

Careers Education Information and Guidance (CEIAG) Policy

Written by: Miss J Sheridan
(Assistant Headteacher)

Approved by: LGB

Approval date: May 2026

Last Reviewed: May 2026

Next Review: September 2027

Careers Guidance Policy

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1. Aims

This policy aims to set out our school’s provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils’ futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils’ awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they’re interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- > [The Education Act 1997](#)
- > [The Education and Skills Act 2008](#)
- > [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the ‘provider access legislation’). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or

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training offer. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical.

This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education at Sir William Stanier School (11 to 16 year-olds) and that

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the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils

- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

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3.4 Careers leader

Our careers leader is Jessica Sheridan and they can be contacted by phoning 01270 660880 or emailing jess.sheridan@sws.cheshire.sch.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers adviser is Jennie Walsh. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

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4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.



Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

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Our careers programme is delivered through a number of methods, including:

- GROWTH Lessons, Tutor led discussions, displays, events and guest speakers.

4.1 How we meet our requirements

All students have access to high-quality careers education, information, advice, and guidance through universal, targeted, and personalised support. Careers learning is embedded across all curriculum areas, with our GROWTH (PSHE) curriculum further supporting students' understanding of careers, employability, and future pathways.

All students will receive at least one personal guidance interview with a qualified careers adviser before the age of 16.

Information about careers guidance and how to access support is shared with students, parents/carers, and other stakeholders through school communications, including the school website.

Key Stage 3

Our Careers Programme supports students in developing confidence, self-awareness, and knowledge of future opportunities through a progressive programme across Key Stage 3.

Year 7 – Explore and Discover: Students explore their strengths, interests, and the world of work.

Year 8 – Learn and Challenge: Students investigate career pathways, challenge stereotypes, and build employability skills.

Year 9 – Plan and Choose: Students link KS4 option choices to future pathways through careers guidance and research.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on the school website).
- 1 week's worth of work experience activities

Key Stage 4

Our Careers Programme supports students in preparing for their future education, training, and employment pathways through real-world experiences and personalised guidance.

Year 10 – Experience and Prepare: Students develop employability skills through CV writing, mock interviews, workplace encounters, and work experience opportunities.

Year 11 – Decide and Transition: Students receive careers guidance and support with applications to help them make informed decisions about their next steps.

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The programme helps students build confidence, independence, and readiness for life beyond school.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the school website).
- 1 week's worth of work experience placement(s)

SIR WILLIAM STANIER FUTURES PLAN				
Year 7- Explore and Discover	Year 8- Learn and Challenge	Year 9- Plan and Choose	Year 10- Experience and Prepare	Year 11- Decide and Transition
Growth Lesson: Transition points in your life	Growth Lesson: What are enterprise skills?	Growth Lesson: Decision Making (Options)	Growth Lesson: Digital Footprint and Instagram Generation	Growth:Financial Literacy
Growth Lesson: Careers and your future	Growth Lesson: Proud to be me	Growth Lesson: Employment Rights	Growth Lesson: CV Writing	Opportunity to meet Careers Advisor at Progress Evening
Growth Lesson: Financial Education	Growth Lesson: Careers interests and jobs	Growth Lesson: Importance of Saving Money	Growth Lesson: Understanding a Payslip	Welcome to Year 11 Evening
Growth Lesson: Getting to know people	Growth Lesson: Boosting self esteem	Careers Fair	Growth Lesson: Work Experience Preparation	Growth Form Time: Careers 1- Who Am I Now?
Growth Form Time: Careers 1-Who am I- Discovering My Strengths	Growth Lesson: Labour market information	Opportunity to meet Careers Advisor at Progress Evening	Higher Horizons FC	Growth Form Time: Careers 2- What Are My Options?
Growth Form Time: Careers 2-What is a Careers- Exploring the World of Work	Growth Lesson: Exploring careers	SWS Careers in Science Workshop (3 hours)	Opportunity to meet Careers Advisor at Progress Evening	Growth Form Time: Careers 3- Making Decisions That Fit Me
Growth Form Time: Careers 3-Hidden Jobs- Discovering Unusual Careers	Growth Lesson: Employment and Financial Management	Growth Form Time: Careers 1- Making Good Decisions- Understanding How We Choose	Work Experience (1 Week)	Growth Form Time: Careers 4-Life Skills for the Next Step
Growth Form Time: Careers 4-The Role of School- How Learning Links to Careers	Growth Form Time: Careers 1- Skills for Life- Learning to Succeed	Growth Form Time: Careers 2-Understanding Myself- Interests, Values and Aspirations	Growth Form Time: Secondary College Preparation	Growth Form Time: Careers 5- Change, Challenge, and Resilience /My Transition Plan
Growth Form Time: Careers 5-Exploring Future Work- Jobs of the Future	Growth Form Time: Careers 2-Challenging Career Stereotypes	Growth Form Time: Careers 3-GCEs and Beyond- Exploring Options	Growth Form Time: Secondary College Reflection	
Growth Form Time: Careers 6-Me in the Future- Setting Goals & Aspirations	Growth Form Time: Careers 3-Career Pathways- Learning isn't a straight Line	Growth Form Time: Careers 4-Pathways Explained- College, Apprenticeships and University	Growth Form Time: Mock Interview Preparation	Visit to a further education provider (where needed)
National Careers Week assemblies	Growth Form Time: Careers 4-Sectors and Skills: What's Growing, What's Changing?	Growth Form Time: Careers 5-Labour Market Challenge- What's Out There?	1:1 Mock Interview with external adult	GCSE results day support
National Careers Week lessons	Growth Form Time: Careers 5-The Power of Learning- How School Builds Your Future	Growth Form Time: Careers 6-My Plan, My Path- P	Welcome to Year 10 Evening	Higher Horizons- Exam Prep
SWS Careers in Maths Workshop (3 hours)	Growth Form Time: Careers 6-My Learning- Reflect and Plan Ahead	Higher Horizons Events	Drop in Session with Careers Advisor	Drop in session with Careers Advisor
Higher Horizons Events	IAG Interview with careers advisor (selective)	The PLEDGE Events	Growth Form Time: Careers 1- First Impressions and Communication	1:1 IAG Interview with careers advisor (compulsory)
The PLEDGE Events	National careers week assemblies	Drop in session with Careers Advisor	Growth Form Time: Careers 2-CV Writing	National careers week assemblies
Drop in session with Careers Advisor	National careers week lessons	National careers week assemblies	Growth Form Time: Careers 3- Interview Skills	National careers week lessons
Employer Assemblies	SWS Careers in English Workshop (3 hours)	National careers week lessons	Growth Form Time: Careers 4- Mock Interview Prep	Enhanced support with application process
Post 16 Provider Assemblies	Higher Horizons Events	Employer Assemblies	Growth Form Time: Careers 5-Reflect and Improve	Post 16 Provider Assemblies
	The PLEDGE Events	Post 16 Provider Assemblies	Growth Form Time: Careers 6-What Employers Want- Real-World Readiness	
	Drop in session with Careers Advisor	Guided Choices Evening	Drop in session with Careers Advisor	
	Employer Assemblies		1:1 IAG Interview with careers advisor (compulsory)	
	Post 16 Provider Assemblies		National careers week assemblies	
			National careers week lessons	
			Employer Assemblies	
			Post 16 Provider Assemblies	
			Higher Horizons Events	
			Bentley Workshop	
			Debate Mate	

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to

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discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

<https://www.sirwilliamstanier.co.uk/curriculum/careers>

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by phoning 01270 660880 or emailing jess.sheridan@sws.cheshire.sch.uk.

Our Provider Access Policy is available on the school website:

https://files.schudio.com/sir-william-stanier-school/files/documents/SWS_Provider_Access_Policy.pdf

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found on the school website.

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Student and parent/carer surveys and feedback forms
- Monitoring participation in careers events and activities
- Evaluating student confidence and understanding of career pathways
- Reviewing destination data and post-16 outcomes

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- Gathering feedback from employers, colleges, and training providers
- Monitoring engagement in work experience and employer encounters

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the local governing body and reviewed annually.

The next review date is: September 2027