



## Careers and Enterprise information, Advice and Guidance Policy

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## Introduction

Every child should leave school prepared for modern Britain. Careers and Enterprise Information, Advice and Guidance (CEIAG) is crucial in helping pupils emerge from school fully rounded and ready for the world of work.

Central Lancaster High School aims to deliver impartial careers guidance through a range of processes designed to develop high aspirations in pupils, encourage pupils to consider a broad and ambitious range of careers and enable individuals to make informed choices and transitions related to their personal, educational and careers development. This range of processes will include informing, advising, counselling, enabling, advocating and careers education.

Central Lancaster High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

## Roles and responsibilities

### Key Staff

Job Title	Name	Email	Telephone
Careers Leader	Joanne Lilley	<a href="mailto:Jlilley@lancasterhigh.lancs.sch.uk">Jlilley@lancasterhigh.lancs.sch.uk</a>	01524 32636
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### Responsibilities

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> <li>Responsible for strategic and operational support and challenge of Career Leader decisions.</li> <li>Responsible for line management of Careers Leader</li> </ul>
Assistant Headteacher- Careers Leader	<ul style="list-style-type: none"> <li>Responsible for planning and setting the strategic direction of careers and employability provision at Central Lancaster High School working towards Gatsby's benchmarks.</li> <li>Responsible for ensuring Not in Education, Employment or Training (NEETS) figures are positive.</li> <li>Responsible for reporting strategy and outcomes to the Senior Leadership Team.</li> <li>Responsible for providing CEIAG CPD training to all staff.</li> </ul>
Careers Adviser	<ul style="list-style-type: none"> <li>Responsible for the independent, impartial assistance and guidance provided to pupils in 1-2-1 CEIAG interviews.</li> <li>Responsible for providing support to identified at risk of NEET pupils.</li> <li>Responsible for the operational and organisations of careers events.</li> <li>Responsible for forming and embedding employer links.</li> <li>Responsible for the organisation of the work experience programme.</li> </ul>

	<ul style="list-style-type: none"> <li>• Responsible for the evaluation of events</li> <li>• Responsible for reviewing and updating of compass +</li> </ul>
Enterprise Advisor	<ul style="list-style-type: none"> <li>• Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.</li> </ul>
Heads of Year	<ul style="list-style-type: none"> <li>• Responsible for supporting the careers pastoral programme and enrichment activities.</li> <li>• Responsible for identifying pupils who are at risk of being NEET and supporting a careers programme which meets the needs of all pupils.</li> </ul>
House Tutors	<ul style="list-style-type: none"> <li>• Responsible for the delivery of the careers pastoral programme.</li> <li>• Responsible for ensuring pupils in their tutor group receive important information about the CEIAG programme.</li> </ul>
Heads of subjects	<ul style="list-style-type: none"> <li>• Responsible for ensuring how careers is embedded into the curriculum and is written into planning documents.</li> <li>• Responsible for quality assurance of careers in the curriculum.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Responsible for inspiring pupils about the world of work which is related to their subject.</li> <li>• Responsible for raising pupils' aspirations and supporting them with choices and applications.</li> <li>• Responsible for teaching pupils how what they are learning is relevant to the world of work.</li> <li>• Responsible for the delivering the curriculum careers programme.</li> </ul>
SENDCO	<ul style="list-style-type: none"> <li>• Responsible for liaising with Careers Leader to ensure pupils with Special Education Needs and Disabilities (SEND) are able to access the careers programme and all careers and employability information, advice and guidance.</li> <li>• Responsible for completing referral forms for pupils with SEND to future post 16 destinations.</li> </ul>
Parents/Carers	<ul style="list-style-type: none"> <li>• Responsible for engaging with and participating in the careers programme where appropriate.</li> <li>• Responsible for actively encouraging their children to engage with and participate in the careers programme.</li> <li>• Responsible for being aware of post 16 future pathways and the local labour market.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Responsible for engaging with and participating in the careers programme.</li> </ul>

## Aims

1. To facilitate the effective transition of pupils at the end of Key Stages 3 and 4 to courses of study which will lead on to higher education or training or employment which match the aspirations of pupils and their parents.
2. To allow access to providers of technical education and apprenticeships so that every pupil is well-informed about their future options at every stage.

3. To provide relevant and accessible information to all pupils on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
4. To provide a curriculum and leadership experiences from the start of secondary education and onward which will enable all pupils to develop the skills of planning, self-appraisal, decision making, self-presentation and transition management.
5. To enable all pupils to make reasoned, informed and appropriate career choices.
6. To provide an accurate and up-to-date careers resources and careers information service for pupils and staff in line with best practice.
7. To enhance pupils' self-awareness and awareness of educational and careers opportunities through individual impartial guidance and careers education.
8. To liaise with and support staff throughout Central Lancaster High School, helping them to devise and deliver appropriate careers education within curriculum subjects and form time.
9. To devise and deliver staff development in careers education, information, advice and guidance.
10. To work towards providing equality of opportunity and access to all pupils.
11. To negotiate partnerships with external providers of careers and guidance which will add value to school based provision. Through this, to provide a well-integrated support service for pupils and staff.
12. To use the Gatsby Benchmarks to assess and improve the quality of Central Lancaster High School's careers strategy and programme over time.
13. To give all pupils in Year 8 to Year 11 access to a range of education and training providers for the purpose of informing them about approved technical education qualifications or apprenticeships.
14. To make sure all pupils have access to external sources of information on the full range of education and training options.

## **Responsibilities of Central Lancaster High School**

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options.
- This guidance must be in the best interests of the pupil.
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships (see Provider Access Policy).
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published (see Provider Access Policy).
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted).

## Meeting the Gatsby Benchmarks

Central Lancaster High School uses the Gatsby Charitable Foundation's Benchmarks to develop, assess and improve their careers provision. To help us do this we use Compass+, which is an online self-evaluation tool to assess how our careers support compares against the Gatsby Benchmarks and the national average.

Compass+ will be used as a baseline to help us consider how to improve our careers programme based on the confidential results, and track our progress against the Benchmarks over time.

The Gatsby Benchmarks are:

- Benchmark 1: A stable careers programme;
- Benchmark 2: Learning from career and labour market information;
- Benchmark 3: Addressing the needs of each pupil;
- Benchmark 4: Linking curriculum learning to careers;
- Benchmark 5: Encounters with employers and employees;
- Benchmark 6: Experiences of workplaces;
- Benchmark 7: Encounters with further and higher education;
- Benchmark 8: Personal guidance;

### Quality assurance

Central Lancaster High School will monitor and evaluate CEIAG and Provider Access activity taking place whether that involves school staff, volunteers or external providers.

Central Lancaster High School will use the Compass+ tool to self-evaluate and improve the quality of careers provision against the 8 Gatsby Benchmarks.

Central Lancaster High School will monitor its success in supporting pupils to take up education or training which offers good long term prospects. One way of doing this is through use of Destination Measures data.

Formal monitoring of the impact of CEIAG and Provider Access will be carried out through:

- careers guidance interview records;
- informal feedback from pupils and teachers through random sampling;
- pupil questionnaires for individual guidance interviews and group work;
- lesson observations;
- sustained destinations;

## Appendix 1: The Gatsby Benchmarks

<b>1.</b>	<b>A stable careers programme</b>  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.	<ul style="list-style-type: none"><li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li><li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li><li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li></ul>
<b>2.</b>	<b>Learning from career and labour market information</b>	<ul style="list-style-type: none"><li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li></ul>

	<p>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.</p>	<ul style="list-style-type: none"> <li>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3.</b>	<p><b>Addressing the needs of each pupil</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>All pupils should have access to these records to support their career development.</li> <li>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4.</b>	<p><b>Linking curriculum learning to careers</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5.</b>	<p><b>Encounters with employers and employees</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p><i>*A 'meaningful encounter' is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>
<b>6.</b>	<p><b>Experiences of workplaces</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>

<p><b>7.</b></p>	<p><b>Encounters with further and higher education</b></p> <p>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</p>	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <ul style="list-style-type: none"> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• <i>*A 'meaningful encounter' is one in which the pupil has an opportunity to explore what it is like to learn in that environment.</i></li> </ul>
<p><b>8.</b></p>	<p><b>Personal guidance</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>



## Appendix 2: Useful resources and external organisations

- [Gatsby Good Career Guidance](#). A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.
- [Gatsby Good Practice](#). A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.
- [Compass](#). A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.
- [Careers & Enterprise Company](#). The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.
- [National Careers Service](#). The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.
- [Amazing Apprenticeships](#). A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships.
- [Baker Dearing Educational Trust](#). Information on University Technical Colleges.
- [Career Development Institute](#). The Career Development Institute is the single UK wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.
- [Quality in Careers Standard](#). The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.
- [Find an Apprenticeship](#). Search and apply for an apprenticeship in England.
- [STEM Ambassadors](#). A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings
- [Your Daughter's Future](#). A careers toolkit for parents.
- Your Life app. Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.