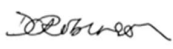


Careers Education, Information, Advice and Guidance (CEIAG) Policy

Date approved	February 2024	Approved by	Standards
Review cycle	2 year	Signature	
Date for review	February 2026	Author	SEMH & Inclusion Advisor

Prior to formulating this policy, consideration was given to best practice outlined in the [CDI Careers Guidance in Schools and Colleges](#) (CDI, September 2021), exemplars in [The Careers & Enterprise Company's resource directory](#), and the [eight Gatsby Charitable Foundation's benchmarks](#) (see Appendix 1).

1 Vision

1.1 The Respect Collaboration of Schools (The School) believes that every day is a new day and a fresh start, in great days leading to a better tomorrow and in a commitment to the phrase 'We Never Give Up'. We believe that in all our work students, staff and families deserve every opportunity to succeed. In line with this overarching vision, this document outlines The School's specific vision for Careers Education, Information, Advice and Guidance (CEIAG).

2. Scope

2.1 This policy applies to The Respect Collaboration of Schools, incorporating The Bridge Street School, Kingsmead School and the Castle School, and all stakeholders in The School.

2.2 This policy covers CEIAG provided for students in Key Stages Three and Four.

2.3 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.4 The policy has been reviewed in line with the DfE guidance document '[Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges.](#)' (DfE, January 2023)

2.5 This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at The School are expected to be aware of this policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of any individual member of staff.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and enabled to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3. Principles

3.1. The School puts the needs of each student at the centre of all learning and social experiences and has a high standard approach to CEIAG. Through CEIAG related work, The School utilises a personalised and nurturing approach to ensure every student gains the confidence and self-belief, as well as the skills, knowledge and experience, required to manage their own careers progression, in line with our core values of RESPECT.

4. Statement of intent

4.1 The School's intent is to implement a careers programme that informs and inspires students to further study and/or employment, and to provide them with relevant information and experiences to help them to make informed career-related decisions.

4.2 The purpose of all CEIAG activities is to assist all students in building a better understanding of how to become positive and productive citizens, to understand the world of work and to gain skills that they need to succeed.

4.3 The School is committed to supporting and enabling students to become socially mobile and to challenging restrictive socially constructed beliefs regarding the relationship between employment and identity.

5. Legal Responsibilities

5.1 The School has a series of statutory duties:

5.1.1 All registered students at The School must receive independent careers advice in Years 7 to 11

5.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

5.1.3 This advice must cover a range of education or training options. Every student, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools.

5.1.4 This guidance must be in the best interests of the student

5.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Please see Provider Access Statement.

5.1.6 The School must have a clear policy setting out the manner in which providers will be given access to students. Please see Provide Access Statement. This policy and these arrangements must be published

5.2 The School will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of Section 2 in this policy.

5.3 The School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

5.4 The School will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

5.5 In line with [Skills and Post-16 Education Act 2022](#) (DfE, 2022), all maintained schools and academies must provide four encounters with a provider of technical education or apprenticeships for year 8 to 11 pupils. As a minimum, all schools must offer:

5.5.1 two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.

5.5.2 two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

5.5.3 all four encounters must happen for a reasonable period of time during the standard school day. Provider encounters that take place outside of school hours, for example parents evenings, do not count towards fulfilment of the legal requirement for four provider encounters, but schools are still encouraged to provide these complementary experiences for pupils and their parents.

6. Governor Responsibilities

6.1 The governing body will ensure that The School has a clear policy on CEIAG and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

6.1.1 based on the eight Gatsby Benchmarks

6.1.2 meeting The School's legal requirements

6.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 11.

6.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

7. Monitoring, Evaluation and Review

7.1 The Executive Headteacher will ensure that:

7.1 CEIAG and its associated activities and events are consistently supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 tracking data regarding the Careers Programme's implementation and impact in specific reference to student destinations

7.2.2 feedback from stakeholders through mechanisms such as stakeholder voice activities and surveys

7.2.3 feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted

7.2.4 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The governors of The School will review this policy every two years.

Appendix 1

Gatsby Benchmarks

The careers policy and careers related programme have been developed using the Gatsby Benchmarks and the Careers Development Institute Framework.

All staff have a role within the programme in helping to shape the experience of students.

Benchmarks	Description
1. A stable careers programme	Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers and employers.
2. Learning from labour market information	Every student and their parents/carers, should have access to good quality information about future study options and labour market opportunities, with use of an informed adviser.
3. Addressing the needs of each student	Students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A schools careers programmes should be embedded equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers, for example, 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 visits or work shadowing and/or work experiences that will enhance their exploration of career opportunities and expand their own 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 school, colleges and universities and in the workplace.
8. Personal Guidance	Every student should have opportunities for guidance interviews with qualified careers adviser, who could be a member of school staff, external, provided they are trained to a level 6. These should be available whenever significant study or careers choices are being made and should be timed to meet the individual needs of the student.