

Careers Education, Information, Advice and Guidance 2025-2026

Policy Review

Next Review Date:	September 2026
Ratified by:	Governors
Date Ratified:	September 2025
Dissemination:	This policy will be shared on the school website for all to view/access

Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
September 2025	1.0		Mr N Matthews

Introduction

Statutory Duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7(12–13-year-olds) to year 13 (17–18-year-olds).

2. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. Through the Skills and Post-16 Act 2022, the government has strengthened this legislation by introducing a minimum number of six provider encounters that every school must provide and, for the first time, introduces parameters around the duration and content of these encounters so that we can ensure they are of high quality. This new law, from January 2023, requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships (commonly known as the Baker Clause). Please see Provider access policy in Appendix A.

Rationale

Neale-Wade Academy has statutory responsibility for securing access to independent and impartial careers guidance for all pupils in years 7-13. In the context of this duty, careers guidance consists of services and programmes intended to assist students to make and implement education, training, and occupation choices and to learn how to manage their careers.

Neale-Wade Academy has strong links with outside agencies including universities and colleges, global corporations and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals.
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working.
- Developing the skills for effective learning – reviewing achievements, setting targets, planning, and acting.
- Demonstrating the links between living, learning, and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET

Purpose

Neale-Wade Academy is committed to career learning and development and fulfils its statutory obligations. Careers learning supports the Academy's overall vision and is linked to the Academy

Improvement Plan. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum. This policy is linked to other school policies including Equalities and Health & Safety.

Commitment

The Academy is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. It is also committed to maximise the benefits for students by using a whole Academy approach involving parents, carers, external IAG providers, employers, and other local agencies.

Management

This area is supported by a link governor. The Careers Leader, and Assistant Principal responsible for Personal Development have strategic responsibility for Careers Education, Information, Advice and Guidance (CEIAG), oversight of the CEIAG program with access to administration support. The Academy has responsibility for securing its careers guidance service using internal or external resource. The Careers Leader will also oversee the structure for delivery by members of staff who have access to relevant training. The Careers Leader and CEIAG Team will review and evaluate the provision with all stakeholders including young people and the external IAG service, considering the Academy's destination measures.

Curriculum Provision

There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 13 which enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills
- Understand about Labour Market Information and the value of a good GCSE in Maths and English
- Understand about the importance of science and maths (STEM) and the varying occupations available in these subjects
- Make decisions on their next steps in learning or education which could include further education, apprenticeships, university or employment
- Understand the value of out of school opportunities to support their career aspirations such as NCS
- Undertake a work experience placement in Year 10 and 12

Personal Provision

Elements of the above will require access to individual information advice and guidance through:

- Access to the Academy's Careers Advisor, external careers advisors, visitors, and mentors.
- Access to external sources including employers, learning providers, alumni, and specialist face to face careers guidance.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources.
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions
- Subscription for all staff and students to a CEIAG platform that allows access to Labour Market Intelligence, careers information and storage of central records associated with CEIAG contacts and activities

Health and Safety and Safeguarding

- Work experience placements are covered by RoSPA Health and Safety for Work Placement Personnel approved and validated by Institution of Occupational Safety and Health.
- All visits and visitors working with our young people adhere to the Academy's Safeguarding Policy

Partnerships

The policy recognises the range of partners that support the CEIAG provision within our Academy. These include:

- Formal arrangements with external providers of careers guidance and others
- Liaison with post 16 providers and higher education institutions
- Employers and training providers
- Parents and carers

Appendix A POLICY STATEMENT ON PROVIDER ACCESS

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships 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 – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the 'Making it Meaningful' checklist.

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- College of West Anglia
- Peterborough College
- Cambridge Regional College
- North Cambs Training Centre - Chatteris
- Aim Apprenticeships
- Anglia Ruskin University – Cambridge and Peterborough Campuses
- Lincoln University

Management of provider access requests

Procedure

A provider wishing to request access should contact *Neil Matthews, Careers leader* on nmatthews@cromwell.cambs.sch.uk or *Heather Paul, SLT link* on hpaul@neale-wade.org

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and several additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Staff to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Appendix B - Work experience statement and guidance

Introduction

In line with the Education Act 1996, we believe in providing students with learning opportunities which aim to equip them for adult life. The school strives to introduce students to a range of teaching and learning opportunities, which offers them practical experience in many aspects of life. For many students, active learning is key to motivation and aspirations and has an impact on other aspects of school life.

Work Experience is an integral part of our Key Stage 4 and 5 programme and offers students a valuable opportunity to practice key skills and career management, learned in other areas of the curriculum. The programme allows a tailored approach to students' learning needs. It includes target setting and action planning and allows staff to individualise the programme according to ability. This approach ensures that students are able to link the skills they learn at school to the requirements of the employer. Work experience aligns to the 6 strands of the new CDI Framework and The Gatsby Benchmarks 5 and 6:

- Benchmark 5 – Encounters with employers and employees
- Benchmark 6 - Experiences of workplaces

The context for the programme

In developing the work experience programme, we have taken the following documents into consideration:

- Section 351 of the 1996 Education Act which requires schools to provide a balanced and broadly-based curriculum, which ***prepares students for the opportunities, responsibilities and experience of adult life.***
- DCSF Work Related Learning Guide.
- Work Related Learning and the Law, DfES 2004.
- 14 to 19 Opportunity and Excellence

The Aims of the Programme

Work Experience placements are regarded as a means of achieving learning outcomes. There are five main curriculum areas to which the work experience programme is linked.

1. Employability and Key Skills.
 2. Careers Education & Guidance.
 3. Vocational Learning.
 4. Personal & Social Education.
 5. National Curriculum and other subjects.
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1. Employability and Key Skills – insights into skills and attitudes required by particular sectors and employers and an opportunity to develop, practice and demonstrate key skills in a work setting; in particular, recognising hazards, assessing and controlling risks, working with others, ICT skills and improving self-development and performance.
 2. Careers Education and Guidance – a better understanding of changes in the world of work and the implications these have for their own careers. Additionally, a better understanding of Labour Markets, jobs of the future, technology, stereotypes and importance of action planning.

3. Vocational Learning – a better understanding of changes in the world of work and the implications these have for their own careers. Additionally, an improved understanding of labour markets and future careers.

1.1

4. PSCH – development of increased maturity, with improvements in aspects such as motivation, self confidence and interpersonal skills.
5. General subjects – opportunities for students to enhance their understanding of the national curriculum, development knowledge of a range of issues involving health and safety, economic and business issues, citizenship, environment and moral social education.

Student Entitlement

Our students are entitled to receive:

- 5 days of work experience, appropriate to their learning needs, in Years 12, Spring term
- 10 days of work experience, appropriate to their learning needs in Year 10, Summer Term
- A learning programme designed to prepare them for the placement.
- Guidance and support when selecting their employer and considering their options.
- An opportunity to set individual learning targets for their placement, and

1.2 Both students and parents have a right to expect that all precautions will be taken to ensure that an individual's health and safety will be paramount during all stages of the work experience placement. Additionally, safeguarding guidelines will be issued to employers, in order to enforce safety in the workplace, child protection and GDPR.

1.3 Neale Wade Academy uses the services of The Employability Partnership to complete health and safety checks and create appropriate job descriptions that are agreed by parents.

- Parents should be aware that the school will not accept any applications for holiday leave during their designated work experience week.

Programme Outline

Students are encouraged to think about their career ideas, interests and aspirations and values for the future. Students can apply for one of the school's 'sourced' placements OR they can find a placement, through their own networks.

Programme Delivery – Year 10

September	Contracts with Employability Partnership agreed and signed by Principal. Dates for SOP checked and timeline planned
October	Launch work experience and write to parents regarding database and student own placements. Work experience assembly recorded and posted on website.
November - December	Pupils have access to database, and select from database. Own placement form distributed and record of company recorded.
January - February	Letters sent with choices from database to parents for a signature to check selections are accessible for transport etc. SOP deadline Form tutors to collect in reply slips
March	Pupils are placed from the database and work with Employability Partnership Pupils and parents are aware of their placement and a signature of the job description are signed Employers are told their pupils name via letter

April	Pupils are expected to make contact with employers and book an interview (through the Easter Break). PSCHE lessons are completed on work experience CV writing How to contact employers / Interview skills review Health and safety in the workplace Covering letters - letters to mentors How to behave in the workplace Ensure all employer agreement are returned Staff mentors are allocated
May	Final assembly before work experience to remind pupils of expectations Staff to check placement with phone in first week and visit if possible in second week.

Programme Delivery – Year 12

September	Contracts with Employability Partnership agreed and signed by Principal. Dates for SOP checked and timeline planned
December	Launch work experience and Year 12 pupils to find own placement. KF to have access to database to help pupils secure placement but pupils are encouraged to find their own placement
February	Sixth form team to monitor week placement

Debriefing Programme

During tutor time we encourage an open discussion / reflection on the difference between school and work. Students will send a Thank You to their employer and have an employer report and staff reference written.

Pupils to complete the evaluation and feedback form provided by the employability partnership

Equal Opportunity for students

All students are given an equal opportunity to access the preparation support for placements. Employers will be made aware of any SEN or medical conditions (**with consent to share this information, from the student / parent / carer**). Work Experience is seen as an effective means of challenging stereotypical choices. Students are encouraged to push their boundaries and try activities, which would not normally lie within their scope of interest.

Supporting Students who do not secure a placement

Every resource will be used to ensure all pupils take place in work experience. Some pupils are placed with the advice of the SENCO and we use the school site for our more vulnerable pupils. It may not be possible for all pupils to take part in work experience. These pupils will be discussed on an individual basis during IEAP meetings.

Roles and Responsibilities

Governor - Principal – Head of Sixth Form - Careers Leader - Tutors - Employers - Parents

Our Trust and Governors have responsibility for ensuring that we meet our requirements under the law for maintaining health and safety and curriculum requirements. Our Principal is responsible for ensuring adequate resources are available.

The Careers Leader in conjunction with teachers and other staff, is responsible for ensuring the programme is developed and delivered in an integrated way across the entire curriculum. They are also responsible for all aspects of programme delivery including, developing the learning programme, ensuring health and safety, GDPR and policy production.

Our Careers Leader is responsible for communications with parents and employers and for maintaining records of student placements and ensuring health and safety and policy production and adhering to GDPR. Our employers have the responsibility of making sure the student has a positive learning experience and that our Health and Safety Guidelines are adhered to. They must keep the student safe at all times and inform them about their own health and safety guidelines. A member of their staff must be available to discuss and evaluate the student during the teacher evaluation visit. They must make the school aware of any student absence/appointments.

Cross references

This policy has taken into consideration and has links with the following:

- Equal opportunities policy

- Health and Safety policy statement
- Safeguarding and promoting pupil welfare policy
- Data protection policy
- IAG policy
- RSE Primary and secondary policy
- Data sharing policy
- SEND
- Equality and Inclusion Policy and Objectives
- Records management policy

Health and Safety

All students **must** be placed in work experience placements, which have been health and safety checked by The Employability Partnership. This will ensure that the safety of students is maintained whilst they are on Work Experience. The Employability Partnership will ensure that the employers concerned have Employers Liability Insurance and robust systems in place for ensuring that the safety of learners is ensured.

No student will be allowed to go on a work experience placement unless it has been health and safety approved in advance by The Employability Partnership. Any placement organised by a parent and taking place with an employer which does not go through the school's procedures for gaining health and safety approval, will be deemed by the school and the LEA to be unauthorised absence, with the parent taking sole responsibility for their child. In this instance, a formalised agreement will be signed by the Principal, the Safeguarding Lead, The Careers Adviser and the parent/carer.

Links to student guidance and development

Work experience is an integral part of the Careers Programme in the School. It is the culmination of five years of CEIAG. In Year 11 students are encouraged to use what they have learnt in previous years to inform their planning for their transition to Post 16.

Evaluation, Reflection and Recording

The student work experience diary is used to set and review individual learning targets. This process contributes to the overall individual learning planning process in the school. Correct completion of the Work Experience diary is a requirement for all students. They should store their Work Experience diaries in a safe place and can reflect on this opportunity in the future.

A formalised teacher / employer Evaluation takes place with the Careers Adviser / teacher and the student will self-assess their experience.

All students are visited / contacted by school staff whilst they are on placement. Staff are required to provide feedback and evaluation after the visit and complete a report in cases of excellent student work or to outline any causes of concern.

This feedback, including employer feedback is reviewed at the end of the summer term. Any gaps in the programme which have been identified as a result of the evaluation, are considered in the planning of the programme for the following year. Careers Adviser will discuss with SLT.

Policy Processes

This statement and guidance will be reviewed annually at the start of the school year. This review will be carried out by the Careers Leader, Safeguarding Leader and other SLT.

Approval and Review

Approved September 2025 by Governors and forwarded to the Active Learning Trust Board of Trustees. This policy statement will be reviewed annually.