CAISTOR YARBOROUGH ACADEMY

CEIAG Policy

Written by	Approved by	Status	Last Review	Next Review
MMID	Trustees	Ratified	Sep 26	Sep 27

1 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 provides a planned, impartial careers programme for pupils in Years 7–11. It introduces work, the skills used in different occupations and the full range of academic, vocational and technical pathways. The programme is designed around the eight updated Gatsby Benchmarks and the Department for Education's statutory guidance, Careers guidance and access for education and training providers, updated 23 June 2026.

This policy sets out the academy's aims, pupil entitlement, responsibilities, delivery and evaluation arrangements. Appendix 1 is the Provider Access Policy Statement. Appendix 2 describes the progression of learning across Years 7–11. The separately published annual programme identifies events, providers and dates for the current academic year.

2 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.

The programme aims to:

- help young people understand their strengths, interests, abilities, values and support needs;
- help them investigate opportunities for learning, training, apprenticeships and employment, make decisions and manage transitions;
- ensure pupils leave with the knowledge and support needed to progress into appropriate education, training or employment with training;
- raise aspirations, challenge stereotypes and remove barriers linked to disadvantage, disability or other circumstances;
- involve parents and carers so they can support informed decisions.

Pupils progress to a range of destinations across Lincolnshire, North East Lincolnshire and surrounding areas. Our information and guidance therefore cover relevant local provision and labour market opportunities, while supporting aspirations beyond the immediate area.

Statutory duties and quality framework

The academy will secure independent careers guidance for its secondary pupils. Guidance must be impartial, include the range of education and training options including apprenticeships and technical education, and be in pupils' best interests. "Independent" means that the overall programme draws on sources external to the academy; a suitably trained school employee may deliver an impartial personal guidance meeting.

For provider access, CYA will arrange two mandatory encounters with different providers of technical education or apprenticeships in Years 8–9, and two further mandatory encounters with different providers in Years 10–11. The national six-encounter framework also includes two Years 12–13 encounters for schools with post-16 pupils; those years are outside CYA's provision. Appendix 1 sets out the detailed arrangements.

The eight updated Gatsby Benchmarks are the academy's non-statutory framework for improvement: a stable careers programme; career and labour market information; addressing each young person's needs; linking curriculum learning to careers; employer encounters; experiences of workplaces; encounters with further and higher education; and personal guidance. They are used to plan and evaluate provision, rather than described as separate statutory duties.

The academy will continue to work towards Quality in Careers Standard accreditation to demonstrate quality and impact.

3 CEIAG curriculum and delivery

All pupils will have access to a planned, sequenced programme through PSHE, tutor time, assemblies, subject teaching, enrichment, provider encounters, employer activity and personal guidance. The annual programme will be published and explained in accessible ways to pupils, parents and carers, staff and employers.

Pupils will have opportunities to:

- identify their interests, skills and strengths and explore a wide range of occupations;
- use trustworthy, current career and labour market information, including opportunities in local and national sectors;
- understand GCSE choices and post-16 academic, vocational, technical and apprenticeship routes;

- meet employers, employees and education and training providers and prepare questions and reflections;
- experience workplaces through a progressive programme and develop employability skills;
- receive personalised careers guidance from an appropriately qualified adviser by age 16;
- record and review their learning, aspirations, intended destination and next steps.

Careers links are included in subjects, including English and mathematics. Subject leaders identify relevant occupations, entry routes and applications of subject knowledge. Staff receive appropriate information and development to support accurate, impartial conversations, and refer complex decisions to the careers adviser.

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.

Inclusion and individual support

Provision is tailored to pupils' stage of learning, prior experiences and individual needs. The Careers Leader works with the SENCO, pastoral and attendance teams, the qualified careers adviser and families to identify pupils who need additional preparation or follow-up. This includes pupils with SEND, pupils who are disadvantaged, care experienced pupils, pupils at risk of not entering education, employment or training, and pupils who are persistently absent.

Reasonable adjustments may include accessible information, smaller group encounters, supported visits, preparation with a trusted adult, translated information where helpful and an adapted workplace experience. A pupil's absence from an event will trigger a suitable opportunity to access the missed learning or encounter; records will show what was offered and taken up. The academy will not restrict mandatory provider encounters to selected pupils.

For pupils with an education, health and care plan, relevant education, training, employment and supported pathways will be discussed as part of annual reviews from Year 9. Careers advice will contribute to transition planning alongside the young person's aspirations and support needs.

Personal guidance and transition

Every pupil will have at least one personal guidance meeting with an appropriately qualified careers adviser by age 16. Meetings will be scheduled around individual need, including earlier or additional meetings at important choices such as GCSE options, post-16 applications or a change in circumstances. Pupils and parents and carers will be told how to request guidance.

Guidance meetings will draw on the pupil's interests, progress and prior careers activity. With appropriate information sharing, the adviser and relevant school staff will agree and record next steps and arrange follow-up where needed. The academy will provide support around applications, results and transition, especially where a pupil's intended destination becomes uncertain.

Face-to-face guidance is provided by a qualified Level 6 Careers Guidance practitioner.

Encounters with providers and employers

CYA will invite a range of providers, including local further education colleges, sixth forms, independent training providers and apprenticeship providers, as appropriate to the year group. Mandatory technical education and apprenticeship encounters will include the provider's offer, qualifications or apprenticeships, possible careers, what learning with the provider is like and time for pupils' questions. They will take place for a reasonable period during the standard school day. Parents evenings and material simply shared with pupils complement this provision but do not count as mandatory encounters.

Employer encounters will introduce varied sectors, occupations and routes, including those beyond pupils' existing networks. They may take place through visits, talks, projects, subject learning and Enrichment Week. Activities should have a clear purpose, offer two-way interaction and give pupils time to prepare and reflect.

Experiences of workplaces and work experience

The academy will develop a progressive offer towards one week's worth of varied, meaningful employer-led work experience activities in Years 7–9 and five days of meaningful workplace placement experience in Years 10–11, in line with DfE guidance for schools reforming programmes from September 2026. This is a programme development expectation in the guidance, not a separately stated new statutory two-week duty.

Years 7–9 activities will introduce a variety of workplaces and sectors. Wherever practicable they will include visits within workplaces, interaction with staff and a task or product linked to the employer. Years 10–11 placements will give pupils direct

experience of a real working environment, individually with one or more employers, with flexibility over when the five days take place. In-person experiences are the normal approach; remote or hybrid activity may supplement provision or address exceptional access barriers.

A meaningful experience has agreed learning outcomes, substantial interaction with employees, a relevant task, feedback and reflection. Employer talks and virtual tours can support careers learning but will not automatically be recorded as workplace experiences or placements. The Careers Leader will record each pupil's participation and organise a meaningful alternative and further placement support if an intended placement cannot be secured.

Before placements, the academy will check that the employer has appropriate risk management and safeguarding arrangements and will consider the needs and adjustments of the individual pupil. The employer retains primary responsibility for managing significant workplace health and safety risks. DBS decisions will be made in line with the current Keeping children safe in education guidance and the nature of the activity.

Working with parents and carers

Parents and carers will receive accessible information about key decisions, available pathways and opportunities to discuss their child's next steps. The academy will use options and post-16 events, communications, online resources and individual contact where needed. Feedback from parents and carers will inform future provision, and information will avoid favouring a particular route or provider.

4 CEIAG curriculum at Key Stage 3
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.

By the end of Key Stage 3, pupils will:

Begin to develop an awareness of individual skills, strengths and interests in relation to post-16 pathways and future career goals.

Be able to access careers resources via online platforms.

Receive careers information and ongoing support from staff such as their tutor.

Take part in a pathways event to access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.

Take part in two mandatory encounters with different providers of technical education or apprenticeships during Years 8–9, within the permitted access windows in Appendix 1.

Experience a progressive programme of meaningful employer-led work experience activities towards one week's worth across Years 7–9, as described in section 3.

5 CEIAG curriculum at Key Stage 4
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.

By the end of Key Stage 4, pupils will:

Devise an action plan towards their career goals.

Have taken part in an enterprise activity and 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 and written a formal letter such as a covering letter.

Have received impartial advice and guidance on post-16 education, employment with 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 or sessions.

Have opportunities to evaluate individual achievements through activities in Form Time, external workshops and the academy Enrichment Week.

Receive at least one personal guidance meeting with an appropriately qualified careers adviser by age 16, with earlier or additional meetings where needed.

Take part in two further mandatory encounters with different technical education or apprenticeship providers during Years 10–11, within the permitted windows in Appendix 1.

Have access to five days of meaningful workplace placement experience across Years 10–11 as the academy reforms its programme, with individual preparation, adjustments, reflection and follow-up.

Further CEIAG provision for both Key Stage 3 and 4 occurs through the academy Enrichment Week, workshops and events organised by external partners, visits and taster days involving further and higher education.

Roles and governance

Role	Responsibility
Trustees and delegated governing body	Provide strategic oversight of duties and the careers plan; approve the Provider Access Statement annually; review impact and identify a governor or Trustee with a strategic interest in careers.
Headteacher and senior leadership	Support whole-school implementation, staff development, sufficient time and resources, and links to academy priorities.
Careers Leader	Plan and coordinate the programme and provider access; maintain records; monitor inclusion and destinations; evaluate provision and report to leaders and Trustees.
SENCO, pastoral and attendance teams	Identify pupils needing additional support, plan adjustments and support transitions.
Qualified careers adviser	Provide impartial personal guidance, record agreed actions and work with relevant staff on follow-up.
Tutors and subject staff	Teach planned content and subject careers links, signpost accurate information and refer pupils needing guidance.

6 Monitoring review evaluation and development

The Careers Leader maintains a pupil-level record of participation in lessons, employer and provider encounters, workplace experiences and personal guidance, together with aspirations, intended post-16 destinations, applications and confirmed immediate destinations. Records will support individual follow-up, including for pupils who join during secondary school, and will be handled in line with the academy's data protection arrangements.

The programme is reviewed termly using Compass+, participation and gaps by pupil group, pupil and parent feedback, provider and employer feedback, adviser input and destination information. Sustained destinations and alumni evidence will be used when available. Actions will be recorded in the annual careers plan and reported to senior leaders and Trustees. The Provider Access Statement will be reviewed annually and agreed with the governing body.

The academy also reviews careers events, samples PSHE lessons and tutor activities, and consults Heads of Faculty about subject careers provision.

7 Review and linked policies

Each academic year the Careers Leader will update the academy's Careers Strategic Plan. The provision on offer will be audited using Compass+ and discussions with relevant careers partners.

The programme links to academy policies on safeguarding, SEND, equality, data protection, PSHE, work experience, complaints and provider access. This policy will be reviewed annually, or sooner following a material change in guidance or academy provision.

The policy is also linked to teaching and learning, assessment and the academy's RSE policy.

Appendix 1 Provider Access Policy Statement
Draft for Trustee approval October 2026

1 Purpose

This statement explains how providers of technical education and apprenticeships may access pupils at Caistor Yarborough Academy in Years 8–11. It is published under section 42B of the Education Act 1997 and reflects the DfE statutory guidance updated 23 June 2026.

2 Pupil entitlement

CYA will provide two encounters, mandatory for all pupils, with two different providers during Years 8–9, and two further encounters, mandatory for all pupils, with two different providers during Years 10–11. Encounters can take place at any time in Year 8 or Year 10, or between 1 September and 28 February in Year 9 or Year 11. The national framework includes two further Years 12–13 opportunities at settings providing those year groups; CYA does not offer a sixth form.

Each mandatory encounter will take place during the standard school day for a reasonable period, be open to the whole cohort and allow pupils to ask questions. Providers will explain their organisation, technical qualifications or apprenticeships, related careers and the experience of learning or training with them. Encounters with the same provider can recur across different phases, but the two providers within each phase must be different.

3 Planned opportunities for access

The academy's current annual careers programme will give the confirmed term, date and provider for each of the following opportunities. The table describes the intended sequence and will be updated when events are agreed; additional requests are welcome throughout the academic year.

Phase	Planned access window	Intended format
Years 8–9: encounter 1	Year 8 or autumn of Year 9	Technical education provider presentation and questions during school day
Years 8–9: encounter 2	Year 8 or by 28 February of Year 9	Different provider, with exploration of technical and apprenticeship routes
Years 10–11: encounter 3	Year 10 or autumn of Year 11	Post-16 technical education provider and questions during school day
Years 10–11: encounter 4	Year 10 or by 28 February of Year 11	Different provider offering technical education or apprenticeships

Other access may be offered through assemblies, careers fairs, workshops, curriculum sessions, provider visits, Enrichment Week and suitably supported virtual meetings. Optional small-group sessions supplement rather than replace whole-cohort mandatory encounters.

4 Requesting access and decision criteria

Providers should contact Ben Curtis, Careers Leader, at Ben.Curtis@cyac.org.uk or 01472 851383. Please describe the intended year group, the technical education or apprenticeship offer, learning outcomes, preferred dates, delivery format, accessibility needs and any resources or equipment needed. Six weeks' notice is helpful for timetabling, but shorter-notice requests will be considered where practicable.

Requests will be considered fairly against relevance to pupils' stage and local or wider opportunities, impartiality and breadth of provider offer, the quality and accessibility of the proposed encounter, safeguarding arrangements, reasonable timetabling and available facilities. A request may be declined or an alternative date or format offered where the content is unsuitable, duplicates an already balanced offer without adding value, cannot meet safeguarding requirements, or cannot reasonably be accommodated. The Careers Leader will explain the decision and, where possible, discuss an alternative.

5 Premises resources and safeguarding

Suitable halls or classrooms and available audiovisual equipment may be provided. Staff will supervise visits. Providers must follow academy visitor and safeguarding procedures, including identification checks and any DBS requirements appropriate to the activity. The academy may request material in advance to check age suitability, accessibility and accuracy; sharing prospectuses or videos alone does not satisfy a mandatory encounter.

Presentations must be sent in advance, normally at least 48 hours before delivery, for review of age appropriateness, impartiality and accessibility.

6 Recording review and complaints

The Careers Leader will record the provider, pupil participation, timing, encounter content and feedback, including arrangements for pupils who missed an event. The statement is reviewed annually, agreed by the governing body and published on the academy website. Concerns about access should first be raised with the Careers Leader or Headteacher; complaints may be pursued through the academy's published complaints procedure.

Appendix 2 Careers Progression Framework

This framework describes intended learning across Years 7–11. The annual programme records exact activities, dates and partners. Learning should be accessible to all pupils, with additional support and adjustments where needed.

7 I discover

Existing programme activities
Timetabled enterprise project and business or employability skills.

Form Time activities: All about Me, personality exploration, skills and qualities, dream jobs, personal strengths and weaknesses.

University visits and Enrichment Week.

Intended learning and updated entitlement
Identify strengths, interests and qualities; describe varied occupations and how subjects connect to work.

PSHE and form activities, enterprise introduction, employer-led activity and reflection in careers record.

Evidence of progression
Identify and record qualities and skills; discuss possible future jobs; write a short personal statement about personal qualities and skills.

8 I explore

Existing programme activities
Timetabled life skills: value for money, financial decisions and budgeting.

Form Time activities: skills and interests, local labour market in Lincolnshire and the Humber, progression routes, GCSE options and decision-making.

University visits, Enrichment Week and local labour market guest speakers.

Intended learning and updated entitlement
Explore local and national labour market information; compare routes; consider how options and stereotypes can affect choices.

GCSE options support, financial capability, first technical provider encounter, employer or workplace activity.

Evidence of progression
Identify key aspects of financing and budgeting; compare post-16 and post-18 pathways; research local career opportunities.

9 I focus

Existing programme activities

Timetabled activities: skills, interests and qualities; employability skills and CV writing; enterprise and financial skills including wages, salaries, payslips and sources of finance.

Form Time activities: subject careers research, local labour market, leadership and applying skills to career scenarios.

Careers workshops, university visits, Enrichment Week and local labour market guest speakers.

Intended learning and updated entitlement

Relate interests to options and pathways; develop research and decision skills; understand qualifications and apprenticeships.

Second technical provider encounter by 28 February if scheduled in Year 9; employer-led activity, options preparation and recorded reflection.

Evidence of progression

Identify skills and qualities and relate them to career choices; record research into pathways, local opportunities and personal financial decisions.

10 I plan

Existing programme activities

Form Time activities: teamwork, communication, independence, communicating with employers, job applications, interview preparation, social media and online appearance, pathways and career routes.

Enrichment Week, local labour market guest speakers, university and further education provider visits.

Intended learning and updated entitlement

Understand post-16 routes, application skills and workplace expectations; consider personal strengths and support needs.

First post-16 technical provider encounter, work experience placement planning or delivery, CV and application activity, personal guidance where needed.

Evidence of progression

Maintain a careers record of research and progression; complete a CV, application and interview activity; record communication with employers.

11 I decide

Existing programme activities

Form Time activities: post-16 routes and destinations, BTECs and A levels, apprenticeships, coping with change and life skills for leaving secondary school.

Personal careers interview, apprenticeship and training assembly, further education information or tours, higher education encounters and labour market guest speakers.

Intended learning and updated entitlement

Compare courses, training and apprenticeships; make applications; prepare for transition and a contingency route.

Second provider encounter by 28 February if scheduled in Year 11; a personal guidance meeting by age 16, destination tracking, application and transition support.

Evidence of progression

Complete post-16 applications; discuss careers interview outcomes; record intended and confirmed destinations and next steps.

Enrichment Week, employer visits, university and further education encounters, subject careers learning and individual guidance run across this sequence. The academy will review whether each cohort receives the full intended offer, especially workplace experiences and provider encounters, and will respond to gaps.

Appendix 3 Summary of amendments for Trustees

Section	Change made	Reason
Introduction and statutory duty	Updated to June 2026 DfE guidance; scope corrected to Years 7–11; statutory duties distinguished from Gatsby expectations.	Removes outdated dates and inaccurate references to CYA serving Years 12–13.
Provider access	Four mandatory encounters across Years 8–11, with two different providers per phase, timing, content and access criteria.	Corrects repeated “six encounters” claim for this 11–16 academy and completes published statement.
Work experience	Progressive Years 7–9 activities and Years 10–11 placements; quality, alternative provision and safeguarding clarified.	Reflects June 2026 guidance for reform from September 2026.
Inclusion and guidance	Support for SEND, disadvantaged and absent pupils; guidance appointment by age 16; EHCP annual review link.	Makes entitlement and tailored support explicit.
Monitoring and governance	Pupil-level participation, aspiration and destination records; termly evaluation and Trustee oversight.	Shows how the programme is checked for reach and impact.
Programme and references	Year-by-year learning outcomes and current pathways; obsolete platform and LEP references removed.	Aligns the published policy with a programme CYA can review annually.

References

Department for Education, Careers guidance and access for education and training providers, updated 23 June 2026: https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

Gatsby Foundation, updated Gatsby Benchmarks: https://www.gatsbybenchmarks.org.uk/

Department for Education, Keeping children safe in education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2