



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

Written by: AHT – Curriculum & Careers

Approved by the Governing Body: December 2024

Date of next review: October 2025

Person to initiate review: AHT – Curriculum & Careers

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

The Education Act 1997

The Education and Skills Act 2008

The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure unbiased careers guidance from year 7 (instead of from year 8, previously)
- The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website under the [careers section](#).

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is a member the senior leadership team (SLT) and will:

Take responsibility for developing, running and reporting on the school's career programme

Plan and manage careers activities

Manage the budget for the careers programme

Support teachers to build careers education and guidance into subjects across the curriculum

Establish and develop links with employers, education and training providers, and careers organisations

Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:

- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice

Review our school's provider access policy statement at least annually.

3.2 Senior leadership team (SLT)

Our SLT will:

Support the careers programme

Support the careers leader in developing their strategic careers plan

Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

Allow training providers access to talk to pupils in years 7 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement

Network with employers, education and training providers, and other careers organisations

3.3 The governing body

The governing board will:

Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements

Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils

Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways.

We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby**

Benchmarks:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Core Aims

Key Stage 3

Our Key Stage 3 careers programme aims to support pupils in their planning and making appropriate choices when they choose their option subjects at the end of Year 9. In Year 9 students receive additional extensive support through career seminars and face to face encounters with providers to help inform this.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training that are available to them at the end of KS4 and to securely progress into education, employment or training.

Key Stage 5

Our Key Stage 5 careers programme aims to support pupils in planning for their future, including progression to university and apprenticeships as well as into the jobs market. Students will be exposed to a variety of providers through accessing UCAS & Apprenticeship fairs and working with local universities to support application writing and taster days.

Our careers programme is delivered through a number of methods, including:

- PSHCE lessons from Y7-Y13
- Aspire tutorial programme once a fortnight for all student in Y7-Y13
- careers seminars
- visiting speakers
- visits to universities and colleges
- visits to workplace environments
- access to online webinars
- access to online and face to face work experience
- Use of an online careers platform

PSHCE Programme of Study

Students in all years develop their understanding of careers through planned lessons within PSCHE, at each key stage the delivery is tailored to the next transitional point in their educational journey. This includes:

- preferred style of learning and how to develop study, organisational, research and presentation skills
- identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- about different work roles and career pathways, including clarifying their own early aspirations
- about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

- the benefits of being ambitious and enterprising in all aspects of life
- the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged
- to assess and manage risk in relation to financial decisions that young people might make

Aspire Tutorial Programme

Students in all year groups spend one tutorial session focused on developing their own personal goals and interests, this includes goal setting, self reviews of their own interests and skills, exposure to career case studies, developing understanding of different pathways to achieve a career.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

All students with an EHCP will have access to specialist to the specialist SEND Careers advisor provided by the borough in order that they are aware of the broad range of specialist courses and provisions available post-16 and that their chosen destination is named on their EHCP at their annual review in Year 11.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the careers lead.

4.3 Assessing the impact on pupils

We measure and assess the impact of the programme's initiatives by:

- Tracking the usage and engagement of students with our online careers platform
- Recording the number of students who participate in extra-curricular careers events across the year.
- Student feedback forms after participating in extra-curricular careers events
- Subject uptake at KS4 and KS5.
- Destinations data at the end of KS4, with a particular emphasis on tracking the number of students identified as NEET. Benchmarked against national and local averages.
- Destinations data at the end of KS5 with a particular emphasis on tracking the number of students progressing to Level 4 programmes of study, and destinations of disadvantaged pupils. Benchmarked against national and local averages

5. Monitoring and review

This policy, the information included, and its implementation will be monitored by the careers lead and reviewed annually.

The next review date is: October 2025