destinations E.g. FE college/ Kickstart Scheme/ apprenticeship/ employment
- To continue to develop links with community organisations and build upon existing relationships
- To utilise opportunities for collaborative work across the MAT, within the 16-25 Curriculum and Employability Pod

Current State

The dedicated Careers Lead and member of the senior leadership team with strategic responsibility for the management of CEIAG for the school is Sarah Davis. The School's Independent Careers Advisors are Jackie Hopkins and Andy Mitchell (MAT Careers Service). The SLT fully support the development of CEIAG at Mayfield School to raise the aspirations of all students. We are part of the Birmingham Careers Hub and have an Enterprise Coordinator and an Enterprise Advisor.

The careers leader is responsible for:

- Managing the provision of careers information
- Liaising with SLT and the Careers Adviser to implement and maintain effective CEIAG
- Liaising with the PSHE Curriculum Lead and other Curriculum Leads to plan careers education in the GET REAL curriculum
- Liaising with SLT, the pastoral team, and teachers to identify pupils needing tailored guidance
- Referring pupils to the Independent Careers Advisor
- Establishing, maintaining and developing links with Health and Social Care providers, ISP and FE colleges, apprenticeship providers and employers
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring the delivery of careers within teaching and learning
- Advising SLT on policy, strategy and resources for CEIAG
- Preparing and implementing a strategic plan for CEIAG
- Reviewing and evaluating the programme of CEIAG
- Delivering the training of school staff to promote careers guidance to their pupils
- Using the [Gatsby Benchmarks](#) to improve the Mayfield School's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all

benchmarks

- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers
- Publishing details of the Mayfield School's Careers Programme and a provider access statement on its website
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice
- Ensuring that where applicable, pupils understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals

The careers adviser is responsible for:

- Reporting regularly to the Careers Leader regarding pupil progress and the effectiveness of the Mayfield School's Career Programme
- Providing a thorough, personalised career service throughout the school
- Staying up-to-date with relevant CPD and developments in the CEIAG sector
- Producing CEIAG through online and hard copy literature
- Attending regular meetings with the Careers Leader to discuss Mayfield School's Career Programme
- Arranging meetings and follow-up appointments with pupils
- Offering services to past pupils for up to a year after their departure from compulsory education
- Coordinating with the designated teacher(s) to work with the relevant destination to ensure a joined-up approach to identifying and supporting career ambitions is achieved
- Update Compass+ to reflect pupil progress

Teaching and support staff are responsible for:

- Ensuring careers education is planned into lessons
- Attending any relevant CPD or training to ensure they are up-to-date with Mayfield School's Career Programme
- Promoting careers guidance in the classroom through visual aids
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace

Mayfield School's CEIAG offer has moved forward at a pace. A SWOT analysis, our current state and our Gatsby Benchmark progress (Appendices 1, 2 and 3 respectively)

have been written in support of this.

Destination Data

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Sixth									6%	
Apprenticeship							7%	4%		
Adult Social Care	13%		9%			5%				6%
FE	87%	100%	91%	100%	100%	83%	81%	83%	88%	94%
HE										
NALM						6%	6%	4%		
NEET						6%	6%	9%	6%	

Action Plan

Strategic Objective 1:

To develop and maintain a culture of high aspirations through a fully embedded CEIAG offer

Benchmarks 1, 2, 4, 7 and 8

Year	Intent (targets)	Implementation (actions)
Year One (2021-2022)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the GET REAL curriculum, to enable all learners to develop their own personal career pathway Learners can understand the link between their learning in each subject area and their future career pathways, and where applicable, learners can identify career pathways in all aspects of their curriculum learning 	<ul style="list-style-type: none"> Implement the Careers Programme into the GET REAL curriculum, including a careers pathway in KS3, KS4 and KS5 Ad hoc CPD training for all staff Monitor and evaluate the programme each half term Career Pathways and Gatsby Benchmarks are referenced in SOW/ medium term planning where relevant Implementation of the Skills Builder programme of key employability skills across the Sixth Form Curriculum Update the CEIAG area of school website with latest Careers, Enterprise and Employability links
Year Two (2022-2023)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the GET REAL curriculum following the latest CDI framework updates All key stages have at least one Careers Champion who will make relevant links with appropriate local employers Where applicable, learners are able to explain what employability skills are, and they can demonstrate how they can use these skills in their future pathways In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information To continue implementing the Skills Builder programme throughout all areas of teaching and learning Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses
Year Three (2023-2024)	<ul style="list-style-type: none"> Learners demonstrate employability skills and then, where applicable, can demonstrate a knowledge of different routes and careers available for different subjects All learners can make post-16 and post-19 choices within time frame and aspire for options that challenge and support at the appropriate level Each curriculum area has established links with a range of businesses/ employers that they are using on a regular basis to support curriculum delivery 	<ul style="list-style-type: none"> Each curriculum area area to show in their schemes of learning where they have included Employability Skills and direct links to future plans Careers and LMI presented to parents on review days, inductions and careers fairs Targeted workshops to focus on key employability skills, including involving parents Review practice with other school(s) to identify next steps

Strategic Objective 2:

To raise and monitor student and parent engagement with CEIAG

Benchmarks 3, 8

Year	Intent (targets)	Implementation (actions)
Year One (2021-2022)	<ul style="list-style-type: none"> All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 14 having at least 2 appropriate and meaningful interactions with an employer/ employee/ workplace each half term All learners in Years 7 to 14 have Compass+ Profiles record their career pathway experiences All learners in Year 10 and Year 13 have a clear plan for post-16 and post-19, and all learners are in some form of education, employment or training at the end of their time at Mayfield School. There are no learners post-16 and post-19 who are NEET. Year 11/ Year 14 learners to have joined the Mayfield School Alumni network and are invited to relevant events. Former learners are invited into school to inspire next generation 	<ul style="list-style-type: none"> Individual Pupil Career Profiles/ Compass+ to record all individual / group careers engagements to show how to record and access the information LMI is used to update the Careers Programme and that Year 10 and 13 learners have access to the latest information to make decisions at key transition points LMI to be shared via website and Class Dojo Every Year 10 and 13 learner to have a 1:1 guidance interview with Careers Advisor (Birmingham Careers Service) which is monitored for quality and effectiveness. All 1:1 sessions to be recorded on Individual Pupil Career Profiles Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on review days (https://mayfield.eiat.org.uk/careers/) Alumni information to be recorded and regularly updated as required Former learners/parents to be invited to return to careers-related events
Year Two (2022-2023)	<ul style="list-style-type: none"> All careers-related activities will be recorded on Individual Pupil Career Profiles for each learner, with staff being able to access these records across the school Most relevant Year 11 and Year 14 students leaving Mayfield School to have joined the School's Alumni network and attend/ contribute to 1 event annually to inspire the next generation All learners have access to career/ Labour Market Information through the GET REAL curriculum offer, Personal Development (PD) days, information displays 	<ul style="list-style-type: none"> Staff training/CPD on Gatsby Benchmarks/ Labour Market Information to support staff in embedding LMI into their subject areas and key stages Embed the use of Individual Pupil Career Profiles to support EHCP reviews and transition to new placements Staff to use the Alumni profile in order to invite former learners into school to support with events and in curriculum areas
Year Three (2023-2024)	<ul style="list-style-type: none"> All relevant Year 11/ Year 14 learners to have joined the School Alumni network and attend/ contribute to at least 1 event annually to inspire next generation All learners, or staff on behalf of learners are updating their Individual Pupil Career Profile on a termly basis and Compass+ data analysis reflects these updates To continue working with a range of local employers to ensure that for whom it is deemed relevant, all learners in Years 7 to 14 have at least two workplace visits/ 	<ul style="list-style-type: none"> Ensure that time is built into the curriculum/ CPD calendar so that learners can update their profiles and that appropriate staff have relevant CPD training respectively, in order to access these profiles to check progress Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded using Compass+

employer/ employee encounters per term

Strategic Objective 3:

To build and maintain and network of providers and partners

Benchmarks 3, 4, 5, 6

Year	Intent (targets)	Implementation (actions)
Year One (2021 -2022)	<ul style="list-style-type: none"> Each Curriculum Lead to have established a link with a local business/employer Year 10/ Year 13 learners to have visited or engaged with at least one further education provider by the end of the academic year Learners in Year 7-14 and for whom it is deemed relevant to have obtained a meaningful experience of a workplace by the end of each academic year 	<ul style="list-style-type: none"> All Key Stage 4/5 DofE learners to embark on a voluntary placement during the year and record the experience on Compass+ and via DofE diaries Annual MAT 'Future Options' event where local business, training providers and further and higher education providers will engage with Year 10-14 learners. The types of employers who attend will reflect LMI Arrange with local FE providers to visit school and/or learners to visit their sites to experience what they have to offer Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses In collaboration with our Enterprise Advisor, curriculum areas to be linked with a local business and to begin collaborative work
Year Two (2022-2023)	<ul style="list-style-type: none"> Each Curriculum Lead to have established a link with a local business/employer and to have developed their own collaborative work to engage learners Each teacher to have invited relevant partners into school and into lessons to engage with learners All Year 10/ Year 13 learners to have engaged with local FE/ apprenticeship and training Providers and explored future pathways linked to their interests 	<ul style="list-style-type: none"> All Key Stage 4/5 learners, and for whom it is deemed appropriate, to embark on a work placement during the year and record the experience on Compass+ and via DofE/ similar diaries Visits and virtual events with further education, apprenticeship and training providers
Year Three (2023-2024)	<ul style="list-style-type: none"> Each Curriculum Lead has established links with a range of businesses that they are using on a regular basis to support curriculum delivery 	<ul style="list-style-type: none"> Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links Survey each curriculum area in order to establish what links have been created already and review how successful these links are

Monitoring and Evaluation

The careers programme at Mayfield is embedded in the School's GET REAL curriculum offer and is delivered primarily through our Personal, Social, Health and Economic education (PSHE) strand, but also through a range of activities including half-termly personal development days, bespoke opportunities and opportunities provided by external businesses and employers.

By having a structured and stable careers programme, monitoring and evaluation allows us to ensure the quality of our provision and thus inform our future decision making.

Monitoring activities adopted by Mayfield School are;

- Learning walks
- Deep Dive observation including planning and work scrutiny
- Questionnaires (students, parents, employers)
- Student council/ student voice
- KS3-5 careers tracking

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Mayfield School are;

- Analysis of KS3-5 careers tracking
- Feedback from personal guidance interviews
- Deep Dive triangulation
- Questionnaire results
- Student voice
- Destination data

Each academic year the Careers Leader will write an action plan (appendix 6), which will be reviewed annually, and the provision on offer to students will be audited using the Compass tool.

Appendix 1 – SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • GET REAL curriculum and careers programme are mapped out and are working well • Part of Birmingham Careers Hub • Support of Enterprise Coordinator and Enterprise Advisor • Destination data • SLT support • Stakeholder relationships • CEIAG • Personalised WEX • Part of MAT Careers group • Part of MAT 16-25 and Destinations hub 	<ul style="list-style-type: none"> • Links with employers/ employees • Work experience links • Parental engagement • Personalised learning in all classrooms • Changes to Careers Lead
Opportunities	Threats
<ul style="list-style-type: none"> • Level 6 Careers Leader training • MAT opportunities E.g. collaborative projects • More Kickstart/ Traineeships/ Apprenticeships • Skills Builder • Compass+ • Evidence for Learning • Raised awareness amongst staff 	<ul style="list-style-type: none"> • Budget • Staffing • Parental support/ engagement

Appendix 2 – Current State (April 2024)

Benchmark	%	Areas to be addressed
1 A stable careers programme	70	Website links for strategy and programme not working
2 Learning from career and LMI	100	
3 Addressing the needs of each pupil	100	
4 Linking curriculum learning to careers	100	
5 Encounters with employers and employees	50	An audit to be sent for staff to confirm encounters, TBA to Compass+. Summer term plans for BM5 in place. EA linked to construction to visit.
6 Experiences of workplaces	75	All/ the overwhelming majority of pupils have had a meaningful experience of a workplace or community-based setting by the end of Year 11
7 Encounters with further and higher education	100	
8 Personal guidance	75	All final CAP meetings and EHCP meetings to take place

Appendix 3 – Gatsby Benchmark Progress

Date	BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8	Avg score	BM@ 100%
20.11.20	64%	20%	36%	100%	50%	62%	56%	62%	56%	1
25.03.21	82%	60%	90%	93%	100%	100%	87%	62%	84%	2
08.07.21	100%	100%	90%	100%	100%	100%	93%	62%	93%	5
03.12.21	100%	100%	100%	100%	100%	87%	100%	100%	98%	7
04.03.22	100%	100%	100%	100%	100%	100%	100%	100%	100%	8
24.06.22	100%	100%	100%	100%	100%	100%	100%	100%	100%	8
17.11.22	100%	80%	100%	93%	100%	87%	100%	100%	95%	5
09.03.23	100%	80%	90%	100%	100%	100%	100%	100%	96%	6
21.06.23	100%	100%	100%	100%	100%	87%	100%	100%	98%	7
17.11.23	70%	100%	100%	100%	50%	75%	100%	100%	87%	5
12.03.24	70%	100%	100%	100%	50%	75%	100%	80%	87%	4

Appendix 4 – Progression Framework

The table below shows careers-related content for each key stage and the corresponding objectives and outcomes.

Key Stage	Content	Objectives	Outcomes
Key Stage 3	<ul style="list-style-type: none"> Career Planning Activities- Get Real Curriculum Offer PSHE Curriculum Map Visits to employers in the local community (at least once a year) Internal Work Experience Opportunities (minimum of 2 days block per year) Visits from partners with a career focus (at least once annually) Post 16 Taster Day (At least one per year) Personal Development Day with a focus on Careers EHCP reviews underpinned by Preparation for Adulthood Assembly Opportunities (i.e. focus on aspirations) 	<ul style="list-style-type: none"> To discover own skills and qualities To understand how skills and qualities can assist me when considering job choices To explore routes and pathways available 	<ul style="list-style-type: none"> To identify qualities and skills To complete a basic personal statement (ICP) To identify different pathways post-16 and post-19

<p style="text-align: center;">Key Stage 4</p>	<ul style="list-style-type: none"> • Career Planning Activities- Get Real Curriculum Offer • Accreditation Modules (ASDAN towards Independence, ASDAN employability, Independent Living, DofE Bronze Volunteering) • Off Site Visits to employers in the local community (at least twice a year) • Visits from partners with a career focus (at least twice a year) • Breakfast Café • Internal Work Experience Opportunities (minimum of 5 days block per year) • External Work Experience Opportunities (minimum of 2 days block per year depending on individual pupil needs) • Choosing Options • 14-19 Award Evenings • Individual interview and planning with independent careers advisor (Year 10) • Post 16 Taster Days (at least twice a year) • External Post 16 Provider Taster Day • Personal Development Day with a focus on Careers • EHCP reviews underpinned by Preparation for Adulthood • Assembly Opportunities 	<ul style="list-style-type: none"> • To focus research and visits to meet individual needs • To be aware of all routes available • To be prepared to make appropriate option choices • To make informed option choices • To plan my future post-16 	<ul style="list-style-type: none"> • To gain experience before making decisions • To understand all routes available • To know what my choices are • To select options relevant to my needs • To attend an interview with my Careers Advisor • To complete an application to my post-16 setting
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<p style="text-align: center;">Key Stage 5</p>	<ul style="list-style-type: none"> • Career Planning Activities-Get Real Curriculum Offer • Offsite Visits to Local employers (at least once a term) • Visits from partners with a career focus (at least once a term) • Accreditation Modules: ASDAN PSD, The Prince's Trust Award, DofE Silver/Gold Volunteering (Internal/External), DofE Gold Residential, Young Enterprise, Independent Living, Mentoring • Internal Work Experience Opportunities (2 Blocks of 5 days per year) • External Work Experience Opportunity (minimum of 1-week block per year as per individual pupil needs) • 14-19 Award Evenings • EHCP reviews underpinned by Preparation for Adulthood • Individual interview and planning with independent careers advisor (Year 13) • Post-19 Taster Days • Personal Development Day with a focus on Careers • Leonard Cheshire Can-Do project • Assembly Opportunities 	<ul style="list-style-type: none"> • To research post-19 options • To prepare for my transition to education or employment 	<ul style="list-style-type: none"> • To research routes available to me • To find out about and develop independence skills • To complete application(s) to post-19 setting(s)
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Appendix 5 – Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and, where possible, employment. Mayfield School will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the pathways suitable for students' individual needs. We are committed to not just fulfilling its statutory requirements in this area but providing for students exceptional support and guidance throughout their time at Mayfield School.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through;

- Contexts that help raise motivation and attainment
- Helping students to follow courses that are appropriate to their needs
- Improving understanding of the world of work
- Ensuring appropriate provision and guidance
- Successful transition to the next stage of education and employment
- Empowering students to plan and manage their own futures
- Offering a responsive service that allows time for face to face guidance
- Providing comprehensive and unbiased advice and guidance
- Actively promoting equality and challenging gender stereotypes

Methods

The methods by which the Careers team will achieve these aims are through the provision of a range of opportunities that enhance the GET REAL curriculum;

- Promoting awareness of the world of work
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement
- Promoting awareness and understanding of work, industry, the economy and community
- Relating skills, attitudes and knowledge learned at Mayfield School to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling students to make informed decisions with regards to future choices
- Maintaining and developing effective links with key partners and work experience providers
- Preparing students for transition to further education, training or employment

Specifically, independent and impartial CEIAG is provided to students through a number of ongoing delivery methods;

- The school website (www.mayfield.eiat.org.uk/careers)
- PSHE lessons
- Planned delivery of personal development/ transition activities (appendix 4)
- FE provider links
- Industry-specific talks and presentations
- Face-to-face guidance with a qualified (min. level 6) Career Guidance practitioner
- Assemblies and group activities for specific pathways (E.g. apprenticeships)
- Display boards

Management

The strategic responsibility for the management of CEIAG lies with Sarah Davis, Associate Head of School. The dedicated Careers Lead is Sarah Davis (Interim Post-16 and Destinations Lead). The School's Independent Careers Advisors are Jandy Mitchell and Jackie Hopkins (Education Impact Academy Trust). The school's Careers Programme is reviewed annually by the above team and can be found [here](#).

Appendix 6 – Detailed Action Plan (Year 1)

Strategic Objective 1: To develop and maintain a culture of high aspirations through a fully embedded CEIAG offer				
Benchmarks 1, 2, 4, 7 and 8				
Success Indicators Autumn Term		Success Indicators Spring Term		Success Indicators Summer Term
Staff have received training on careers and Gatsby Benchmarks as part of CPD and/ or induction		MTP links to careers and Gatsby Benchmarks		Students discuss careers and pathways as part of everyday learning
Action	Timescale	Responsible	Resources	Reporting
Training to staff on BM4	Ongoing	SD	CPD for staff CL meetings Support from EC	SD
Careers Pathways/ road maps for KS3-5	Summer 2024	SD	Support from MAT Careers team	SD
Launch Skills Builder in Sixth Form	Autumn 2023	Post-16 Lead	CPD for staff Support from Skills Builder	Skills Builder evidence in ICPs and MTP
Update Careers section of website	Ongoing	SD	Support from DF/ MAT Careers team	CD

Strategic Objective 2: To raise and monitor student and parent engagement with CEIAG				
Benchmarks 3, 8				
Success Indicators Autumn Term		Success Indicators Spring Term		Success Indicators Summer Term
Students (K3-5) each have an Individual Pupil Career Profile		Spot checks and feedback on ICPs		ICPs support EHCP reviews and CEIAG interviews
Action	Timescale	Responsible	Resources	Reporting
Compass+ upgrade	Spring 2022	SD/ PS	MAT IT support	PS
Compass+ spot checks	Ongoing	SD	Allocated time	SD

CEIAG interviews (Y11/ 14)	Ongoing	AM/ JH	Budget, timetables	JAW
Alumni network established	Summer 2022	SD	Information for leavers, consent	SD

Strategic Objective 3:				
To build and maintain and network of providers and partners				
Benchmarks 3, 4, 5, 6				
Success Indicators Autumn Term		Success Indicators Spring Term		Success Indicators Summer Term
EA working with FS CL		Contacts developed and new events in place to address gaps in provision		All students have had at least one meaningful encounter with an employer
Action	Timescale	Responsible	Resources	Reporting
Gather MAT-wide resources	Autumn 2022	SD	RM contacts	SD to add to EPL
External providers log to be reviewed and updated	Spring 2022, ongoing	SD, teachers	Allocated time	SD
EA to liaise with FS CL re STEM activities	Summer 2024	MS, FA	Meeting and planning time	OB, RP
CL to explore local businesses/ employers/ organisations to support area	Ongoing	CLs	Meeting and planning time	CLs
Gaps in careers programme to be identified	Summer 2022	SD	Time, EC/ EA support	SD
Business breakfast for local employers	Autumn 2024	CLs, Teachers with CPD target	Allocated time, budget	CL, teaching staff
Careers PfA day- local FEs invited	Autumn 2024	SD	Time, space	SD

Appendix 7 – Roles and Responsibilities

Job Title	Name	Responsibility
Governor responsible for Careers	TBA	Responsible for strategic support and challenge of careers strategy at governor level
Head Teacher	Victoria Miller	Responsible for strategic support and challenge of careers leader decisions
Associate Head of School	Sarah Davis	SLT with strategic responsibility for careers
Careers Leader	Sarah Davis	Responsible for planning and setting the strategic direction of careers provision at Mayfield School
Careers Advisors	Jackie Hopkins/ Andy Mitchell	Responsible for the independent, impartial advice and guidance provided to students in one-to-one CEIAG interviews. Responsible for providing support to identified students at risk of becoming NEET
Enterprise Coordinator	Claire Donnelly	Responsible for advising the Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks
Enterprise Advisor	Mohammed Saqib	Responsible for supporting careers programme and linking Mayfield School, parents and students with employers. Responsible for the provision of STEM activities for students