



St Cecilia's
R. C. High School

Discover • Develop • Rejoice

Careers Education, Information, Advice and Guidance Policy

Reviewed: July 2026
Next Review Date: July 2027

The Provider Access Policy Statement can be accessed as a standalone resource from our school careers website

Mission Statement

At St Cecilia's RC High School, we are committed to ensuring that every pupil is prepared for a successful future. Through a planned programme of Careers Education, Information, Advice and Guidance (CEIAG), we aim to inspire ambition, broaden horizons and support pupils in making informed decisions about their next steps.

In keeping with our Catholic ethos, we encourage pupils to recognise and develop their God-given talents, to serve others and to make a positive contribution to society through education, employment and lifelong learning.

1. Purpose

This policy outlines the school's approach to Careers Education, Information, Advice and Guidance (CEIAG) and demonstrates our commitment to providing all pupils with access to high-quality, impartial careers guidance.

The careers programme aims to:

- Raise aspirations and promote ambition.
- Support pupils to make informed decisions at key transition points.
- Develop employability, enterprise and life skills.
- Challenge stereotypes and promote equality of opportunity.
- Provide access to a full range of academic, technical and vocational pathways.
- Prepare pupils for successful transitions into further education, apprenticeships, training and employment.
- Support social mobility and reduce barriers to progression.
- Meet statutory duties and national expectations for careers education.

2. Legal Framework

This policy has due regard to:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Skills and Post-16 Education Act 2022
- SEND Code of Practice
- Keeping Children Safe in Education (current version)
- DfE Careers Guidance and Access for Education and Training Providers (current version)

This policy should be read alongside:

- Provider Access Policy Statement
- SEND Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Data Protection Policy
- Complaints Policy

3. Careers Programme

The school delivers a progressive careers programme for pupils in Years 7–11.

The programme is designed around the eight Gatsby Benchmarks:

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

8. Personal guidance

The careers programme is reviewed annually and evaluated using Compass+ and Gatsby Benchmark assessments.

A summary of the careers programme is published on the school website.

4. Roles and Responsibilities

Governing Board

The Governing Board is responsible for:

- Monitoring compliance with statutory careers duties.
- Supporting strategic development of careers provision.
- Reviewing careers outcomes and destination data.
- Ensuring sufficient resources are available.

Headteacher

The Headteacher is responsible for:

- Ensuring careers education forms part of whole-school improvement.
- Supporting the Careers Leader in delivering the programme.
- Ensuring compliance with statutory guidance.

Careers Leader

The Careers Leader is responsible for:

- Strategic leadership of CEIAG.
- Planning, coordinating and evaluating the careers programme.
- Monitoring Gatsby Benchmark progress.
- Developing relationships with employers and providers.
- Managing careers events and activities.
- Reporting annually to governors.

Contact details for the Careers Leader are published on the school website.

Careers Adviser

The school will commission or employ appropriately qualified careers advisers to provide independent and impartial guidance.

Careers advisers will:

- Hold relevant professional qualifications.
- Provide personalised guidance interviews.

- Support pupils with transition planning.
- Maintain up-to-date labour market knowledge.

Teaching Staff

All teachers contribute to careers education through their curriculum areas by:

- Highlighting career pathways linked to their subject.
- Promoting employability skills.
- Challenging stereotypes.
- Supporting pupils' aspirations.

5. Equality, Inclusion and Diversity

The school is committed to ensuring all pupils have equal access to careers education and guidance.

Particular attention will be given to supporting:

- Pupils with SEND.
- Disadvantaged pupils.
- Pupil Premium pupils.
- Looked After Children.
- Previously Looked After Children.
- Young carers.
- Pupils at risk of becoming NEET.
- Pupils with English as an Additional Language.

Careers guidance will actively challenge discrimination and stereotyping.

6. Labour Market Information

Pupils and parents/carers will have access to up-to-date Labour Market Information (LMI).

This will include information relating to:

- Employment sectors.
- Growth industries.
- Skills shortages.
- Local employment opportunities.
- Salary expectations.
- Apprenticeships.
- Further and higher education routes.

Labour market information will be integrated into careers lessons, assemblies, guidance interviews and events.

7. Careers Education Within the Curriculum

Careers learning is embedded across the curriculum.

Departments identify opportunities to:

- Link learning to future careers.
- Develop employability skills.
- Explore career pathways linked to subjects.
- Engage with employers and industry professionals.

All pupils will receive planned careers education through the curriculum, assemblies, tutor activities and enrichment opportunities.

8. Employer Encounters

The school will provide meaningful encounters with employers throughout Years 7–11.

These may include:

- Careers fairs.
- Industry talks.
- Employer workshops.
- Enterprise activities.
- Mock interviews.
- Mentoring programmes.
- Alumni presentations.

The school will work with local, regional and national employers to broaden pupils' understanding of the world of work.

9. Experiences of Workplaces

The school aims to ensure that pupils experience the workplace through a range of opportunities, which may include:

- Work experience placements.
- Workplace visits.
- Industry projects.
- Employer-led activities.
- Virtual workplace encounters.

These experiences will help pupils develop employability skills and increase awareness of career opportunities.

10. Encounters with Further and Higher Education

All pupils will be provided with opportunities to learn about:

- School sixth forms.
- Further education colleges.
- Apprenticeships.
- T Levels.
- Technical qualifications.
- Universities.
- Employment with training.

Encounters may include:

- College visits.
- University outreach programmes.
- Apprenticeship events.
- Provider presentations.
- Careers fairs.

11. Provider Access (Baker Clause)

The school complies fully with the statutory Provider Access Legislation.

Approved providers of technical education and apprenticeships will be given opportunities to speak to pupils in Years 8–11.

The school's Provider Access Policy Statement is published separately on the school website.

The school will ensure pupils receive multiple encounters with providers of technical education and apprenticeship pathways during their secondary education.

12. Personal Guidance

Every pupil will have access to independent and impartial careers guidance.

By the end of Year 11, all pupils will have had the opportunity for at least one personal guidance interview with a qualified careers adviser.

Additional guidance interviews will be provided for pupils who require enhanced support.

Guidance will:

- Be impartial.
- Be tailored to individual needs.
- Promote the best interests of the pupil.
- Consider all progression routes equally.

13. Supporting Pupils with SEND

The school recognises the importance of personalised careers guidance for pupils with SEND.

The Careers Leader will work closely with the SENCO to ensure careers education:

- Reflects individual aspirations.
- Supports preparation for adulthood.
- Contributes to annual review processes where appropriate.
- Identifies suitable progression pathways.

Parents and carers will be involved in planning where appropriate.

14. Destination Tracking

The school will collect and analyse destination data to evaluate the effectiveness of its careers programme.

This may include:

- Further education destinations.
- Apprenticeships.
- Employment with training.
- Other post-16 pathways.

Destination information will be used to improve careers provision and support future cohorts.

15. Monitoring, Evaluation and Review

The effectiveness of the careers programme will be evaluated through:

- Gatsby Benchmark assessments.
- Compass+ evaluation.
- Destination data.
- Pupil voice surveys.
- Parent feedback.
- Employer feedback.

- Governor monitoring.

The Careers Leader will provide an annual report to governors summarising performance, strengths and areas for development.

16. Complaints

Complaints regarding careers provision should be made in accordance with the school's Complaints Policy.

Concerns relating to provider access will be considered in line with the Provider Access Policy Statement.

Review

This policy will be reviewed annually by the Governing Board, Headteacher and Careers Leader, or sooner if required by changes to legislation, statutory guidance or school practice.