



CEIAG Policy

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Introduction

Careers Education, Information, Advice and Guidance (CEIAG) is a vital part of the Curriculum at Caistor Yarborough Academy. Effective provision is vital to ensure students are able to make an effective transition from school to further education and ultimately, employment.

The academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

This policy sets out our commitment to delivering high-quality, impartial CEIAG for learners in Years 7–13 (and up to 25 for those with EHCPs), ensuring access to a range of post-16 pathways. It aligns with:

- **DfE Statutory Guidance** (*Careers guidance and access for education and training providers*, updated May 8, 2025) [dhfs.uk+8bdb-unity.co.uk+8Quality in Careers+8tameside.ac.uk+8GOV.UK+8Quality in Careers+8](https://www.dhfs.uk+8bdb-unity.co.uk+8Quality+in+Careers+8tameside.ac.uk+8GOV.UK+8Quality+in+Careers+8)
- **Provider Access Legislation (PAL)** requiring six provider encounters across three key phases from May 2025 [Quality in Careers+4The Careers and Enterprise Company+4bdb-unity.co.uk+4](https://www.dhfs.uk+8bdb-unity.co.uk+4The+Careers+and+Enterprise+Company+4bdb-unity.co.uk+4)
- Updated **Gatsby Benchmarks** now mandated for ITPs and schools from September 2025, with a stronger emphasis on leadership, inclusion, parent/carer engagement, and data-informed improvement [National College+10learningcurvegroup.co.uk+10Quality in Careers+10](https://www.national-college+10learningcurvegroup.co.uk+10Quality+in+Careers+10)
- Encouragement to work towards the **Quality in Careers Standard**, aligned with 2025 Gatsby Benchmark updates

The CEIAG program ensures the academy is able to demonstrate evidence towards all strands of the Gatsby Benchmarks, by which Careers provision is judged and ensures that students have a clear understanding of how each subject links to the world of work.



Purpose and Aims

Caistor Yarborough Academy is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our Careers programme.

Our Careers programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

Students progress from the academy to a range of destinations across Lincolnshire, North East Lincolnshire and the East Riding. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We aim to make parents aware of the choices available to their children.

The primary aims of the Careers Education and Guidance programme are to:

- 1) Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- 2) Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages;
- 3) Ensure that all young people leave with the knowledge and skills to move on to Further Education, Higher Education and Employment

Meeting the three main aims is done through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance; and
- Actively promoting equality and challenging gender stereotypes

Statutory Duty

We will:

- Provide impartial careers guidance to all learners (Years 7–11, and up to 25 with EHCPs).



- Ensure a minimum of six provider encounters

Phase 1 (Years 8–9): 2 mandatory events for all pupils.

Phase 2 (Years 10–11): 2 mandatory events for all pupils.

- Publish our **Careers Programme** and **Provider Access Policy Statement** on our website [National College+6Quality in Careers+6Ash Green School+6](#).
- Incorporate **Gatsby Benchmarks** into our strategy and self-evaluation, with expectations for leadership oversight, inclusion, parental engagement, and data tracking of aspirations and destinations

[consult.education.gov.uk+7learningcurvegroup.co.uk+7bdb-unity.co.uk+7](#).

- Work towards **Quality in Careers Standard** accreditation to demonstrate quality and impact

The Department for Education's Careers Strategy was published in 2017 and updated in 2025. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school.

Our Careers Leader, Mr B. Curtis is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 11, which meets the eight Gatsby Benchmarks for careers guidance:

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. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance (Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy. **(See Appendix 1)**

Methods

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum



and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Caistor Yarborough Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

CEIAG at the academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI Framework for Careers, Employability and Enterprise Education (2018):

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The methods by which the CEIAG Team will accomplish the aims of the policy are:

- Providing a range of opportunities that enhance the curriculum;
- Promoting an awareness of the world of work through links with employers and through subject links to specific careers and industries;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievements;
- Promoting awareness and understanding of work, industry, the economy and the community;
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial Post 16 and Careers guidance
- Enabling students to make considered decisions regarding future choices.
- Maintaining and developing effective links with key partners, including local colleges
- To prepare students for transition to further education or employment with training

Students are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help them recognise and develop skills and abilities, know what opportunities are available in the world of work and to make plans to help them achieve their education and career goals.

In order to achieve the elements of the Baker Clause, the CEIAG Curriculum provides clear opportunities at Key Stage 3 and 4 which are outlined below. Our offer ensures we provide honest and impartial advice around Careers, Post 16 and Post 18 Education

At Key Stage 3 and Key Stage 4 students can expect to:

- access a planned programme relevant to your year group;



- access a qualified impartial and independent careers adviser for personalised advice and guidance;
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions;
- have information about the world of work and how the labour market is changing;
- be given information about further and higher education, training and apprenticeships and employment routes;
- take part in activities which challenge stereotyping and raise your aspirations;
- develop skills and qualities to improve your employability;
- develop enterprise skills;
- be well prepared for different transitions;
- help to develop financial capability skills;
- develop and strengthen your personal presentation skills for selection processes;
- signposting to relevant up-to-date and impartial sources of careers information and advice;
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background

ALL STUDENTS WILL:

By the end of Key Stage 3:

- begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- be able to access careers resources via online platforms
- receive Careers information and on-going support from staff such as your Tutor
- take part in a Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4
- Have taken part in one week's worth of meaningful experiences with employers either in school or as part of a visit. This will be done across three years between Year 7 and Year 9
- Received two impartial presentations from FE providers of technical qualifications such as Apprenticeship and T Levels

By the end of Key Stage 4:

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor group time and through academy Discovery Days.
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser



- devise an action plan towards your career goals
- have taken part in an enterprise activity
- have listened to talks on different careers
-
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via online platforms
- be offered the opportunity to take part in taster days/ sessions
- have visited and spoken to representatives of further or higher education institutions, such as universities including those offering technical qualifications on at least two occasions
- have opportunities to evaluate individual achievements through activities in Form Time, external workshops and the academy Enrichment Week
- be given the opportunity to take part in work experience independently or receive work experience opportunities through school

At Key Stage 3 students have 1 hour of PSHE time built into their curriculum. As part of this time, students will complete a half term focus on Careers and Employability Skills. **(See Appendix 2)**

Further CEIAG provision for both Key Stage 3 and 4 occurs through the academy Enrichment Week along with workshops and events organised by our external partners including external partners.

These links ensure that students are able to have experiences of Further Education and Higher Education establishment through visits and taster days. At both Key Stages, students are able to visit Universities.

Students at Key Stage 4 are able to experience workshops in a number of subjects at Post 16 Provider Taster Days. This ensures the Academy is meeting the statutory elements of the Baker



Clause to provide students with information on Technical Qualifications and Apprenticeships. Details of how providers can access the Academy are outlined in Appendix 1.

The academy has established links with the Lincolnshire Local Enterprise Partnership and has a designated Enterprise Advisor, both of whom ensure students at Key Stage 3 and Key Stage 4 are able to have meaningful experiences of employers through industry specific talks and presentations.

At Key Stage 4, Form Time and Assembly time are used to allow students to hear from a range of Post-16 and Apprenticeship providers to help form decisions around Post-16 education.

Further delivery methods include:

- The academy website
- College websites
- Face-to-Face guidance with a qualified Level 6 Careers Guidance practitioner
- Display boards and the academy's social media used to advertise Post 16 and Careers events from a variety of providers.

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3 deliver specialist sessions. Progress Leaders liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers.

Work Experience

To be considered meaningful, a workplace experience should:

- Have a **clear purpose**, agreed upon with both the employer and the learner.
- Include **defined learning outcomes** tailored to individual learner needs.
- Provide **two-way interaction** between the learner and employees.
- Offer opportunities to **meet a range of staff** and understand workplace roles.
- Include actions such as **tasks set by the employer** or work products relevant to the workplace context thehub-beta.walthamforest.gov.uk/4GOV.UK/4TheKeyLeaders+4.

Experiences can take diverse forms, such as:

- Multi-day work visits with employer-set tasks or projects.
- Work shadowing.
- Employer talks or tours—either **in person or virtual**

Monitoring, review, evaluation and development of CEIAG



Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Deputy Headteacher with oversight of CEIAG:-

- Annual review of partnership activities with the Prospects Service.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations within PSHE lessons as part of School Self Evaluation
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.
- Liaison with SLT and Governing Body via Termly reports and updates
- Continued consultation with Heads of Faculty to discuss specific subject needs
- Regular meetings with the School Enterprise Advisor and LEP Co-ordinator

Review

Each academic year the Careers Leader will update the academy's Careers Strategic Plan which is reviewed annually and the provision on offer to students will be audited utilising the Compass+ tool and discussions with the LEP Co-ordinator

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, SEND and the academy's RSE policy. The CEIAG policy must be considered alongside the Provider Access Policy (**See Appendix 1**).



Appendix 1 - Provider Access Policy

Provider Access Policy Statement (2025 Update)

1. Introduction

This statement sets out the arrangements for managing the access of education and training providers to pupils at Caistor Yarborough Academy for the purpose of giving them information about the provider's education or training offer. It is written in line with:

- Careers guidance and access for education and training providers (DfE, May 2025)
- Section 42B of the Education Act 1997 (Provider Access Legislation)
- The updated Gatsby Benchmarks for Good Career Guidance (2025)

We are committed to providing all pupils with a rich programme of Careers Education, Information, Advice and Guidance (CEIAG) that enables them to make informed decisions about their future pathways.

2. Pupil Entitlement

All pupils in Years 7–11 are entitled to:

- At least six encounters with approved providers of technical education and apprenticeships between Years 8–11, as follows:

- Key Phase 1 (Years 8–9): 2 mandatory encounters (during the school day; Y9 events must take place between 1 September and the end of February).
- Key Phase 2 (Years 10–11): 2 mandatory encounters (during the school day).

- Opportunities to hear directly from providers about technical qualifications (e.g., T Levels, apprenticeships, HTQs, vocational pathways) alongside academic routes.

- Impartial and accessible information that enables them to compare options, understand career outcomes, and plan their next steps.

- Sessions delivered during the normal school day, ensuring equal access for all.

3. Management of Provider Access Requests

Providers wishing to request access should contact:

Careers Leader: Ben Curtis
Email: Ben.Curtis@cyac.org.uk
Telephone: 01472 851383

Requests will be reviewed in line with the school's calendar of events and CEIAG programme. We require at least six weeks' notice to allow for timetabling, safeguarding, and preparation.



4. Opportunities for Access

We welcome provider involvement at the following key points:

- Assemblies (year group or key stage focused)
- Careers fairs and marketplace events
- Curriculum-linked sessions (e.g., STEM, business, health, creative industries)
- Workshops and taster sessions
- Enrichment Week activities
- Virtual presentations hosted through Teams or other online platforms
- Small group or 1:1 discussions with targeted cohorts (e.g., SEND, disadvantaged learners)

Providers are also encouraged to supply resources such as prospectuses, digital content, or video presentations which can be uploaded to the school website, Teams groups, or shared with parents/carers.

5. Access Arrangements & Facilities

- We will provide suitable rooms, halls, or classrooms, equipped with audio-visual facilities.
- Staff will be available to support and supervise sessions.
- All visitors must follow our safeguarding procedures, including ID checks on arrival and evidence of DBS clearance where appropriate.
- Presentations must be sent in advance (minimum 48 hours) for review to ensure age-appropriate, impartial, and accessible content.

6. Monitoring & Evaluation

- Encounters will be logged and reviewed by the Careers Leader to ensure compliance with statutory duties.
- Pupil, parent/carer, and provider feedback will be collected after events.
- An annual review of provision will be reported to the Governing Body to confirm that all statutory obligations are met, including the six provider encounters.
- Evidence of encounters will be maintained through the Compass+ tool and the school's internal records.

7. Complaints

Any complaints relating to provider access will be handled under the school's Complaints Policy. Providers who feel access has been unfairly withheld should raise this with the Headteacher in the first instance.

8. Approval and Review

This policy statement will be:

- Approved by the Governing Body.
- Published on the school's website.
- Reviewed annually to reflect updated DfE guidance



Appendix 2 - Careers Progression Framework

The table shows the careers theme/focus for each year, the content, the outcomes and how student experiences will develop as they progress through school

Year group	Content	Objectives	Measurable Outcomes	Opportunities
7 “I discover”	<p><u>Timetabled lessons</u></p> <ul style="list-style-type: none"> - Enterprise Project & Business/Employability Skills <p><u>Form Time activities:</u></p> <ul style="list-style-type: none"> - All about Me – Personality Test - What are skills/What are qualities - What’s your dream job? - Understanding personal strengths and weaknesses 	<ul style="list-style-type: none"> - To discover personality traits and link them to possible careers - To understand how skills and qualities can assist students when considering job choices - To identify possible careers routes/pathways towards “dream” jobs 	<ul style="list-style-type: none"> - To identify qualities and skills (recorded) - To talk about possible dream jobs - To write about qualities & skills in a short personal statement 	<ul style="list-style-type: none"> - University visits (Higher Education Focus) - Enrichment week
8 “I explore”	<p><u>Timetabled Lessons</u></p> <ul style="list-style-type: none"> - Developing Life Skills- Value for Money, Financial Decisions & Budgeting <p><u>Form Time Activities</u></p> <ul style="list-style-type: none"> - Identifying skills and interests - Understanding the local labour market (Lincolnshire & The Humber Regions) - Progression Routes – Education, Training, Apprenticeships - GCSE Options Choices - Making Decisions 	<ul style="list-style-type: none"> - To be able to make sound & meaningful financial decisions - To understand basic concepts of budgeting - To explore routes and pathways available at KS4 and FE/HE/Alternative routes beyond school - To make sound decisions 	<ul style="list-style-type: none"> - To identify key aspects of financing and budgeting - To identify different pathways – Post 16 and Post 18 – what will I study? What options do I have? - To identify career opportunities which exist in the local area through research 	<ul style="list-style-type: none"> - University visits (Higher Education Focus) - Enrichment week - Assemblies – Local Labour Market – Guest Speakers



		on future choices based on research		
9 "I focus"	<u>Timetabled Lessons</u> - Identifying Skills/Interests/Qualities	- To identify own skills and qualities & link	- To identify key aspects of financing and budgeting	Careers Workshops



	<ul style="list-style-type: none"> - Developing employability skills - CV Writing - Enterprise project - Developing life skills around money, budgeting, wages & Salaries, payslips and sources of finance <p><u>Form Time Activities</u></p> <ul style="list-style-type: none"> - Subject Library - Treasure Hunt - Understanding the local labour market (Lincolnshire & The Humber Regions) - Skills Development – Leadership - Applying skills to Career Scenarios 	<p>these to career choices</p> <ul style="list-style-type: none"> - To understand aspects of individual financing and budgeting - To focus research and visits to individual needs - To explore routes and pathways available at KS4 and FE/HE/Alternative routes beyond school 	<ul style="list-style-type: none"> - To identify different pathways – Post 16 and Post 18 – what will I study? What options do I have? - To identify career opportunities which exist in the local area through research 	<ul style="list-style-type: none"> - University visits (Higher Education Focus) - Enrichment week - Assemblies – Local Labour Market – Guest Speakers
<p>10 “I plan”</p>	<p><u>Form Time Activities</u></p> <ul style="list-style-type: none"> - Skills Development - Teamwork & Communication - Skills development – Independence - Communicating with employers - Employability Skills & Qualities – Job Applications & Preparing for interviews - Use of Social Media (Online appearance) - Pathways & Career Routes research 	<ul style="list-style-type: none"> - To develop understanding of skills and qualities needed in the workplace - To focus research and visits to individual needs - To identify routes into Post 16 Education & link these to informed Career choices 	<ul style="list-style-type: none"> - Build profile/locker on Unifrog to allow monitoring of research and progression - Complete Employability skills – CV writing, application form, Interview - Evidence of contacting employers – email 	<ul style="list-style-type: none"> - Enrichment week - Assemblies – Local Labour Market – Guest Speakers - University visits - FE Provider visits



<p>11 “I decide”</p>	<p><u>Form Time Activities</u> - Post 16 Options & Routes – Destinations, BTECs & A-Levels - Introduction to Apprenticeships - Coping with & managing changes –</p>	<p>- To focus research and visits to individual needs - To identify routes into Post 16 Education & link these to</p>	<p>- Complete Applications to FE providers – Colleges/Sixth Form/Apprenticeships & Training - Discuss Careers Interview Outcomes</p>	<p>- 1:1 Personal Careers Interview - Apprenticeships & Training Assembly</p>
	<p>Leaving Secondary School – Life skills</p>	<p>informed Career choices</p>	<p>- Destination Data</p>	<p>- Local FE facilities – Virtual Tours - HE facilities – Lincoln Uni - Assemblies – Local Labour Market – Guest Speakers</p>