

Careers Education Information Advice and Guidance Policy



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1 Introduction (put in link)

The eight Gatsby Benchmarks were originally developed through a study of schools and colleges in six locations—Finland, Germany, Hong Kong, Ireland, the Netherlands and Canada—where career guidance is recognised as high quality.

The benchmarks 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. *Experience of Workplaces*
7. *Encounters with further and higher education*
8. *Personal careers guidance from a qualified advisor*

This study, along with a literature review, a survey of English state schools and a costing exercise, produced a set of benchmarks identifying the essential dimensions of effective career guidance.

1.1 Rationale for CEIAG

A young person's career encompasses their pathway through learning and work. All young people require a planned programme of activities to help them make appropriate choices at 14–19 and to manage their careers throughout life. Schools have a statutory duty to provide careers education in Years 9–11 (1997 Education Act; 2003 Education Regulations) and to ensure students have access to careers information and guidance.

1.2 Commitment

Sybil Andrews Academy is committed to providing a planned programme of careers education for all students in Years 7-11 and information, advice and guidance (IAG).

Sybil Andrews Academy endeavours to follow the Gatsby Framework for Careers and Work-Related Education (CDI, 2014) and other relevant guidance from the DfES, QCA, CASCAID and Ofsted.

1.3 Development

This policy was developed and will be reviewed biennially through discussions with teaching staff, students, parents, governors, advisory staff and other external partners (e.g. Post-16 providers, Eastern Education Group etc).

1.4 Links with other policies

The policy supports and is underpinned by key school policies, including those relating to teaching and learning, assessment, citizenship, PSHE, SMSC and British Values, work-related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented provision, and special educational needs.

2. Objective

The overarching aim of careers education and IAG is to enable all students to make and implement well-informed, realistic decisions and to manage change and transition successfully.

2.1 Students' Needs

The careers programme is designed to meet the needs of students at Sybil Andrews Academy. It is differentiated and personalised to ensure progression through activities suitable for each student's career learning stage.

2.2 Entitlement

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

2.3 Equity of opportunity

The programme will promote equity of opportunity and inclusion. The entitlement is publicised and shared with students and parents via the school dedicated careers webpage.

2.4 Raising Aspirations

Sybil Andrews Academy aims to raise aspirations for all students by challenging stereotypes and providing a wide range of opportunities, including educational visits, careers fairs, labour market information, university and higher-education links, aspirational speakers and apprenticeship guidance.

3. Implementation

3.1 Management

An Assistant Headteacher coordinates the careers programme. The area is supported by a link governor and a Level 6-qualified Careers Adviser.

3.2 Staffing

All staff contribute to careers education and guidance through their roles as tutors, mentors and subject teachers. The Careers Lead plans, monitors and evaluates the programme, while the Careers Adviser provides specialist information and guidance.

3.3 Curriculum

The programme includes careers education sessions, guidance activities (group work and individual interviews), information and research activities, work-related learning and individual learning planning/portfolio work.

(Appendix A)

3.4 Assessment and Accreditation

Career learning is assessed using outcomes aligned with the Gatsby Framework and assessment-for-learning techniques, and report through Compass+ back to all stake holders.

3.5 Partnerships

Sybil Andrews Academy works in partnership with the Unity Schools Partnership Trust to develop careers education, advice and guidance. The Academy also works with local employers, the Eastern Education Group.

3.6 Resources

Funding is allocated through the annual budget planning process, considering whole-school priorities and specific CEIAG needs. The Careers Coordinator is responsible for deploying resources effectively. External funding opportunities are actively explored.

3.7 Staff Development

All staff require the ability to offer basic careers advice and guidance as part of their mentoring role. Therefore, a regular CPD session dedicated to careers guidance is essential.

4. Monitoring

4.1 Review and Evaluation

The SLT member responsible for careers, working alongside the Careers Lead and Careers Coordinator, monitors the programme.

Evaluation methods include:

1. student surveys
2. event feedback
3. parent, staff and employer feedback
4. Year 11 intended destinations
5. engagement with 1:1 guidance
6. end-of-year evaluation surveys
7. leavers' destination data

The school tracks student destinations for three years post-16. Data on aspirations and intended destinations informs targeted support and programme improvements to reduce NEET outcomes. The careers programme is also reviewed three times per year through a Compass+ evaluation in collaboration with an independent Enterprise Coordinator and monitored by the career's governor.

4.2 Role of Governing Body

In line with Section 42A of the Education Act 1997, our governing body will through school visits with Careers Lead / SLT link:

- ensure all registered pupils from Year 7 onwards receive independent careers guidance
- ensure guidance is impartial and provided by a Careers advisor through standards set by the CDI through Careers lead / SLT link
- ensure guidance includes information on the full range of education and training options through

Appendix A

Gatsby benchmarks are shown in brackets.

For example (2,5) would relate to Gatsby Benchmark 2. *Learning from career and labour market information* and 5. *Encounters with employers and employees*

Year	Autumn Term	Spring Term	Summer Term
7	<p>Green Careers fair (2,5)</p> <p>Access to dropdown PD day, whereby labour market information is covered (2)</p> <p>Careers assembly (1)</p> <p>Enrolment on to Unifrog, Skill and Aspiration - skills needed for careers. (4)</p>	<p>Annual Careers Fair attendance promoting access to meaningful encounters with FE education, independent training providers, local and national employers, businesses and organisations. (5,7)</p> <p>Communication skills and networking. (4)</p>	<p>Student voice via feedback of careers events survey. (1)</p> <p>Feedback via tutor time engagement with careers adviser in person. (8)</p>
8	<p>PSHE - Year 8 - HT 2 - Community and careers - different types of work/career, setting goals for the future, discrimination and work. (4)</p>	<p>Annual Careers Fair (5,7)</p> <p>Engagement with FE education, independent training providers, local and national employers, businesses and organisations. (5,7)</p> <p>Further development of networking and communication skills. (4)</p>	<p>Student voice via feedback of careers events, survey. (1)</p> <p>Feedback via tutor time engagement with careers adviser in person. (8)</p>
9	<p>PSHE Setting goals for the future GCSE and Post 16 options, different types of career/employment pathways, developing and displaying strengths and attributes for the future. (3,4)</p>	<p>GCSE Guidance tailored sessions to address and support specific needs (3,8)</p> <p>Group workshops to assist with confident choices and goal setting for Post 16 Options (3,8)</p> <p>SEND support guidance sessions promoting inclusion, equality and equity (3)</p> <p>Apprenticeship workshops with FE Provider</p>	<p>Shadow a Parent Day, promoting experience of workplaces and developing employability skills in preparation for the work experience week in Y10. (6)</p>

		<p>promoting information and advice about this Post 16 route. (2,3,7)</p> <p>Employers talks/assemblies/visits (5)</p>	
10	<p>Green Careers Fair (2,5)</p> <p>Post 16 Options Information Evening promoting engagement with FE and independent providers (3,7)</p> <p>Work Experience information Evening</p>	<p>Annual Careers Fair (5,7)</p> <p>Engagement with FE education, independent training providers, local and national employers, businesses and organisations. (5,7)</p> <p>Display of acquired networking and communication skills through previous attendance/ experience. (3,6,8)</p> <p>Guidance sessions in preparation for work experience programme and Post 16 Options. (3)</p> <p>SEND tailored guidance promoting inclusion, equality and equity (2,3,7)</p>	<p>Work Experience Programme, a one week placement organised by the pupils with the assistance of the parents/carers and the careers services. (6)</p> <p>Experience of workplaces and development of employability skills. (6)</p> <p>SEND alternative work experience provision and inhouse programme. (3,6)</p> <p>Taster Day trip offered by the EEG to give pupils the opportunity to experience post-16 offer</p>
11		<p>Apprenticeship workshops with FE Provider promoting information and advice about this Post 16 route. (5)</p> <p>Employers talks/assemblies and visits (6)</p>	<p>Preferred Post 16 destination and course/subjects. (7)</p>