St. Wilfrid's
R.C. College

Careers Education, Information, Advice and Guidance (CEIAG) Policy

2026-2027

Acting Headteacher: Mr G. Sanderson

September 2026

Introduction

St. Wilfrid's RC College has a strategically planned programme of Careers Education, Information, Advice and Guidance (CEIAG) designed to inspire all students to make informed decisions about their future education, training and employment pathways.

Careers Education, Information, Advice and Guidance forms a key part of the College's wider Personal Development programme. The programme equips students with the knowledge, skills, experiences and attributes required to make informed decisions and successfully navigate future transitions.

The CEIAG programme comprises curriculum-based learning, employer engagement, independent careers guidance, work-related learning, online resources and encounters with further education, higher education, apprenticeship and training providers.

The College is committed to achieving the **Gatsby Benchmarks of Good Career Guidance** and uses the Careers & Enterprise Company framework to evaluate and continuously improve provision.

Vision

The careers education programme at St. Wilfrid's RC College informs, promotes and supports every student's best possible future.

We aim to ensure that every student, regardless of background, ability or starting point, has access to high-quality careers education and guidance which broadens horizons, raises aspirations and supports successful progression into education, employment or training.

Aims

The College's Careers Education, Information, Advice and Guidance programme aims:

- To support self-development by enabling students to understand themselves and the influences upon them.
- To contribute towards raising achievement through increased motivation, aspirations and future goals.
- To provide opportunities for career exploration in both learning and real-life contexts.

- To enable students to make informed decisions and confidently manage change and transition.
- To develop enterprise, employability and career management skills.
- To provide access to impartial and independent careers guidance.
- To raise aspirations for all students, particularly disadvantaged and vulnerable learners.
- To ensure students understand local, regional and national labour market opportunities.
- To support students in making informed decisions at key transition points.
- To promote equality of opportunity and challenge stereotypes relating to career pathways, progression routes and employment opportunities.
- To prepare students for successful participation in education, training and employment.

Statutory Context

St Wilfrid's RC College fulfils its statutory duties under:

- The Education Act 1997.
- The Technical and Further Education Act 2017.
- The Department for Education statutory guidance: *Careers Guidance and Access for Education and Training Providers*.
- The Provider Access Legislation (PAL).

The College is committed to meeting all eight Gatsby Benchmarks and ensuring that students have access to meaningful encounters with employers, colleges, universities, apprenticeship providers and training organisations.

Strategic objectives for 2026-2027

Strategic objective 1	Strategic objective 2	Strategic objective 3
Intent: Providing a comprehensive overview of future pathways, including apprenticeships, traineeships, T Levels, higher education and alternative routes.	**Intent**: Raising aspirations and removing barriers to progression for disadvantaged and underrepresented groups, including Pupil Premium students.	**Intent**: Reducing gender and socio-economic imbalances in apprenticeship, trade, technical and STEM destinations.
Implementation: Assemblies, 1:1 guidance, subject advice, provider visits, workshops and employer engagement.	**Implementation**: 1:1 guidance, university visits, FutureMe projects, guest speakers, mentoring and workshops.	**Implementation**: 1:1 guidance, workshops, STEM events, Future Women Leaders initiatives and careers promotion.
Impact Measures: Destination data, careers interviews, attendance, student voice and provider evaluations.	**Impact Measures**: Progress data, destination data, student voice and guidance interview outcomes.	**Impact Measures**: Destination data, workshop evaluations, attendance and student voice.

Leadership and Accountability

Strategic Leadership

Mr Paul Given – Senior Assistant Headteacher for Personal Development

Strategic oversight of Careers Education, Information, Advice and Guidance across the College.

His responsibilities include:

- Ensuring CEIAG aligns with the College's Personal Development strategy.
- Monitoring compliance with statutory careers guidance requirements.
- Overseeing implementation of the Gatsby Benchmarks.
- Monitoring compliance with Provider Access Legislation.
- Quality assuring careers provision across Years 7–13.
- Supporting the continuous development of the careers programme.

Mr Given works closely with the Careers Leader to ensure careers education remains ambitious, inclusive and responsive to pupil needs.

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Careers Leader

Mrs K Forster – Head of Sixth Form and Careers Leader

Operational responsibility for the planning, coordination and delivery of the College's careers programme across Years 7–13.

Her responsibilities include:

- Coordinating the CEIAG programme.
- Monitoring Gatsby Benchmark achievement.
- Organising careers guidance interviews.
- Developing employer and provider partnerships.
- Coordinating work experience.
- Monitoring destination data.
- Supporting students, parents and staff with careers education.
- Reporting to governors on the effectiveness and impact of careers education.

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Governor Oversight

A nominated Careers Link Governor supports and challenges leaders regarding the effectiveness of CEIAG provision and receives regular updates through governor reporting processes.

Implementation

The careers programme is carefully planned and sequenced from Years 7–13 to ensure that students progressively develop the knowledge, skills and experiences required for future education, training and employment.

CEIAG is delivered through:

- The PSHE curriculum.
- Subject curricula.
- Tutor programmes.
- Assemblies.
- Designated Personal Development sessions.
- Careers events.
- Employer encounters.
- Work-related learning.
- Independent careers guidance.

Students receive opportunities throughout their time at the College to engage with:

- Employers.
- Apprenticeship providers.
- Universities.
- Colleges.
- Training providers.
- Alumni and industry professionals.

Labour Market Information (LMI) is incorporated throughout the programme to help students understand employment trends, growth sectors and opportunities within the local, regional and national economy.

All Year 11 and Year 12 students, alongside targeted students in other year groups identified through need, aspiration, vulnerability or key transition points, receive a one-to-one careers guidance interview delivered by a suitably qualified independent and impartial careers adviser.

In the curriculum

CEIAG is taught through both the PSHE curriculum and across subject areas.

Within PSHE, students explore:

- Financial capability.
- Employability skills.
- Enterprise.
- Work-related learning.
- Careers planning.
- Further and higher education pathways.
- Apprenticeships and technical routes.
- Workplace expectations.

All curriculum areas contribute to careers education by identifying links between subject knowledge, employability skills and future career pathways.

Each department promotes careers linked to its discipline, helping students understand the relevance of their learning beyond the classroom and supporting Gatsby Benchmark 4.

Transitions

Students and parents/carers are fully informed at key transition points.

Support includes:

- Year 9 options guidance.
- Post-16 guidance.
- Post-18 guidance.
- Independent careers interviews.
- Assemblies and information evenings.
- University and apprenticeship information.
- Pastoral support.

Particular support is provided to:

- Students with SEND.
- Pupil Premium students.
- Vulnerable learners.
- Students at risk of becoming NEET.
- Students requiring additional guidance at transition points.

Work experience

All students in Years 10 and 12 undertake a work experience placement.

Work experience aims to:

- Increase understanding of the world of work.
- Develop employability skills.
- Improve economic understanding.
- Build confidence and independence.
- Support career decision-making.
- Connect curriculum learning to future employment.

Where possible, students source their own placements, supported by tutors and pastoral staff.

The College commissions appropriate health and safety checks to ensure placements provide a safe and meaningful learning experience.

Work experience placements are evaluated to assess both quality and impact on student aspirations and career development.

Home involvement and communication

Parents and carers are recognised as key partners in helping students make informed decisions regarding future pathways.

Information is shared through:

- Parents' evenings.
- Open evenings.
- Newsletters.
- College website.
- Careers events.
- Direct communication from staff.

Resources, guidance and information relating to careers education and work experience are available through the College website.

Provider Access Legislation (PAL)

The College complies fully with the Provider Access Legislation (PAL), also known as the Baker Clause.

The College's Provider Access Statement is published on the College website and outlines arrangements for approved providers of technical education qualifications and apprenticeships to access students in Years 8–13.

The College ensures that students receive meaningful encounters with providers of technical education, training and apprenticeship opportunities in accordance with statutory guidance.

Evaluation of the policy

Careers education at St Wilfrid's RC College is inclusive and accessible to all students.

Particular consideration is given to:

- Students with SEND.
- Pupil Premium students.
- Looked After Children.
- Students at risk of becoming NEET.
- Underrepresented groups in education and employment.

The CEIAG programme supports the school's wider Personal Development strategy by developing:

- Confidence.
- Aspiration.
- Resilience.
- Employability skills.
- Independence.
- Cultural capital.

The programme promotes equality of opportunity and challenges stereotypes associated with career choices and progression routes.

Monitoring, Evaluation and Quality Assurance

The impact of the CEIAG programme is monitored and evaluated through:

- Destination data.
- NEET figures.
- Student voice.
- Parent voice.
- Employer feedback.
- Staff feedback.
- Work experience evaluations.
- Careers interview outcomes.
- Gatsby Benchmark reviews.
- Compass+ evaluations.
- Reports to governors.

The Careers Leader and Senior Assistant Headteacher for Personal Development monitor provision through:

- Curriculum reviews.
- Learning walks where appropriate.
- Review of employer encounters.
- Review of careers events.
- Evaluation of progression and destination data.
- Review of strategic objectives and outcomes.

The programme is reviewed annually to ensure that it continues to meet statutory requirements, Gatsby Benchmark expectations and the evolving needs of students.

This policy will be reviewed annually and approved by the Governing Board.