



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

2026-28

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Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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1. Rationale

Greenbank High School recognises that Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of a pupil's education, personal development and preparation for adult life.

High-quality careers education enables pupils to understand themselves, explore opportunities, develop employability skills and make informed decisions about their future learning and career pathways. Effective CEIAG raises aspirations, promotes social mobility, supports positive destinations and equips young people with the knowledge, skills and confidence needed to thrive in a rapidly changing labour market.

The school is committed to providing a progressive, inclusive and ambitious careers programme which prepares all pupils for successful transitions into further education, training, apprenticeships and employment. The school's careers provision is informed by statutory guidance issued by the Department for Education and is aligned with the Gatsby Benchmarks of Good Career Guidance.

2. Commitment

Greenbank High School is committed to providing a planned programme of CEIAG for all pupils in Years 7-11.

The school adopts a whole-school approach to careers education, recognising that preparation for future pathways is the responsibility of all staff. Careers learning is embedded throughout the curriculum and supported through partnerships with employers, training providers, further and higher education institutions, parents and carers.

Greenbank High School is committed to ensuring that every pupil, regardless of background, ability or starting point, has access to high-quality careers education, meaningful encounters with employers, experiences of workplaces and impartial guidance that enables them to make ambitious and informed decisions about their future.

The school is committed to:

- Providing high-quality, impartial and independent careers guidance.
- Ensuring equality of opportunity for all pupils.
- Promoting aspiration and ambition.
- Supporting pupils to make informed decisions at key transition points.
- Meeting statutory responsibilities relating to careers guidance and provider access.
- Continuously improving careers provision through evaluation against the Gatsby Benchmarks.

3. Pupils' Needs

The careers programme is designed to meet the needs of all pupils at Greenbank High School. Careers provision is progressive and personalised to ensure pupils develop the knowledge, understanding and skills required to make informed decisions throughout their education and beyond.

The programme reflects local, regional and national labour market information and supports pupils in understanding the wide range of opportunities available to them.

The school seeks to ensure all pupils are well prepared for their next stage of education, employment or training and contributes to reducing the number of young people who become Not in Education, Employment or Training (NEET).

4. Pupil Entitlement

All pupils are entitled to receive careers education, information, advice and guidance that is:

- Independent, impartial and up to date.
- Inclusive and accessible.

- Personalised to individual need where appropriate.
- Relevant to future education, training and employment opportunities.
- Supportive of informed decision-making.

Careers education will be integrated into the wider curriculum and Personal Development programme and delivered in partnership with pupils, parents and carers. The school is committed to promoting equality, diversity, and inclusion through all aspects of careers provision.

5. Pupils with Special Educational Needs and Disabilities (SEND)

Greenbank High School is committed to ensuring that pupils with SEND have access to high-quality and personalised careers guidance.

Planning for transition forms an important part of pupils' support arrangements, with appropriate involvement from the SENDCO, Director of Learning for Personal Development, Careers Adviser, families, and external agencies where appropriate.

Careers provision will be adapted where necessary to support pupils in achieving positive and sustained destinations.

6. Disadvantaged and Vulnerable Pupils

The school is committed to ensuring equality of access to careers provision for all pupils. Particular attention will be given to supporting pupils who may face additional barriers, including those in receipt of Pupil Premium funding, pupils with SEND, looked after and previously looked after children, young carers and other vulnerable groups.

Targeted interventions and additional guidance will be provided where appropriate to support successful progression.

7. Leadership and Management

The Headteacher and Senior Leadership Team have overall responsibility for ensuring compliance with statutory requirements relating to careers education and guidance. Strategic oversight is provided by the Governing Body, which receives regular updates relating to Gatsby Benchmark achievement, destination outcomes, statutory compliance and the impact of careers provision on pupil outcomes.

The Director of Personal Development and Independent Careers Adviser are responsible for:

- Coordinating and developing the CEIAG programme.
- Monitoring provision through Compass and Compass+.
- Supporting implementation of the Gatsby Benchmarks.
- Liaising with curriculum leaders to embed careers learning across subjects.
- Identifying pupils requiring additional careers support.
- Developing partnerships with employers, training providers, colleges and universities.
- Supporting staff in the delivery of careers-related learning.
- Monitoring access to careers guidance.
- Evaluating and reviewing the effectiveness of provision.
- Advising senior leaders on careers-related developments and priorities.

The Director of Learning for Personal Development works collaboratively with curriculum leaders, pastoral leaders, SEND staff, external partners and senior leaders to ensure careers education contributes to Greenbank High School's vision for aspiration, achievement and successful future pathways.

Work experience and employer engagement activities are coordinated in partnership with relevant external organisations and employers.

8. Staffing

All staff contribute to the careers education and guidance programme through their roles as tutors, subject teachers and support staff.

The Director of Learning for Personal Development, Personal Development team, and Independent Careers Adviser work collaboratively to plan, monitor and evaluate careers provision.

Curriculum leaders are encouraged to make explicit links between subject learning and future career opportunities, ensuring pupils understand the relevance of their learning to the world of work.

9. Curriculum and Careers Provision

Greenbank High School provides a progressive programme of careers education from Year 7 to Year 11. The programme enables pupils to:

- Develop self-awareness and career management skills.
- Understand labour market information and future opportunities.
- Explore academic, technical and vocational pathways.
- Appreciate the relevance of curriculum subjects to future careers.
- Encounter employers and employees.
- Experience workplaces and work-related learning.
- Develop employability, enterprise and financial awareness skills.
- Access independent and impartial careers guidance.
- Provision may include:
 - Personal Development curriculum lessons and PD days.
 - Individual and group guidance sessions.
 - Careers fairs and careers events.
 - Employer encounters and industry engagement.
 - Work-related learning activities.
 - Workplace experiences, including work experience placements and virtual opportunities.
 - Post-16 transition support.
 - College, university and apprenticeship provider events.
 - STEM activities.
 - Enterprise and employability programmes.
 - Leadership and volunteering opportunities.
 - The Duke of Edinburgh Award Scheme.

10. Assessment and Destination Tracking

The school will monitor pupils' engagement with careers education and maintain records of careers activities where appropriate. Absolute Education is used to track all forms of enrichment and participation in school. Destination data will be collected, analysed and used to evaluate the effectiveness of CEIAG provision and inform future improvement planning.

The school will monitor participation, engagement and outcomes across different groups of pupils, including disadvantaged pupils and pupils with SEND, to ensure equitable access to opportunities and positive destinations.

Evaluation activities may include:

- Pupil voice.
- Parent and carer feedback.
- Employer and provider feedback.
- Destination data.
- Gatsby Benchmark achievement.
- Compass and Compass+ evaluations.

- Destination information will be shared with relevant agencies in accordance with statutory requirements.

11. Partnerships

Greenbank High School recognises the importance of collaborative working in delivering effective careers provision.

Partnerships will be developed and maintained with:

- Employers.
- The Careers & Enterprise Company.
- Local Careers Hub networks.
- Apprenticeship providers.
- Further Education colleges.
- Universities and Higher Education providers.
- Independent careers guidance providers.
- Community and voluntary organisations.

Partnership arrangements will be reviewed regularly to ensure they continue to meet the needs of pupils.

12. Resources

Appropriate resources will support the delivery and development of CEIAG provision.

The school will actively seek opportunities to enhance provision through collaboration, partnership working and external funding where appropriate.

13. Staff Development

Greenbank High School recognises that effective careers education is strengthened through continuous professional learning and collaboration.

The school will support staff to develop their understanding of careers education, labour market information, employer engagement and progression pathways through its Disciplined Inquiry and Professional Growth Model.

Professional learning opportunities may include participation in Careers Hub and Careers & Enterprise Company networks, training and development provided by professional careers organisations and external partners, sharing effective practice across curriculum areas, engagement with labour market information and local skills priorities, curriculum development activities that strengthen links between subject learning and future pathways, and professional dialogue, reflection and inquiry relating to careers education and personal development.

The Director of Learning for Personal Development will identify priorities for professional development through programme evaluation, school improvement priorities and ongoing quality assurance activities. Appropriate training and support will be made available to staff to ensure careers education remains current, relevant and effective.

14. Provider Access Statement

This statement sets out the school's arrangements for managing the access of education and training providers to pupils for the purposes of informing them about approved technical education qualifications and apprenticeships.

All pupils in Years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- To understand how to make applications for the full range of academic, technical and vocational courses available to them.
- A number of events integrated into the school's careers programme, including careers fairs, assemblies, workshops and information evenings, will offer providers the opportunity to speak to pupils and parents/carers.

15. Monitoring and Review

The implementation and effectiveness of this policy will be monitored by the Careers Leader, Assistant Headteacher responsible for Personal Development, Senior Leadership Team and Governing Body.

Monitoring will include:

- Gatsby Benchmark achievement.
- Compass and Compass+ evaluation data.
- Pupil voice.
- Parent and carer feedback.
- Employer and provider feedback.
- Destination outcomes.
- Compliance with statutory guidance.

16. Evaluation

This policy will be reviewed in line with the school's policy review cycle and evaluated against:

- Statutory careers guidance requirements.
- Gatsby Benchmarks of Good Career Guidance.
- Compass and Compass+ evaluations.
- Destination data.
- School improvement priorities.
- Feedback from pupils, staff, parents/carers, employers and partners.

The school is committed to continuous improvement in order to ensure that every pupil is fully prepared for their future learning, training and career journey.