



Careers Education, Information and Guidance (CEIAG)

Updated and reviewed July 2026

Date of next review: July 2027

An academy within:



“Learning together; to be the best we can be”

Introduction:

Our school Governing Body ensures that we meet the legal requirements and expectations of schools as outlined in the DfE Careers Guidance and Access for Education and Training Providers statutory guidance, October 2018:

- Ongoing (legal duty came into force in September 2012): Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
- Ongoing (legal duty came into force on 2 January 2018):
 - Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
 - Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
- From January 2018 to end 2020:
 - Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.
 - For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- From September 2018:
 - Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
- From September 2018 (legal duty came into force on 1 September 2018):
 - Every school must publish details of their careers programme for young people and their parents.

Our Link Governor for Careers Education is: Claire Garbutt

Our school is responsible for making sure that our students can access independent careers guidance and we use the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence.

Tom Austwick, the school's Careers Lead is responsible for the monitoring and evaluation of our careers curriculum in school.

Our school promotes access to the new, improved National Careers Service website <https://nationalcareers.service.gov.uk/> alongside a range of tools that our school, students and parents can use.

Our careers programme is designed to meet the 8 Gatsby Benchmarks of best practice, DfE Careers guidance and access for education and training providers October 2018 and the Ofsted School Inspection Handbook (Updated 1 November 2019).

Our school's CEIAG Strategic Action Plan 2022-2023, was produced by our Careers Lead. Samantha Lee, following an evaluation of the careers programme at the end of the academic year 2021-2022 and this will now ensure that we continue to improve our careers-related learning and continue to meet all statutory requirements:

Careers Programme:

1. Delivery of a stable careers programme.

- Our school careers programme is available on our school website, together with the name and contact details of our Careers Leader.
- We have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
- Our school's careers programme is monitored, reviewed, evaluated and improved by our Senior Leadership team throughout the academic year.
- Our school uses the Government destinations and outcomes data to help our students compare opportunities and make informed decisions on education, training and employment options.
- Our Careers Leader tracks the long-term outcomes of school leavers for a 3-year period, to inform and improve new long-term outcomes being set.

2. Learning from career and labour market information.

- Every student and their parents have access to good quality information about future study options and labour market opportunities.
- All our students and their parents have the support of an informed adviser Samantha Lee & our Nexus schools careers leader, Sarah Richardson, to make the best use of available information.

3. Addressing the needs of each pupil.

- Our school ensures that our students EHC plans and their annual reviews include a focus on adulthood, including employment.
- Our school ensures that careers guidance focuses on the student's career aspirations, and the post-16 options which are most likely to give the students a pathway into employment, further education, and provide them with the support they need to progress and succeed.
- All our students have different career guidance needs at different stages and opportunities for advice and support is tailored to meet the needs of each student.
- Our school's careers programme embeds equality and diversity considerations throughout.
- Our school keeps comprehensive and accurate records to support the career and enterprise development of all our students.
- Our school works with the Jobcentre Plus under their 'Support for Schools' programme for all of our students that are disadvantaged in the labour market.
- All our 16-19 students and parents are made aware of the **16-19 Bursary Fund** which is available to support vulnerable groups.

4. Linking curriculum learning to careers.

- All our students are working towards the learning outcomes as referenced within the Career Development Institute's 11-19 framework.
- All our teachers link curriculum learning with careers for developing the knowledge and skills that employers need.
- Our school delivers careers, employability and enterprise lessons through the curriculum as part of our commitment to Personal, Social, Health and Economic (PSHE) education.
- Our school ensures that students work towards the core academic subjects English and maths at an appropriate level to provide a broad general knowledge that will enable our students to participate in and contribute to society.
- Our school ensures that students have access to The Prince's Trust Achieve programme which promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications.

- STEM learning activities are included for a wide range of future career paths.
- Our school is aware of the T-Levels implementation in 2019-2020 for the 15 pathways and keeps students, parents and teachers informed.

5. Encounters with employers and employees.

- Our school works with the Careers and Enterprise Company to implement benchmark 5 – Encounters with Employers and Employees. We are currently working alongside our careers coordinator to identify an appropriate Enterprise Advisor as our previous link has ceased due to a change in roles within the company.
- All our students aged 7-13 have at least 7 encounters with employers during their education, with a least 1 encounter per year with employers (including STEM employers) from age 7-19, which includes careers talks, careers carousels, careers fairs, transitions skills workshops, employer delivered employability workshops and business games and enterprise challenge competitions.
- All our students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- Enrichment activities include visiting speakers, mentoring and enterprise schemes.
- Our school ensures that micro-enterprise with local employers and businesses and professional networks is included within the careers programme to help our students gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.
- Our school takes an active part in the annual Careers Week and ensure that visiting speakers include quite junior employees, or apprentices, particularly alumni, with whom our students can readily identify.

6. Experience of workplaces.

- All our students have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further education.

- All our students understand the full range of learning opportunities that are available to them, including both academic and vocational routes and learning in schools, colleges, and the community and in the workplace.
- Providers of technical education, including apprenticeships will be invited into school to talk to year 8 to 14 students about the courses and jobs they offer.

8. Personal guidance.

- All our students by the age of 14 have accessed and used information about career paths and the labour market to inform their decisions on study options.
- All our students have opportunities for guidance interviews with our internal Careers Lead. Planned guidance interviews are held at Yr6, Yr9, Yr11 and Yrs12, 13, 14 when significant study or career choices are being made.
- All our students have open access to personal guidance throughout the academic year.

Information sharing:

Our school provides relevant information about all students to local authority support services. This includes:

- Basic information such as the student's name, address and date of birth;
- Other information that the local authority needs in order to support the young person to participate in education or training and to track their progress.
- Whenever a 16 or 17-year-old leaves our school to enable the local authority to support the young person to find alternative provision.

Conclusion:

Our school ensures that careers guidance is differentiated, where appropriate, and based on high aspirations and a personalised approach. Our school ensures that every pupil, whatever their level or type of need, is supported to fulfil their potential.

Our school believes that the overwhelming majority of young people with SEND, including those with high levels of need, are capable of sustainable paid employment, with the right preparation and support. All our school staff share that presumption, and help them to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. Our school also works with the families to help them understand what careers options are possible, with the right support, for their child.

Our careers guidance takes account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships or routes into further education. Our school is well informed about ways to support students in the workplace, including supported employment, "carving" a job to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support).

Our school engages fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of our **CAREERS STRATEGY**.