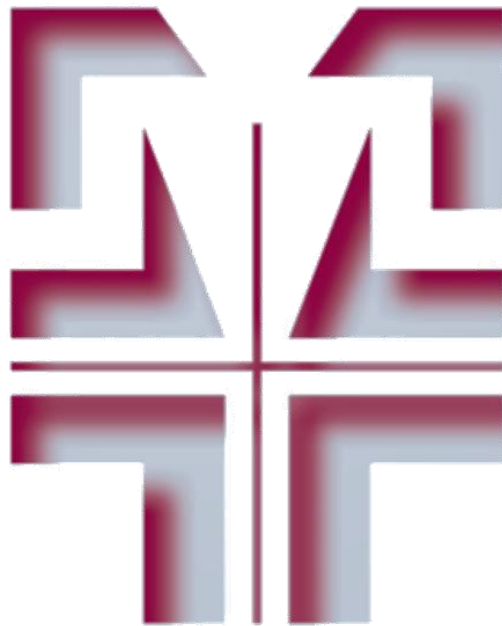


Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Career Education, Information, Advice and Guidance Policy

Responsibility to present to Headteacher	Deputy Headteacher – Caroline Hooley
Approval	Learning Committee 14/01/2026
Next Review	Learning Committee 14/01/2027
Statutory	Yes
Required on-school website	Yes (details of Careers Programme and a provider access statement are required on website)

Our mission statement: As a vibrant learning community, we choose to serve God, pursue excellence and celebrate the uniqueness of each individual.



Our vision: Growing in body, mind and spirit

I have come that you might have life – life in all its fullness. **John 10:10**



Therefore choose [life]
Deuteronomy 30:9

Career Education, Information, Advice and Guidance

This policy sets out the school's approach to Careers Education, Information, Advice and Guidance (CEIAG). It has been prepared by Miss Emma Curtis, Leader in Learning for Vocational Education, Careers, Business and Enterprise, with due regard to statutory guidance published by the Government, current provider access legislation, and the expectations outlined within the Gatsby Benchmarks.

CEIAG vision

Our CEIAG vision is rooted in the school's commitment to *growing in body, mind and spirit*, recognising every pupil as a unique child of God with the capacity to flourish. Guided by the biblical foundations of *Life in All Its Fullness* (John 10:10) and the call to *Therefore Choose* (Deuteronomy 30:19), we aim to equip all pupils with the knowledge, skills and discernment required to make informed, purposeful and hope-filled decisions about their future pathways.

As a vibrant learning community, we choose to serve God, pursue excellence, and celebrate the uniqueness of each individual. In line with this mission, our CEIAG provision offers high-quality, impartial guidance that supports pupils to explore a broad range of opportunities. Through structured access to accurate labour market information, meaningful encounters with employers and training providers, and impartial advice from qualified professionals, pupils are empowered to understand their strengths, evaluate their options and make informed decisions about education, training and employment.

In promoting life in all its fullness, our CEIAG programme broadens horizons, raises aspirations and nurtures a sense of responsibility, service and hope. We are committed to ensuring that all pupils—regardless of background or starting point—receive equitable access to progressive, evidence-informed careers education. Our approach enables every pupil to grow and to choose wisely as they prepare to contribute positively to society.

Responsibility

Mrs Hooley – Deputy Headteacher

Miss E Curtis– Leader in Learning for Vocation Education, Careers, Business & Enterprise

Statutory framework and careers guidance

This policy is based on the Department for Education's (DfE's) 2025 statutory guidance: Careers guidance and access for education and training providers.

The DfE guidance refers to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Skills and Post-16 Education Act 2022
- The Gatsby Benchmarks 2024

Governing body responsibilities

Governing bodies have a statutory duty to ensure that all pupils at St Michael's CofE High School are equipped with the tools and knowledge to make informed choices about their futures.

The governing body should:

- provide clear advice and guidance to the school careers leader on which they can base a strategic careers plan which meets the legal or contractual requirements of the school.
- ensure the plan is developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out in the statutory guidance.
- ensure the strategic careers plan shows how the careers programme will be implemented and how its impact will be measured.
- appoint a careers link governor to take a strategic interest in careers education and guidance and encourages employer engagement.

The governing body should ensure that the school complies with its statutory responsibilities including:

1. The appointment of an appropriately trained Careers Leader.
 - a. To have appointed a dedicated Careers Leader to lead a careers programme underpinned by the Gatsby Benchmarks.
 - b. To provide explicit backing to the Careers Leader to ensure there is strong strategic leadership to develop a progressive and impactful careers provision.
2. Compliance with the provider access legislation under the Skills and Post-16 Education Act 2022: the duty to provide opportunities for a range of technical education and apprenticeships to access learners and inform them about technical qualifications and apprenticeships.
 - a. Secondary schools must provide at least four encounters for all their students:
 - i. Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
 - ii. Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.
 - b. The publishing of policy statements on the school's website. (Further details and information regarding the policy statements can be found in the provider access policy.)
3. Commitment to the delivery of independent and impartial careers guidance. The governing body must make sure that independent careers guidance is provided to all learners throughout their secondary education (11 to 16 year olds).

This must:

 - a. be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
 - b. include information on the range of education or training options, including apprenticeships and technical education roles.
 - c. in the best interests of the learners.
4. A strategic approach to meeting legal and statutory requirements with a commitment to quality assurance and continuous improvement.

CEIAG Programme

The school recognises its statutory and moral responsibility to prepare pupils for the next stages of their education, training and employment. High expectations are maintained for all pupils, including the most vulnerable and those with SEND, to ensure that each individual is appropriately challenged and supported to develop the essential employability skills, personal attributes and Christian values sought by employers. The school is committed to enabling every pupil to understand and articulate the unique strengths and qualities they can contribute to future pathways and the wider community.

The programme aims to:

- meet the requirements of the eight Gatsby Benchmarks.
- provide impartial, current and accurate careers information and guidance.
- ensure access to post-16 education, training and employment providers, including T-Levels and apprenticeships.
- challenge stereotyping and promote equality of opportunity.
- support vulnerable pupils, including those with SEND or at risk of disengagement, through partnership with relevant agencies.
- provide clear and relevant labour market information.
- develop pupils' self-awareness and understanding of their strengths.
- support effective career exploration and decision-making.
- build essential employability and career-management skills.
- enable pupils to recognise and articulate their unique contribution.

The school's careers programme has been developed with explicit reference to the Gatsby Benchmarks, a nationally recognised framework that defines best practice in the delivery of high-quality careers education within schools and colleges. The Benchmarks comprise eight core principles that set out the standards required to effectively prepare pupils for future education, training and employment.

1. A stable careers programme

The school will have its own careers programme which meets the requirements of the eight Gatsby Benchmarks. The Careers Leader will review the programme and track the progress of the school's careers programme using the Compass system on a termly basis.

The Deputy Headteacher and Careers Leader will conduct a Careers Impact Internal Leadership Review annually to review and develop a strategic development plan for careers provision and will align these with the school's improvement priorities.

The school will demonstrate how it is working towards each Gatsby Benchmark as part of the career education summary, including the objectives, outcomes and activities provided for each year group. The careers programme overview will be reviewed and updated regularly and can be accessed via the school website.

The careers programme and policies will be published on the school's website and communicated to pupils, parents and carers, staff and employers.

Feedback from pupils, parents, teachers, governors, employers and education providers will be invited. Feedback will be used to contribute to the development of the school's careers programme to improve its impact.

2. Learning from career and labour market information

The school will ensure that every pupil, and their parents/carers, have access to high-quality information about careers, pathways and the labour market. Pupils and their parents/carers will be referred to an informed advisor to make the best use of available information.

The school will provide pupils in every year group with developmentally appropriate labour market information about careers, pathways and the labour market to inform their own decisions on study options or next steps. The school will ensure pupils understand the value of labour market information to make informed decisions about their future.

All teachers will be encouraged to engage with up-to-date information about future pathways, study options and labour market opportunities linked to their subject specialism and opportunities will be granted, when appropriate, for teaching staff to learn from employers and professionals within industry.

The school will work to encourage high aspirations and to challenge stereotypical thinking specific to training and employment and will work with other agencies, professionals and employers to present pupils with experiences and examples that challenge these misconceptions.

The Careers Leader will identify high-quality labour market information and will support teachers to deliver this information accurately within independent careers lessons, personal and spiritual education, and assemblies. Labour market information will include descriptions of job roles, salaries, promotion opportunities, essential skills, qualifications, pathways and the volume and location of vacancies and prediction of trends and opportunities in each sector.

3. Addressing the needs of each young person

The school will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The careers programme will inform pupils of the wide range of opportunities available to them and encourage them to make ambitious and informed choices about their future.

The school will actively seek to expose and challenge misconceptions and stereotypical thinking using a range of role models, experiences and reflective opportunities to raise aspirations of pupils.

The school will collect, maintain and use accurate data for each pupil on their aspirations to inform personalised support utilising the Future Skills Questionnaire question formats to attain feedback, reflect on programme impact and monitor developments of pupil aspirations, skills and engagement over secondary education.

Data will be used by the school to provide personalised career activities, when appropriate, in response to the emerging needs, interests and aspirations of each pupil. The Careers Advisor will maintain a systematic record of all individual advice and guidance given to each pupil. The school will encourage pupils to reflect on careers guidance including at key stages of transition to inform future their next steps.

The school will provide systematic additional careers guidance and engagement opportunities tailored to supporting additional needs of vulnerable and disadvantaged pupils, pupils with SEND and school engagement difficulties. The Careers Leader and Careers Advisor will liaise closely with the school's SENDCo, Designated Safeguarding Leads, Pupil Managers and tutors to determine need alongside the school's Flourishing Children Framework.

The Careers Leader will collect data on intended and immediate education, training or employment and will maintain contacts with Lancashire Country Council. Under section 72 of the Education and Skills Act 2008, the school will fulfil their statutory duty to provide the local authority with information regarding the intended and actual destination of any past pupil on request. The school will collect and analyse destinations data and use this to evaluate impact. Pupils not in sustained education, employment or training will continue to be supported by the school's Careers Advisor and pupils, parents and carers will be signposted to available local support.

The Deputy Headteacher responsible for alumni relations shall maintain ongoing contact with former pupils for the purpose of monitoring and celebrating their post-school achievements. These connections will be strategically utilised, where appropriate, to inform and inspire current students, thereby enhancing engagement and raising aspirations.

4. Linking curriculum learning to careers

The school will endeavour to provide multiple opportunities every year, in every subject, for all pupils to learn how the knowledge and skills developed in that subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

Curriculum content will include specific career guidance that includes:

- Day-to-day responsibilities
- Work environment and working hours
- Salary and progression opportunities
- Job availability and expected labour market growth
- Expected AI and technology impact
- Links to curriculum content
- Future study opportunities and content
- Employers and professional bodies

The school will continue to deliver careers information and training to all staff as part of an ongoing staff development programme.

The school will provide opportunities for taster sessions from post-16 education providers to support pupils to understand more about further study opportunities. Pupils will hear from

employees, professionals and apprentices who provide explicit links to the school curriculum and explain how the skills they developed at school have supported them to gain entry to and be more effective workers within their current employment.

5. Meaningful encounters with employers and employees

The school will engage with local employers, business and professional networks, inviting visiting speakers including alumni. The Careers Advisor will establish and maintain a robust network of employer contacts across all sectors and industries and will tailor pupil exposure to encounters based on pupil interest and aspirations.

The school will endeavour to provide multiple opportunities every year for all pupils to engage in meaningful encounters with an employer. Opportunities will enable pupils to learn from employers about work, employment and the skills that are valued in the workplace.

Meaningful encounters organised by the school will:

- have a clear purpose, which is shared with the employer and pupil
- be underpinned by learning outcomes appropriate to the pupils
- have opportunities for two-way interactions between the pupil and the employer
- be followed by time for the pupils to reflect on the insights, knowledge or skills gained through the encounter

Encounters with employers will include:

- Employer talks, interactive lessons and workshops.
- Employer collaboration within the curriculum.
- Year 7 stereotypes event.
- Year 8 apprenticeship day.
- Year 9 curriculum enrichment programme.
- Year 9 options day.
- Year 10 mock-interview day.
- Year 10/11 work experience programme.
- Careers fairs, carousels and talks.

The school will facilitate preparation guidance to support meaningful engagement and reflection opportunities to encourage pupils to consider the impact of each employer engagement where possible.

6. Experiences of workplaces

The school will endeavour to provide opportunities for two weeks' worth of work experience for every pupil across key stage 3 and key stage 4. The school will provide multiple first-hand, in person meaningful experiences of workplaces.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees

- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

Workplace experiences may include:

- Years 7 to 9 to include:
 - Multi-day work visits involving employer-set tasks or projects
 - Work shadowing
 - In-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises.
- Years 10 to 11 to include:
 - Five days of work experience as part of the Year 10/11 work experience programme

The school will take reasonable steps to ensure that workplace experiences are appropriate and safe for pupils including employer compliancy with health and safety legislation, consideration of risk assessments specific to pupil age and need and liability insurance details.

7. Encounters with further and higher education

The school will provide multiple opportunities for pupils to engage in meaningful encounters with post-16 and post-18 education and training providers to learn of the full range of learning opportunities, including sixth forms, colleges, universities and independent training providers.

The school will remain compliant with Provider Access Legislation 2018 to provide at least four encounters for pupils during year 8 to 11 to meet providers of technical education or apprenticeships, including:

- two encounters for pupils in year 8 and 9 that are mandatory for all pupils to attend
- two encounters for pupils in year 10 and 11 that are mandatory for all pupils to attend

The Careers Leader will have responsibility for maintaining an accurate provider access policy statement which will be published on the website.

A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the pupils
- be underpinned by learning outcomes appropriate to the needs of the pupil
- involve a two-way interaction between the pupil and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

Education encounters will include:

- Year 8 apprenticeship day
- Year 9 curriculum enrichment programme
- Year 9 university visit
- Year 10 careers lesson rotations
- Year 10 college sampling
- Year 10/11 careers fair
- Apprenticeship employer site visits
- Assemblies
- Drop-in advice sessions

The school will provide developmental opportunities across all year groups for pupils to understand the options available in the local area for post-16 education or training and will use the Future Skills Questionnaire to evaluate pupil understanding and readiness to make informed choices.

8. Personal guidance

The school will provide every pupil a minimum of one informed and impartial personal guidance meeting with a career advisor by the age of 16.

Career advisor meetings will be tailored to pupil need and will be provided at timely intervals to support pupils to make informed decisions about their future education or training. Additional personal guidance will be provided to support disadvantaged and vulnerable pupils from disadvantaged backgrounds and pupils with SEND to engage

The Careers Leader will ensure that information about personal guidance support, including how to access it, is communicated to pupils and parents and carers, including on the school website.

All pupils will have access to career advisor meetings on request. Scheduled opportunities for personal guidance will include:

- Year 7 PP and SEND – career exploration interviews
- Year 8 PP and SEND – getting to know you interviews
- Year 9 PP and SEND – options interviews
- Year 9 options process interviews and drop-in sessions
- Year 9 parent consultation evening appointments
- Year 10 PP and SEND – transition and work experience interviews
- Year 10 work experience drop-in sessions
- Year 10 parent consultation evening appointments
- Year 11 college, sixth form and training provider drop-in sessions
- Year 11 post-16 education and transition interviews
- Year 11 parent consultation evening appointments