

CEIAG Policy

2025 - 27

Statutory	Yes
Responsibility	Careers Lead
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Author	Mr M McCurdy
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Careers Education and Guidance Policy

Our Intent

Ensuring students are well prepared for the next stage of education, training or employment is a key priority of the school and promoting a career development culture is an essential part of our ethos. We are committed to preparing all of our students to manage their future education and career path through a high-quality Careers programme. We will ensure this high quality by achieving the Quality in Careers Standard Award and maintaining that standard of excellence through regular reassessment. Our Careers programme is designed to meet the statutory duties of access to independent and impartial careers guidance for students in Years 8 to 13 and providing access for education and training providers to our students (see separate Provider Access Policy).

We believe that a high-quality Careers programme raises aspirations, promotes equality and challenges stereotypes. It provides comprehensive information on all options and empowers young people to plan and manage their own futures and achieve personal and economic wellbeing throughout their lives. By providing students with meaningful experiences and encounters with the world of work, we can improve their cultural capital and broaden their beliefs about what they can achieve and become in the future.

This policy is closely linked to the RSHE&C Policy and the Equality Duty Policy as we are committed to ensuring equality of opportunity for our students. It was developed by the Careers Leader in consultation with members of SLT, the school Enterprise Adviser, the Student Leadership team and the Standards and Quality Committee of the Governing Body.

Investor in Careers

In 2021 we achieved the Quality in Careers Standard (QiCS) through our chosen Licenced Awarding Body, Investor in Careers. Achievement of the QiCS demonstrates our commitment to Careers Education, Information, Advice and Guidance (CEIAG) and that we continue to follow the Gatsby Benchmarks of Good Career Guidance (2025):

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of each Student
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

Implementation

Statutory Requirements and Expectations

We are committed to meeting national expectations in relation to careers by:

- Securing access to independent and impartial careers, education, information, advice and guidance for students in Year 8 to Year 13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's 'Careers guidance and access for education and training providers' (2023)

- Ensuring a range of education and training providers have access to all students in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships as required by the Technical and Further Education Act 2017
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

Learner Entitlement

The Careers programme is designed to meet the Gatsby Benchmarks of Good Career Guidance (2024) and the learning outcomes as set out by the Career Development Institute's Careers, Employability and Enterprise framework for careers and work-related learning (2020). The learner entitlement is as follows:

All students:

- Appointments with the Careers Leader or Independent Careers Adviser at Parent/Carer Evenings
- The Careers curriculum delivered through drop-down days, visits and work experience
- Careers Education and Guidance section on the school website
- Information about external opportunities via parent communications

Key Stage 3:

- Drop down days for Years 7-11 covers career exploration, self-reflection and networking
- Employer encounters through assemblies, school based seminars and workplace visits
- In Year 8, learners are introduced to vocational post 16 choices, such as T Levels, Apprenticeships and FE College courses.
- In Year 9, there is an increased focus on research and decision-making in order to support students in their Key Stage 4 choices
- Small group interventions for students at high risk of not remaining in education after Year 11

Key Stage 4:

- All students meet with the Independent Careers Adviser or Careers Leader and additional one-to-one career guidance interviews will be given to those who are identified as needing extra support. From these interviews, an action plan will be produced which is shared with students and saved on Unifrog
- As part of Industry Insight Day Year 10 students participate in a supervised workplace visit and reflect on what they have learned
- The annual Aspirations Fair is aimed at Year 9 HPAs, Year 10 to Year 13 students provides them with access to representatives from the world of work, further and higher education and apprenticeships
- Year 11 students are surveyed early in the year about their Post-16 plans and extra guidance is offered to those who are identified at risk of not being in education or training (NEET)
- Students most at risk are referred to the My Futures team at the London Borough of Merton who will assign them a key worker to meet with them weekly. These students will receive additional application support and interview preparation

Key Stage 5:

- Students are encouraged to research their Post-18 options in Year 12. This includes a visit to the What Career/University Live show plus a visit to the in-school Aspirations Fair in the Autumn term
- Y12 students attend an Employability Masterclass lead by the charity Young Enterprise which prepares students for the world of work

- All students receive a one-to-one careers guidance interview with the Independent Careers Adviser in Year 12 and again in Year 13. From these interviews an action plan will be produced which is shared with students and tutors and saved on Unifrog
- Students take part in a pastoral curriculum that includes lessons on career research, personal finance, employability and writing a personal statement
- The Sixth Form team runs its own career insight sessions inviting in representatives from the world of work to talk to the students
- Year 12 students complete a week of work experience in the Summer term
- Students in the Sixth Form are encouraged to visit university open days, masterclasses, taster courses and summer schools at a variety of universities, to strengthen their UCAS and apprenticeship applications

Students with Special Educational Needs or Disabilities (SEND):

- Transition from one key stage to another and onto careers is part of the action plan for a student with an Education, Health and Care Plan (EHCP)
- Students receive an additional careers guidance appointment in Key Stage 4. Personalised support from the SENCO, Careers Leader, Independent Careers Adviser and external bodies is used where appropriate

Students in receipt of Pupil Premium grant or Student Bursary:

- Personalised support will be given to these students and they will receive an additional careers guidance appointment in Key Stage 4
- Students will be offered priority when selecting students to take part in external projects

Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the Careers programme. It is developed, managed and monitored by the Careers Leader in consultation with the school's Enterprise Adviser (Careers and Enterprise Company) and the Assistant Head Teacher with responsibility for Careers.

Roles and responsibilities:

- The Governing Body are responsible for ensuring that the school meets its statutory duty and is delivering a high quality Careers programme
- The Senior Leadership Team are responsible for ensuring that the Careers programme is provided with appropriate resources and that the values of Careers are shared amongst all staff, students, parents and other stakeholders
- The Careers Leader is responsible for the design and delivery of the Careers programme and is the first point of contact. The work of the Independent Careers Adviser is managed by the Careers Leader and both hold a nationally recognised qualification in Careers Guidance.
- Heads of Year are responsible for encouraging students to develop their career management skills and emphasising the value of career development
- Subject Leaders are responsible for ensuring that the curriculum provides students with regular examples of how their learning links to the world of work and provides opportunities to develop transferable skills for the workplace. Subject teachers are responsible for delivering this and being an ambassador for their subject
- All staff are responsible for preparing students for working life and acting in the best interests of the individual students

Staff development

Staff training needs are regularly analysed and all staff receive an annual update in the importance of Careers Education and Guidance and an overview of the resources available to incorporate into their lessons. Career Champions share good practice once a term and are well positioned to support less-confident colleagues.

Funding

The Career programme is funded by a separate budget which is managed by the Careers Leader. The Senior Leadership Team ensure that the funding allocation is adequate to meet the aims of the programme.

Stakeholders and partners

We currently work with the following partners:

- My Futures team at London Borough of Merton – offer ongoing guidance for selected students
- Kate Collins – offers independent career guidance and support to students and parents in the secondary school and Sixth Form
- Careers and Enterprise Company – provide an Enterprise Coordinator and Enterprise Adviser to support the development of the Careers programme and to broker employer relationships
- Unifrog offer bespoke training and careers related CPD

We are committed to working collaboratively with employers, higher and further education providers and apprenticeship providers to provide information on a range of employment and training pathways to help our students make choices that are in their best interests. Please see our Provider Access Policy for more details. We source many of our volunteers for career insight talks from the 'Inspiring the Future' portal but are also keen to engage with former students.

Measuring Impact

The Careers Leader monitors and keeps records of student attendance at onsite and off-site events, careers guidance interviews and the presence of careers-related information and learning in subject areas. Students and, if appropriate, employers and teachers are asked to complete evaluation forms after each activity which are reviewed by the Careers Leader to assess if the desired outcomes are being met. The findings of the review are used to make recommendations and adaptations to the Careers programme for the following year.

The Careers programme is reviewed twice a year using the online Compass tool to compare it to the Gatsby Benchmarks. The results of this feeds into the Careers development plan.

Longer term impact of the programme is assessed by reviewing sustained destination data, i.e. the proportion of students undertaking different study programmes or employment routes.