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

Approved by:	Governing Body
Last Reviewed:	December 2025
Next Review:	December 2028

Contents

1. **Rationale for Career Guidance**

   Career Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition into adulthood.

   Effective, high quality Career Education, Information, Advice and Guidance (CEIAG) provision should include the following elements:

   - a stable careers programme available for all students
   - the opportunity for all students to learn from career and labour market information
   - individual provision addressing the needs of each student
   - linking curriculum learning to career opportunities
   - to link curriculum learning to careers learning
   - to provide students with a series of encounters with employers and employees
   - to provide students with experiences of workplace(s)
   - to ensure that students have a series of encounters with further and higher education
   - to provide each student with the opportunity to receive personal guidance

   These elements are taken from the Gatsby Benchmarks full explanation provided in Appendix 1.

   Regular monitoring, review and evaluation should be in place using the Compass+ Self Audit Tool and feedback from stakeholders.

   High quality, effective career provision will support the wider agendas of attainment, achievement and participation in learning. Encouraging engagement with learning to enhance future opportunities and raise aspirations.

2. **Aims**

   Career provision supports the school's overall vision through alignment with the school's vison, values and aims. Career and work-related activities will enable the school to:

   - provide independent IAG to students which will both inspire and motivate them to explore their full potential, increase ambition and raise their personal aspirations
   - provide IAG that is in the best interest of the individual student and tailored to their specific needs
   - provide opportunities to engage with employers, training providers, local further education providers and other strategic bodies through real-life encounters in the world of work
   - educate, develop and encourage enterprise and employability skills including those required for self-employment
   - support inclusion, challenge stereotypes and promote equality of opportunity
   - encourage students to see that their own career ambition and development is a lifelong and positive process supporting them to achieve their full potential
   - aim to maintain a NEET % below 2%

3.   St Clement's High School Information

- St Clement's Hich School is a secondary school located in West Norfolk
- it has approximately 720 students aged 11 to 16, years 7-11
- the key challenges for career provision are
  - rural location which has an impact on Post 16 options, work experience and employment opportunities
  - raising the aspirations of all students, encouraging them to view a wider range of opportunities
  - managing the focus on risk of NEET to ensure equal opportunity and success Post 16
  - obtaining detailed Post 16 destinations data from providers
- key student destinations are
  - Springwood 6th Form
  - KES 6th Form
  - College of West Anglia
  - Long Road
  - Apprenticeships

Post 16 destination data is a key measure within the career programme.

4.   Statutory Duties

St Clement's High School will fulfil its statutory duties by

- ensuring all students have an opportunity to access independent, impartial career guidance. This will include support from a Level 6 trained specialist in Career Guidance as well as a range of FE, HE, 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
- appointing a Careers Leader with strategic responsibility, contact details will be on the website

5.   Role of the Governors

The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that:

- arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 11
- all students are provided with an opportunity for independent career guidance from year 8 onwards
- ensure all career guidance is impartial and includes a wide range of education and training options
- there will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.   Links with other Policies

The Careers Education, Information and Guidance Policy is linked to the following policies

- SEND
- Safeguarding and Child Protection
- Health & Safety
- Equality
- School Improvement Plan

7. Organisation, Management and Staffing

All staff contribute to career education through their role as a tutor and/or subject teacher, pastoral and administration. The careers provision is managed the SLT lead for CEIAG and a careers team with specific roles:

Mr Luke Feaviour, Assistant Head	Responsible for monitoring CEIAG provision
Ms Samantha Wagstaff, Careers Lead	Responsible for the provision of a planned CEIAG programme
Mrs Christine Walton, Careers Advisor	Independent Careers Advisor
Mrs Katy Ambrose-Bone, PSHE Lead	Responsible for the provision of a planned PSHE programme

8. Staff Development and CPD

The Careers Lead is qualified Level 7 Post Graduate Award in Careers Leadership and has access to training as a when required and appropriate. There are also networking opportunities through stakeholder meetings, workshops and conferences etc.

Tutors and subject teachers training needs are identified and delivered by a competent party as necessary. They also have access to all the Unifrog teacher guidance and training notes. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff when appropriate.

9. Resources

The school will provide resources to ensure the successful delivery of the planned CEIAG programme. This will include but not be limited to:
- budget provision
- CPD opportunities and securing external resources
- adequate provision of trained staff
- student and staff access to information including Unifrog and hard copy resources

10. Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through
- a planned scheme of work for Careers, Employability and Enterprise Programme for years 7-11
- Employer Engagement and Work Related Learning for years 7-11

The Careers, Employability and Enterprise learning curriculum should meet the following learning outcomes:
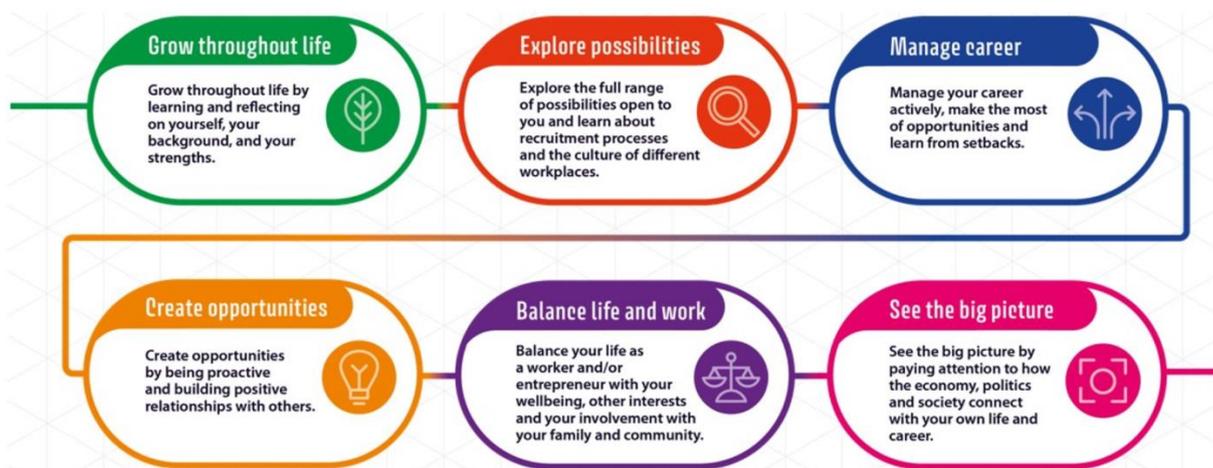
(*Taken from the CDI Career Development Framework 2021*)

11. Individual Opportunities

All students will have an opportunity to have
- access to a qualified specialist source of impartial IAG. The careers advisor is responsible for maintaining their own CPD and ideally be a member of a professional body such as the Careers Development Institute (CDI)
- access to individual IAG from years 8-11 at key transition points through internal staff, external visitors, and via various communication methods online with organisations within the careers and apprenticeship services
- vulnerable groups will have a tailored provision with staff dealing with external agencies as appropriate

12. Employer Engagement

Employer engagement is a proven through research to
- increase student and teacher knowledge about different pathways into the workplace
- enable employers to develop and strengthen their talent pipeline by working with schools and colleges
- employers convey this message via a range of different methods including careers fairs, visits, assemblies and workshops

13. Outcomes: Monitoring, Review and Evaluation

Continuous improvement is driven by the monitoring and review of the CEIAG programme throughout the year. Methods will include student and parent surveys, staff and employer feedback, destination data analysis, Compass+ Future Skills Questionnaires and use of the Compass+ audit.

14. Partnerships & Stakeholders

A range of partners and stakeholders are needed to support the CEIAG programme, these include but are not limited to:
- Norfolk County Council in respect of their provision of Destination Data and their Transition Team in providing specialised support for target students
- Local Post 16 providers
- HE institutes
- Businesses and employees
- Parents and carers
- Careers and Enterprise Company

15. Communication

Communication is achieved through several means including emails, letters, face to face and website. The school is required to publish a Provider Access Statement which sets out the arrangements for allowing any education provider wanting to provide information to students. This statement is on the school's website and attached to this policy.

16. Policy Review

Policies will be reviewed every three years, or earlier if required by the school to reflect changes in supporting advice/guidance

Appendix 1 - The Gatsby Benchmarks

GATSBY BENCHMARKS FOR SECONDARY SCHOOLS

BENCHMARK	SUMMARY	CRITERIA
1 A STABLE CAREERS PROGRAMME	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

BENCHMARK	SUMMARY	CRITERIA
3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4 LINKING CURRICULUM LEARNING TO CAREERS	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

BENCHMARK	SUMMARY	CRITERIA
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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	• By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	• Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

Appendix 2 - The CDI Framework for Careers, Employability and Enterprise Learning (2020)

Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
Grow throughout life	• being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values	• responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next • reflecting on their heritage, identity and values	• actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values
Explore possibilities	• being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection	• considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them	• developing a clear direction of travel in their career and actively pursuing this • actively seeking out information on the labour market and education system to support their career • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes
Manage career	• being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges	• recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks	• being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 transitions • being proactive about being resilient and learning from setbacks
Create opportunities	• developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • being able to identify a role model and being aware of the value of leadership • being aware of the concept of entrepreneurialism and self-employment	• developing friendships and relationships and reflecting on their relationship to their career • starting to take responsibility for making things happen in their career • being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being willing to speak up for themselves and others • being able to discuss roles models and reflect on leadership • researching entrepreneurialism and self-employment	• building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway
Balance life and work	• being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of different life stages and life roles • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	• reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • recognising the role that they play in their family and community and considering how that might shape their career • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	• planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • beginning to manage their own money and plan their finances (e.g. thinking about student loans) • actively shaping their involvement in their family and community as part of their career planning • planning for different life stages and considering the different life roles that they want to play • being aware of their role in ensuring rights and responsibilities in the workplace and in society • taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
See the big picture	• being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy	• evaluating different media, information sources and viewpoints • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society	• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy