



Careers Education, Information, Advice and Guidance Policy

School Values

Our approach to educating young people is embedded in the following values:

We value... "Each other"		
	Which means we	<ul style="list-style-type: none"> - Recognise our responsibility to create a caring and supportive community
	So we	<ul style="list-style-type: none"> - Show kindness, respect and empathy for other people - Prioritise the nurturing ethos of a family and community-orientated school - Have strong pastoral systems and policies
We value... "Intellectual Curiosity & Creativity"		
	Which means we	<ul style="list-style-type: none"> - Love learning and seek to foster creative, critical and lateral thinking
	So we	<ul style="list-style-type: none"> - Provide an outstanding holistic education - Realise the academic potential of each individual through inspirational teaching - Go beyond the curriculum - Encourage individual research and cross-curricular approaches - Develop self-study skills - Reflect on our learning
We value... "Excellence"		
	Which means we	<ul style="list-style-type: none"> - Commit to being the best we can possibly be in all things
	So we	<ul style="list-style-type: none"> - Foster a positive culture that celebrates achievement - Set high standards and encourage individual endeavour - Accept that taking risks and making mistakes are valuable parts of learning
We value... "Individuality"		

	Which means we	<ul style="list-style-type: none"> - Recognise that everyone is different and has unique needs, strengths and aspirations - Promote equality of opportunity
	So we	<ul style="list-style-type: none"> - Provide wide-ranging opportunities for moral and social, spiritual and cultural and creative and physical development - Encourage and support every pupil to “be all they can be” - Actively promote social mobility and inclusion and do not tolerate racism or any form of prejudice
We value...	“Social responsibility”	
	Which means we	<ul style="list-style-type: none"> - Promote the idea that individuals must contribute to the greater good of society - Understand that we live in an inter-connected world where our actions can have profound consequences for others
	So we	<ul style="list-style-type: none"> - Provide rich opportunities to develop personal resilience, leadership and communication skills - Emphasise the importance of teamwork and empathy

Introduction

St Edmund’s School is committed to providing pupils with a high-quality programme of Careers Education, Information, Advice and Guidance.

All pupils need a planned programme of activities to help them choose progression routes which are right for them, without prejudice and regardless of race, gender, religion, ability, social background or sexual orientation. They also need to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives. Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of this.

This policy sets out to guide the Careers Education, Information, Advice and Guidance (CEIAG) provision across the School.

Documents that have informed this policy

Documents that have informed the policy:

- DfE Careers strategy: making the most of everyone’s skills and talents (December 2017)

- Careers Guidance and Access for Education and Training Providers' (January 2018, updated January 2023)
- Education Act (2011)
- Raising of the participation age: supporting local areas to deliver (December 2009)
- Section 42B of the Education Act 1997
- Career Development Institute Framework for Careers, Employability and Enterprise Education: <https://www.thecdi.net/Careers-Framework>
- The Gatsby Foundation International Careers Survey 2014 and Gatsby Benchmarks: <http://www.goodcareerguidance.org.uk/>
- The Quality in Careers Standard: <http://www.qualityincareers.org.uk/>

Policy

St Edmund's School will:

- Ensure personal guidance is provided by an independent, suitably qualified Careers Advisor and that guidance appointments meet industry standards and are compliant with statutory guidance.
- Ensure that all students who have 100% bursary, have an EHCP or are Looked After Child have a guidance appointment arranged for them at an appropriate time.
- Provide access to a range of education and training providers for the purpose of them informing students about approved Technical Qualifications and/or apprenticeships. (Appendix 1: Provider Access)
- Use the Gatsby Benchmarks (Appendix 2) to audit the effectiveness of CEIAG provision.
- Appoint a dedicated and qualified Careers Lead.
- Ensure that a member of the Senior Leadership Team has strategic oversight of CEIAG.
- Gather destination data to track student outcomes beyond Year 11 and Year 13, and to intervene with students at risk of becoming not in employment or education (NEET).
- Fulfil its duties under the Equality Act (2010) with regard to CEIAG.
- Promote high aspirations and support students in making informed choices.
- Enable students to develop a range of employability skills.
- Ensure that teachers and others working as part of this provision receive appropriate training to deliver CEIAG effectively.
- Provide information for parents and students about the CEIAG curriculum on the academy website.

- Maintain appropriate careers resource areas physically and virtually for students.
- Use teaching methods which are appropriate to delivering the CEIAG curriculum.
- Ensure teachers and those delivering CEIAG have due regard for the different aspirations and beliefs of students

Ensure that the curriculum is sequenced in an age-appropriate way.

- Engage with relevant research and expert organisations, such as the Career Development Institute (CDI), to ensure that the CEIAG curriculum remains fit for purpose.
- Adapt the curriculum as necessary, taking into account contextual information, to meet the needs of students.
- Seek the views of stakeholders to review and improve the CEIAG curriculum.
- Provide opportunities for Employer Engagements (e.g. Careers Fair, Work Experience, Curiosity Shop Talks).
- Support students to make successful transitions (e.g. Year 7/9/12 transition, GCSE / A-Level options and Post-18, Parents' and Curriculum Evenings).
- Ensure that those working with students are aware of their safeguarding responsibilities and the Academy's process for reporting concerns.

Responsibilities

Governors' Education and Skills Committee

- Review and ratify policy
- Review and consider reports from the Head and Academic SLT

School Leadership Team

- Ensure statutory requirements are met
- Review the impact of the policy on practice
- Oversee the contract for CEIAG Personal Guidance
- Make opportunities for professional development for all staff
- Provide appropriate curriculum time for delivery of CEIAG
- Monitor delivery of CEIAG in Tutorial and contribute to evaluation
- Represent CEIAG on the School Leadership Team and to Governors
- Ensure that the curriculum is compliant.

Head of Sixth Form

- Monitor Sixth Form pupils' progress and advise on personal guidance needs
- Support pupils through the UCAS process, including the Inspire Excellence programme
- Be available on and immediately after Results Days to advise and support on the processes of Clearing
- Organise appropriate events for sixth form pupils and their parents about progression
- Manage the UCAS (higher education) process effectively
- Attend relevant CPD in relation to CEIAG
- Manage the School's UCAS portal
- Co-ordinate Destinations Data (in tandem with Head of Future Skills)
- Provide information on the UCAS process to parents, teachers and pupils
- Provide advice and guidance on personal statements
- Oversee academic references
- Monitor and track applications
- Provide further information and guidance

Head of Future Skills

- Develop the strategic vision for CEIAG, and advise the School Leadership Team
- Design, monitor, review and evaluate the CEIAG programme in conjunction with Academic SLT
- Be the first point of contact for all pupils, staff and parents for CEIAG
- Co-ordinate Destinations Data (in tandem with Head of Sixth Form)
- Co-ordinate referrals to outside agencies (National Careers Service, CXX etc)
- Network with external partners
- Contribute to (as appropriate) CEIAG calendared events
- Ensure CEIAG curriculum meets Gatsby Benchmarks.

Careers Adviser

- Deliver individual personal guidance to pupils
- Advise parents on CEIAG issues
- Maintain qualification and undertake relevant CPD

Subject Teachers

- Ensure a supportive, respectful environment in the delivery of CEIAG
- Adapt teaching to meet individual needs.
- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery.
- Follow the School's plans and policies for CEIAG.

- Take responsibility for their own continuing professional development, and contribute to leading professional development if appropriate
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate.

Teaching Assistants

- Support individuals and small groups in their learning as deployed by the Special Educational Needs Co-ordinator (SENDCo).
- Participate in relevant continuing professional development.

AEB/EOC/RCC Sept 2025

Review due: Sept 2026

Appendix 1:

Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 -13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure: a provider wishing to request access should in the first instance contact:

Opportunities for access: a range of events, which are integrated into the School's careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. e.g.

- Work Experience Programme
- Lunch time talks
- Transition events

The calendar of events varies from year to year. These events are usually calendared well in advance, so it is essential that providers contact us before the start of the academic year to be involved in our calendar planning. Access to pupils will be granted on the understanding that the information and guidance offered by providers is related to technical courses and apprenticeship opportunities only. Our policy on safeguarding sets out the school's approach to allowing providers into its school as visitors to talk to our pupils. Our Head of Future Skills will assist with identifying the most suitable opportunity.

Premises: providers are welcome to leave a copy of their marketing materials at the School Reception, or send direct to the Head of Future Skills at the School address.

Appeals process: if a provider is unhappy with the way in which their request is managed, in the first instance please refer to the school's complaints procedure:

Appendix 3: Gatsby Benchmarks

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 pupils, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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 pupil 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 pupil 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 pupils 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 pupil 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.

