

Careers Education Information Advice and Guidance Policy



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Contents

1 INTRODUCTION	1
1.1 Rationale for CEIAG	1
1.2 Statutory duties	3
1.3 Role of the Governing Body	3
1.4 How are meeting the Gatsby Benchmarks	Error! Bookmark not defined.
1.5 Outcomes: Monitoring, Review and Evaluation	6

1 INTRODUCTION

1.1 Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have had a statutory duty to provide careers education in Years 8-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

In its Skills for Jobs White Paper published in January 2021 the DfE stated its intention to lower the age range for the duty on schools to provide independent careers guidance to Year 7. The CDI (Career Development Institute) understands that, subject to legislation, this is likely to come into effect from September 2022. Sybil Andrews Academy already extends its CEIAG programme to Year 7 students.

High quality Careers Guidance provision should include the following elements (further detail is provided in Appendix 3, The Gatsby Benchmarks):

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

To achieve success pupils will have experienced all aspects of the Gatsby benchmarks by the time they leave Sybil Andrews Academy.

1.2 Statutory duties

We fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification, registered with the CDI and adheres to CDI code of ethics) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

1.3 Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 7 onwards,
- Ensure careers guidance is presented in an impartial manner,
- Ensure careers guidance includes information on the range of education or training options,
- Ensure careers guidance promotes the best interest of the pupils to whom it is given,
- Provide clear advice and guidance to the head teacher on which they can base a strategy,
- Ensure arrangements are in place to allow a range of education and training providers, including technical and vocation pathways to access all pupils from year 8 upwards (to be extended to Year7), to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people to enhance the education and career aspirations of pupils. Boards are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards should engage with their Careers & Enterprise

Company Enterprise Advisor, who can help the school to develop its careers programme and to broker relationships between employers and the school.

1.4 How we are meeting the Gatsby Benchmarks and the Baker Clause

In line with the Skills and Post-16 Education Act 2022, the school now ensures that all pupils from Year 8 to Year 13 are offered six meaningful encounters with providers of technical education and apprenticeships. These include:

- At least 2 encounters in Years 8–9
- At least 2 encounters in Years 10–11
- At least 2 encounters in Years 12–13 (where applicable)

Encounters will occur during the school day and include information about provider pathways, qualifications, career routes, and include a Q&A element.

The Gatsby benchmarks are outlined next to each aspect in brackets.

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • Access to Green Careers fair (2,5) • Access to drop-down PD day, whereby labour market information is covered (2) • Careers assembly (1) • PSHE - Year 7 - HT 2 - Skills and Aspiration - skills needed for careers. (4) 	<ul style="list-style-type: none"> • Annual Careers Fair attendance promoting access to meaningful encounters with FE education, independent training providers, local and national employers, businesses and organisations. (5,7) • Communication skills and networking. (4) 	<ul style="list-style-type: none"> • Student voice via feedback of careers events survey. (1) • Feedback via tutor time engagement with careers adviser in person. (8)
Year 8	PSHE - Year 8 - HT 2 - Community and careers - different types of work/career, setting goals for the future, discrimination and work. (4)	<ul style="list-style-type: none"> • Annual Careers Fair (5,7) • Engagement with FE education, independent training providers, local and national employers, businesses and organisations. (5,7) • Further development of networking and communication skills. (4) 	<ul style="list-style-type: none"> • Student voice via feedback of careers events, survey. (1) • Feedback via tutor time engagement with careers adviser in person. (8)

Year 9	<p>PSHE - Year 9 - HT 2 - 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 promoting information and advice about this Post 16 route. (2,3,7)</p> <p>Employers talks/assemblies/visits (5)</p>	<ul style="list-style-type: none"> Shadow a Parent Day, promoting experience of workplaces and developing employability skills in preparation for the work experience week in Y10. (6)
Year 10	<ul style="list-style-type: none"> Green Careers Fair (2,5) Post 16 Options Information Evening promoting engagement with FE and independent providers (3,7) 	<ul style="list-style-type: none"> Annual Careers Fair (5,7) Engagement with FE education, independent training providers, local and national employers, businesses and organisations. (5,7) Display of acquired networking and communication skills through previous attendance/experience. (3,6,8) Guidance sessions in preparation for work experience programme and Post 16 Options. (3) SEND tailored guidance promoting inclusion, equality and equity (2,3,7) 	<ul style="list-style-type: none"> Work Experience Programme, a one-week placement organised by the pupils with the assistance of the parents/carers and the careers services. (6) Experience of workplaces and development of employability skills. (6) SEND alternative work experience provision and in-house programme. (3,6) Taster Day trip offered by the EEG to give pupils the opportunity to experience a morning at their

		<ul style="list-style-type: none"> • Apprenticeship workshops with FE Provider promoting information and advice about this Post 16 route. (5) • Employers talks/assemblies and visits (6) 	preferred Post 16 destination and course/subjects. (7)
Year 11	<ul style="list-style-type: none"> • Green Careers Fair (2,5) • Post 16 Options Information Evening promoting engagement with FE and independent providers (3,7) 	<ul style="list-style-type: none"> • Annual Careers Fair. (5,7) • Engagement with FE education, independent training providers, local and national employers, businesses and organisations. (5,7) • Creating opportunities using existing networking and communication skills. (4) • Post 16 Options guidance 1:1 talks. (3,8) • SEND Tailored guidance sessions. Promoting inclusion, equality and equity (3) • Employers talks/assemblies and visits (5) • Applications support (3,8) 	<ul style="list-style-type: none"> • Supported Visits to the WSC to promote confident transition to FE for SEND and Premium Pupils promoting inclusion, equality and equity (3,7) • Late Applications SEND and PP support (3,8) • Post 16 Destinations Survey (3,1)

The careers programme is embedded across all subject areas in line with Gatsby Benchmark 4. Subject leaders map curriculum content to career pathways, and staff receive training to incorporate careers education into their lessons.

Furthermore, the school provides structured transition support, especially for vulnerable students. This includes:

- Post-16 taster days and visits
- SEND-specific support
- Application, interview, and emotional preparation guidance
- Continued contact after transition where needed

1.5 Outcomes: Monitoring, Review and Evaluation

The careers education, advice and guidance are monitored by the SLT member responsible for the co-ordination of the careers programme, working with the careers lead and careers co-ordinator. Careers provision is monitored, reviewed and evaluated through surveys, event feedback and regular line-management meetings. Student career motivations are collected annually and feedback about events and service provision is encouraged from students, staff, parents and employers. Monitoring also includes Year 11 intended destinations; engagement with 1:1 careers interviews; Year 11 end of year evaluation survey and leavers destination data.

The school tracks student destinations for three years after leaving Year 11. Data on intended destinations and student aspirations are collected annually and used to inform targeted support and programme improvements, aiming to reduce NEET outcomes.

Additionally, the careers programme is reviewed three times per year through a Compass+ evaluation, in collaboration with an independent enterprise coordinator. This in turn, is monitored by the careers governor.

A statement for students about what they can expect as part of the offer. All available on our website.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 2 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	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.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	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.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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.
6	EXPERIENCES OF WORKPLACES	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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	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.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.