



**Market Field School – ‘*Learning for Life*’**

**&**

**Market Field College – ‘*Fostering Readiness for Work and Life*’**

## **Careers Strategy**

**2024 – 2026**

<b>Staff Responsibility</b>	<b>Created</b>	<b>Next Review</b>
Hazel Govia	Spring Term 2024	Spring Term 2025 (completed Jan 2025)
Hazel Govia		Spring Term 2026

## **Vision Statement**

*Market Field School and College are committed to changing lives; affording our learners the skills, knowledge and confidence to successfully prepare them for the opportunities and responsibilities their futures hold.*

## **Introduction**

The Careers Strategy outlines how we intend to meet our Vision Statement. It demonstrates our strengths and areas for development across our school and college site. Our key objectives are:

- to meet the eight Gatsby benchmarks of good careers guidance
- to respond to the needs of each pupil
- to challenge stereotypes and promote equality
- to encourage the skills and confidence our pupils need to successfully shape their own futures
- provide comprehensive advice, information and experiences

Using data extracted from Compass+ based on the Gatsby benchmarks, this strategy outlines where Market Field School and College currently is and provides us with the opportunity to explore what our goals are for the future. The strategy outlines how different stakeholders will work together to improve careers and employability provision.

The strategy is directly influenced by the trust's 'Academy Improvement Plan' which includes the priority of 'Changing Lives by Preparing Young People for Adulthood.'

Within the improvement plan Market Field School have chosen to prioritise the implementation of Vocational Profiling as well as encouraging cohesion between the school and college offer by introducing Key Stage 4 options to improve pre-requisite learning.

Market Field College are prioritising the introduction of My Learning Journey, a bespoke tracking system capturing overarching progress directly linked to a student's aspirations (highlighted and recorded with Vocational Profiling). This will allow for quick targeted support when necessary. The platform will also be used to efficiently manage work placement and destination data.

Both of these priorities are prioritised in this strategy and in all the work completed under the CEIAG banner.

## **Our commitment**

A strong and well-rounded careers provision is vitally important in today's climate. Only approximately 4.9% of working age adults with additional needs are in paid work. At Market Field School and College, we are determined to form a brighter outlook for our students, and we therefore have a critical role to play in preparing our learners for the next stage of their

education, training and beyond. We are proud to share that 39.3% of our leavers gained paid employment in 2024 – a staggering increase on the national average.

Our learners will be following career pathways which are far more complex and multi-faceted than previous generations. Many young people will work through multiple careers and will potentially work in a career that does not presently exist.

With a greater range of education providers, training providers and employment options available to them, our aim is to prepare learners for these ever-changing opportunities and responsibilities. Thus, affording our learners with the skills, knowledge and confidence they need to navigate their own futures.

### **Our values**

Our core values are **respect, excellence** and **friendship** which we celebrate throughout school and college.

### **We aim to:**

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop a strong home/school partnership.
- Promote a positive and caring environment in which all staff and students feel valued, and their successes and achievements are recognised and appreciated.
- Provide appropriate guidance and support to achieve each student's potential with the aim to instil employability skills and learning for life.
- To enable every individual to be the best version of themselves they possibly can be.
- Support students to enjoy fulfilling and rewarding lives.

### **Educationally we aim to:**

- Assess each student's needs and develop appropriate teaching programmes to meet those needs.
- Offer all students a broad, balanced, relevant and differentiated curriculum on one of the school/college's pathways.
- Promote and develop good study habits and attitudes and, where appropriate, to involve the students in the planning and recording of their own work.

### **Socially and morally we aim to:**

- Provide our students with a school family in which to grow and develop.
- Emphasise the need to respect and understand others.
- Establish clear moral standards where students consider what is right and wrong and own their own behaviour.
- Provide a range of opportunities for individuals to develop areas of interest through leisure activities.
- Gain skills, knowledge and attitudes relevant to the world in which we live.

- Prepare our students for adulthood.

## **Entitlement**

At Market Field School and College, we are working towards having a continuous approach to careers education. We aim for our careers programme to support the achievement of the eight Gatsby benchmarks in line with government guidance. Our goal is that learners will understand how what they are being taught will link to their future pathways.

We work closely with:

- Local SEND provision careers leaders
- The Careers and Enterprise Company
- Talentino
- Essex SEND Careers advice service

## **Roles and responsibilities**

**The governing body is responsible for:**

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 14 currently via Essex SEND careers advice service during the annual review process.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships as outlined in the Provider Access Policy.
- Ensuring that independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options - including apprenticeships.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding policy related to careers as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher, which enables the school and college's legal requirements to be met.

### **The Careers Leader is responsible for:**

- Managing the provision of careers information.
- Liaising with the curriculum leaders to plan careers education in the curriculum.
- Provide line management to the careers and employability team.
- Liaising with teaching staff to identify students requiring guidance.
- Establishing, maintaining and developing links with FE colleges, apprenticeship providers and employers.
- Establishing, maintaining and developing links with local employers and businesses.
- Monitoring teaching and learning in careers education, and the access to and take up DfE careers guidance.
- Advising senior leadership on policy, strategy and resources for CEIAG.
- Preparing and implementing a strategy for CEIAG.
- Preparing and implementing and then reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school and college's careers provision and ensure compliance with legal duties, with an aim to meet all benchmarks.
- Allowing students to have access to providers, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Using the Compass+ tool for self-evaluating the careers provision the school and college offers with the support of Charlotte Harris from The Careers and Enterprise Company.
- Publishing details of the school and college's careers programme and a policy statement on provider access on the school and college's website.
- Maintaining the school and college's websites and uploading all required documentation.
- Accurately obtaining and tracking student destinations for 3 years.

### **Teaching and support staff are responsible for:**

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school and college's programme, curriculum and any other relevant information in direct relation to careers.
- Creating a learning environment encourages young people to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by Talentino, CDI (Careers Development Institute) and the Careers & Enterprise Company states that: *‘there is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.’*

<p style="text-align: center;"><b>Gatsby Benchmarks</b></p>	<p style="text-align: center;"><i><b>‘The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact.’</b></i></p>
<p><b>1. A stable careers programme:</b> 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>	<p>The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships and community.</p>
<p><b>2. Learning from career and labour market information:</b> 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 make best use of available information.</p>	<p>The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs.</p>
<p><b>3. Addressing the needs of each student:</b> Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students.</p>
<p><b>4. Linking curriculum learning to careers:</b> All teachers should like curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter.</p>

<p><b>5. Encounters with employees and employers:</b> 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 speakers, mentoring and enterprise schemes.</p>	<p>The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort.</p>
<p><b>6. Experiences of workplaces:</b> 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.</p>	<p>The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.</p>
<p><b>7. Encounters with further and higher education:</b> 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.</p>	<p>Universities / HE has already been removed and the inclusion of the wider range of destinations and young people’s transition into them need to be highlighted.</p>
<p><b>8. Personal guidance:</b> Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of the school) or external (provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.</p>	<p>The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort.</p>

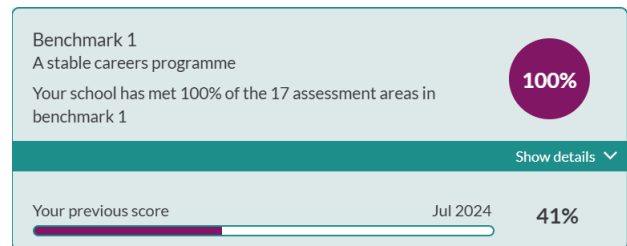
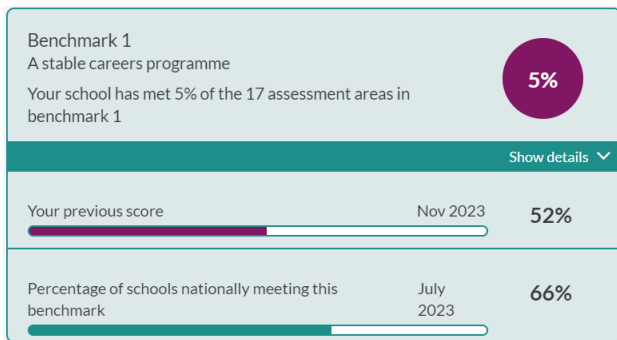
The below statistics are taken from Compass+. The initial Evaluation was completed on 07/02/2024 by Hazel Govia. This document was then reviewed in January 2025 and direct comparisons were drawn between the initial Evaluation and the final Evaluation of 2024 which was completed on 10/12/2024 by HG and Charlotte Harris – SEND Enterprise Coordinator with the Careers and Enterprise Company.

Please note: This evaluation covers both the school and the college site. 2024 was the first year the college and school were viewed and evaluated as one (in regard to careers). There is still some disparity between the careers offering at each site. Market Field College’s programme is well-established and embedded whereas for Market Field School, the journey has just begun. In this strategy there is clear evidence of decisive action at Market Field School which has successfully raised the profile of CEIAG and there are multiple key areas of

development that highlight the positive steps that are being made. Significant change and development takes time in many instances and we are very excited to see the impact of the work being done over the coming years.

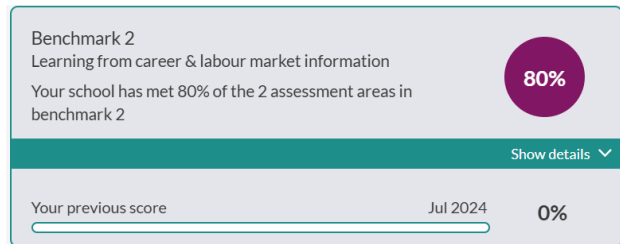
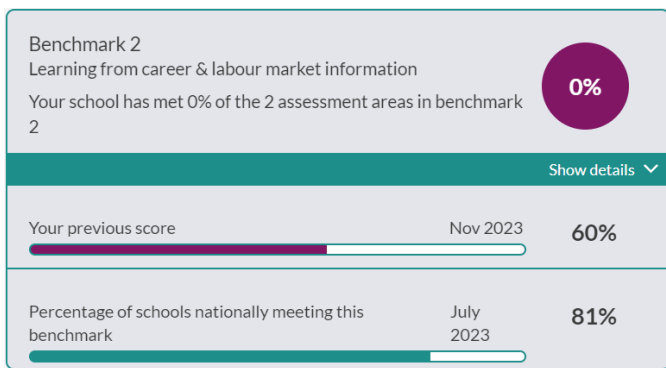
Due to the nature of providing linear but differing provision at the school and college site, some of the commentary in this report will refer to the school and the college as separate entities.

## Benchmark 1 – A stable careers programme



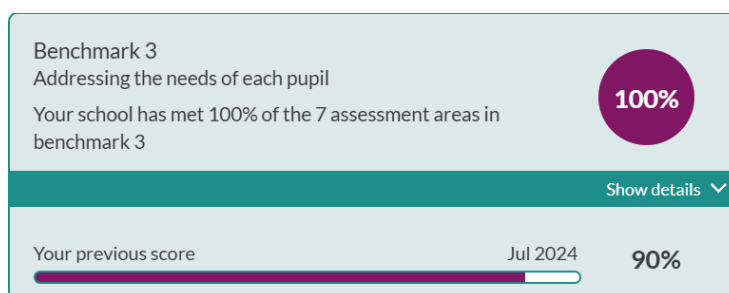
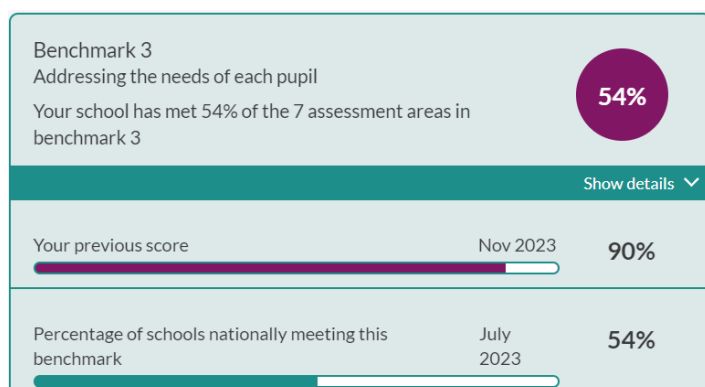
<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>• Careers Programme, Provider Access Policy and CEIAG Policy now approved by governors and shared on MFS and MFC websites.</li> <li>• Careers Programme is explicitly backed by SLT. Staff member with responsibility (HG) qualified as a Level 6 Careers Leader in October 2024.</li> </ul>
<b>Key Strategic Objectives</b>	
1	Implement a comprehensive evaluation process with feedback from students, parents/carers, school/college staff and employers (requirement to complete this every 3 years).
2	Continuous development of the Careers Programme based on feedback from the above mentioned.
<i>Completion of Key strategic objectives an ongoing process with the first full and comprehensive evaluation to be completed in the Summer term of academic year 2024 – 25. Updated Key Strategic Objectives to reflect this.</i>	
<b>Outcomes</b>	Comprehensive evaluation process will allow for targeted development of the Careers Programme, likely with a particular focus on ensuring it is embedded and therefore having the greatest impact.

## Benchmark 2 - Learning from career and labour market information



<p><b>What we do well &amp; key examples of development</b></p>	<ul style="list-style-type: none"> <li>• Information regarding LMI and future study options is routinely shared with staff, parents/carers and where appropriate, with students.</li> <li>• Students and parents/carers are invited to Careers and Transition event organised by SEND Forward (careers team part of organisation committee).</li> <li>• Monthly Careers Newsletter shared with all linked to MF via online comms and within careers lessons.</li> </ul>
<p><b>Key Strategic Objectives</b></p>	
<p>1</p>	<p>Create a bank of teaching and learning resources and make them accessible to all staff.</p>
<p>2</p>	<p>Utilise connections via staff and families linked to Market Field who can provide insight into the labour market and opportunities available.</p>
<p>3</p>	<p>Contact past alumni to share stories and increase aspirations. Collaborate stories on WorkAbility website, organise encounters</p>
<p>4</p>	<p>Work with organisations who have a deep and wide understanding of the careers landscape and who actively use LMI to secure a variety of placement options for students.</p>
<p><i>Ongoing development of objectives until and likely beyond 2026. Evaluation mentioned in benchmark 1 to have a focus on the development of benchmark 2 and benchmark 4.</i></p>	
<p><b>Outcomes</b></p>	<p>Young people and their families are well informed and are therefore able to make decisive choices for next steps, ideally with appropriate pathways in mind. A destination driven approach that sees our young people making meaningful choices to obtain sustained placement/employment when appropriate.</p>

## Benchmark 3 – Addressing the needs of each pupil



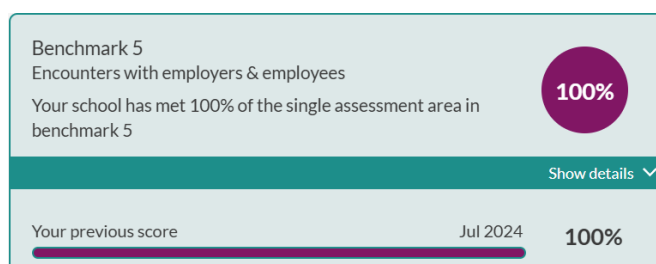
<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>• All staff determined to raise aspirations and challenge stereotypes. This desire explicitly back by SLT.</li> <li>• Comprehensive destinations data is produced and recorded for 3 years – information is shared with the appropriate parties.</li> <li>• System in place at MFC and due to be rolled out at MFS called My Learning Journey which allows tracking of students aspirations, diagnosis, encounters etc.</li> </ul>
<b>Key Strategic Objectives</b>	
1	Hazel Govia to train the wider school community on the use of Compass+ to keep systematic records on students' experience of career and enterprise activity, and decisions on future pathways. Perhaps via the adoption of 'Careers Champions'.
2	HG, in collaboration with Careers and Enterprise Company, to organise staff training to develop understanding of <i>what</i> CEIAG is and the <i>impact</i> it has on <i>all</i> students.
3	Increase understanding of future pathway options with parents/carers, staff and students and provide appropriate experiences linked to planned destinations for students.
4	Appointment of an in-house (qualified) Careers Advisor to provide ongoing support to young people and their families on top of the Careers Advisor meetings provided in Annual Reviews.
5	Vocational Profiling to be embedded and information collaborated and utilised to support young people affectively.
<i>100% benchmark aim by September 2026</i>	
<b>Outcomes</b>	Young people and their families receive ongoing advice, information and guidance from knowledgeable Market Field staff at every level to enable specialised opportunities driven by student destinations.

## Benchmark 4 - Linking curriculum learning to careers



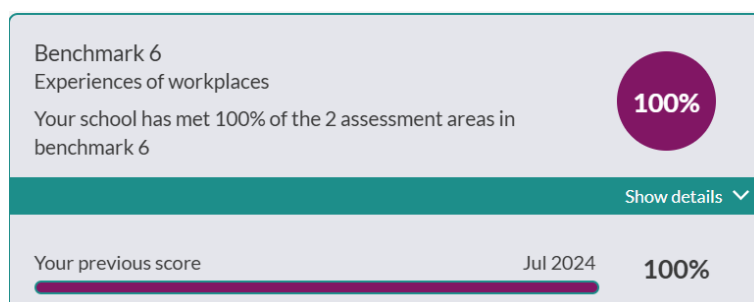
<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>Talentino curriculum being rolled out at MFS from January 2025.</li> <li>Employability qualification available at MFC.</li> </ul>
<b>Key Strategic Objectives</b>	
1	Gather feedback from curriculum leads to establish how best to represent careers across the curriculum, with the goal of an embedded & cross-curricular approach.
2	Use this information to create a bank of resources and information accessible to all staff to promote the teaching of careers across the curriculum.
3	HG, in collaboration with Careers and Enterprise Company, to organise staff training to develop understanding of <i>what</i> CEIAG is and the <i>impact</i> it has on <i>all</i> students.
<i>Ongoing development of objectives until and likely beyond 2026. Evaluation mentioned in benchmark 1 to have a focus on the development of benchmark 2 and benchmark 4.</i>	
<b>Outcomes</b>	<p>Raising the profile of careers education across the curriculum will create a more streamline and cohesive approach. A well-rounded diet, made appropriate for all, will undoubtedly lead to well-thought out pathways and success within the adult world.</p> <p>Improvement in engagement with learning in line with raising aspirations. Demonstrating the 'point' of education due to its influence on future pathways.</p>

## Benchmark 5 - Encounters with employees and employers



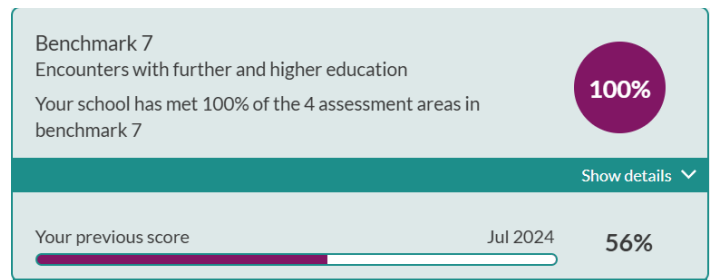
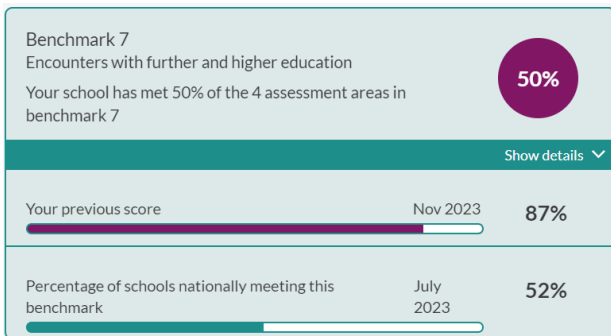
<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>• Where appropriate, meaningful encounters with employers and employees are facilitated for all young people.</li> <li>• All students &amp; families invited to SEND Forward transition event, January 2025.</li> <li>• All students accessing regular community visits, across a variety of industry, employers and services.</li> </ul>
<b>Key Strategic Objectives</b>	
1	<p><i>All encounters to be systematically recorded on Compass+ and Student Journey map – with links to strategic objective 1 from Benchmark 3.</i></p> <p>With the development of the Whole School Careers Programme, meaningful encounters will be arranged and implemented across all key stages.</p>
2	<p>With the development of a more in depth Careers Programme, following feedback gathered from strategic objective 1 from Benchmark 1, a detailed plan to be created of key encounters across KS3, 4 and College to be routinely followed with a clear strategic approach.</p>
<i>Plan in place for academic year 25-26 with ongoing review following that date.</i>	
<b>Outcomes</b>	<p>Clear structure in this area will support the development of the curriculum. With a view of seeing a progressive journey of employer/provider encounters that best compliment the individual's pathway and destination.</p> <p>Growth of a network of trusted employers/providers who can be called on to collaborate with Market Field.</p>

## Benchmark 6 - Experiences of workplaces



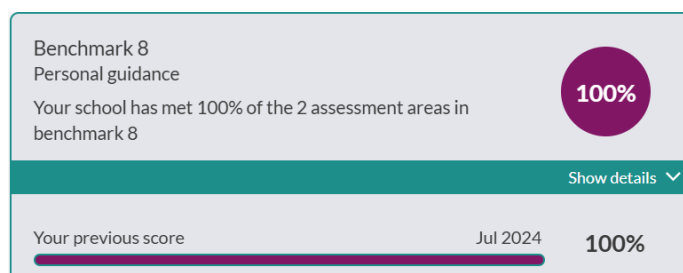
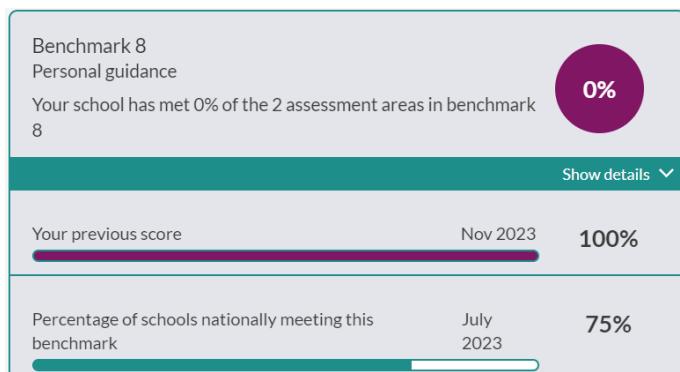
<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>The college has a fantastic programme in place! Students are on work placement (starting at 1 day a week) from year 13 – this is embedded and historic.</li> <li>DofE students undertaking in-house work experience facilitated by the DofE lead, Alex Govia.</li> <li>Innovative and creative strides being taken to ensure that all young people have the 2 week work experience requirement offered. This is in line with Equal Ex work experience model outlined in the Gatsby benchmark update ‘Good Career Guidance – The Next 10 Years’.</li> </ul>
<b>Key Strategic Objectives</b>	
1	Prioritise the reintroduction of systematic work visits, work shadowing and/or work experience with particular drive on the school site.
2	Collaborate and track the work visits, work shadowing and work experience taking place via Compass+ and My Learning Journey – train classroom staff to support with this.
3	Reintroduce a clear and systematic work experience programme which encourages broad experiences (school) before providing more focused opportunities (college).
4	Gather feedback from pupils, staff and parents/carers.
<i>Progress to be made/completion of certain elements before end of academic year 2024/25 Reintroduction of systematic work experience throughout academic year 2025 – 26.</i>	
<b>Outcomes</b>	All students to have meaningful experiences with places of work. Experiences to enable aspiration raising, the overcoming of barriers and to promote the ‘feel good factor’ that comes with work. All to be curated so the experience is appropriate for the individual.

## Benchmark 7 - Encounters with further and higher education Encounters with further and higher education



<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>• All students &amp; families invited to SEND Forward transition event, January 2025.</li> <li>• Where appropriate, encounters organised for young people/relevant information provided to families.</li> <li>• Systematic general plan of encounters created and currently in rotation, to be reviewed and evaluated at the end of academic year 24-25.</li> <li>• All encounters recorded on Compass+ &amp; My Learning Journey (college MLJ to be introduced to school).</li> <li>• Transition and destinations information regularly shared on all platforms.</li> </ul>
<b>Key Strategic Objectives</b>	
1	Implement a comprehensive evaluation process with feedback from students, parents/carers, school/college staff and providers.
2	Where appropriate, introduce transition information to younger year groups to better prepare young people and their families for the future.
3	Introduce an information evening about colleges at the school where parents have the opportunity to hear from a variety of providers to better understand the options available.
<i>Completion of Key Strategic Objectives on an ongoing basis with the first full and comprehensive evaluation to be completed in the Summer term of academic year 2024 – 25. Update Key Strategic Objectives to reflect this.</i>	
<b>Outcomes</b>	Students and their families provided with all relevant information about further education and training options. Allowing for active planning and more informed choices in line with the young person’s planned destination.

## Benchmark 8 – Personal guidance



<b>What we do well &amp; key examples of development</b>	<ul style="list-style-type: none"> <li>All young people have an EHCP and therefore have a meeting with a Level 6 qualified careers advisor by the end of school and another by the end of college.</li> <li>Young people receive ongoing support and information from the careers team and teaching staff.</li> </ul>
<b>Key Strategic Objectives</b>	
1	Implement a comprehensive evaluation process with feedback from students, parents/carers, school/college staff and providers.
2	Develop a consistent method of the recording and sharing of information (where appropriate) gathered within annual review meetings to allow for a joined up approach between the work of the careers team, teaching staff and the PFA team.
3	In house employment of a level 6 qualified careers advisor to provide additional support and, where appropriate, additional 1:1 meetings with young people to allow for a consistent and reactive approach to formal careers guidance.
<i>Completion of Key Strategic Objectives on an ongoing basis with the first full and comprehensive evaluation to be completed in the Summer term of academic year 2025 – 26.</i>	
<b>Outcomes</b>	Young people and/or families (where appropriate) to receive well rounded guidance from a Market Field based qualified individual to compliment the information given by the careers team and classroom staff. This will provide the most impactful support to our young people, particularly through times of transition.

Please note this is a working document. It will be changed and updated regularly as Hazel Govia and the Careers and Employability Team work through the strategic objectives. Their work will be supported by SLT, teaching staff, Charlotte Harris from the Careers and Enterprise Company and Talentino.