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

2024-2026

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Policy Renewal: October 2026
Reviewed by the LGB Governors

"The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

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1. Statement of Intent

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

2. Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave.

Statutory guidance from the Department for Education (the department) issued under Section 45A of the Education Act 1997. Maintained schools and academies in England must have regard to it when carrying out their duty to ensure that there is an opportunity for a range of providers to access pupils to inform them about technical education and apprenticeships. Maintained schools, academies, further education colleges and sixth form colleges must also have regard to it when carrying out their duty or funding requirement to provide pupils with independent careers guidance. "Independent" is defined as external to the school or college.

The following policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools' and 'Legal duty for schools and academies: access to providers of technical education and apprenticeships' (DfE January 2023). The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018. This policy also complies with:

- Section 42A, 42B, 45 and 45A of the Education Action 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

3. Commitment

Stanley High School is committed to providing a planned programme of CEIAG for all students in Years 7-11 in partnership with an independent and impartial IAG provider.

4. Students' needs

The careers programme is designed to meet the needs of students at Stanley High School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The CEIAG programme plays a key role in reducing the number of school leavers who are Not in Education, Employment or Training (NEET).

5. Entitlement

Students are entitled to high quality CEIAG that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

6. Students with Special Educational Needs or Disabilities (SEND)

Transition from one key stage to another and onto careers is part of the action plan for a student with SEND. Personalised support from the SENCO, careers advisor and external bodies is used where appropriate. See appendix 1

7. Students in receipt of Pupil Premium funding

Personalised support will be given to these students, and they will receive additional extra careers appointments during KS4. See appendix 1

8. Management

The Headteacher and Senior Leadership Team works closely with the independent and impartial IAG provider. Stanley High School has a Careers Lead, Miss V Waltho and Independent Careers Adviser, Mr M Wright, who undertake the following:

- Managing the provision of CEIAG through the use Compass Evaluation and Compass+ in line with Gatsby Benchmarks
- Liaising with the PD leader and other subject leaders to plan careers education in the curriculum
- Liaising with school leaders, mentors and SENDCO to identify pupils needing guidance
- Networking with other Careers Leads, the Careers Hub and external providers
- Establishing, maintaining and developing links with FE colleges, universities and apprenticeship providers.
- Establishing, maintaining and developing links with employers - liaise with Careers and Enterprise Company, National Careers Service, Local Careers Hub, Elevate and Growth Platform
- Planning schemes of work for careers education
- Briefing and supporting teachers of careers education and tutors providing initial information and advice
- Monitoring teaching and learning in careers education
- Monitoring access to, and take up, of career guidance
- Advising senior leadership on policy, strategy and resources for CEIAG
- Reviewing and evaluating the programme of CEIAG by institute
- Preparing and implementing a development plan for CEIAG - using Compass, Compass + and Tracker tools and evaluating the value and use of new guidance tools.
- Work experience is planned and implemented by the school Work Experience Coordinator (Miss V Waltho) supported by Elevate.

9. Staffing

All staff are expected to contribute to the career's education and guidance programme through their roles as Personal Tutors and subject teachers. Careers education is planned, monitored and evaluated by the Careers Lead in consultation with the independent and impartial IAG provider and Associate Assistant Headteacher for Personal development.

The independent and impartial IAG provider provides specialist careers guidance. Please see appendix 2 for further information on careers guidance meetings with impartial IAG provider.

10. Curriculum

The careers programme includes: -

- careers education lessons,
- careers guidance activities (group work and individual interviews),
- work-related learning (including one week's work experience for Year 10), employer mock interview and curriculum visits to the workplace,
- recording activity using Compass + for school.
- Science, Technology, Engineering, Arts and Mathematics (STEAM) activities,
- Pupil Leadership and volunteering, including Career Champions
- college talks, taster days and other enrichment activities to support transition,
- Careers fair for year 9 (to support option choices) and year 10 (to support next steps choices) organized by Elevate
- guest employers,
- the Duke of Edinburgh Award Scheme.

11. Resources

Funding is allocated in the annual budget planning and drawn from the Curriculum Development Fund. Funding for developments in Stanley High School's Improvement Plan is considered in the context of whole school priorities.

12. Staff development

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan and activities will be planned to meet them.

13. Provider Access Statement

This statement sets out the school's arrangements for managing the access of Providers to students at the school for the purposes of giving them information about the Provider's education or training offer.
Students in Year 7-13 are entitled:

- To find out about technical education qualifications and apprenticeship 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,
- To understand how to make applications for the full range of academic and technical courses,
- A Provider wishing to request access should refer to the management of provider access requests outlined below.
- A number of events, integrated into the school careers programme such as the Careers Fair and Parents Evening, will offer Providers an opportunity to come into school to speak with students and/or their parents.

14. Management of provider access requests Procedure

A provider wishing to request access should contact the Career Lead Miss V Waltho Associate Assistant Headteacher.

Telephone: 01704 228940; Email: enquiries@stanleyhigh.co.uk.

15. Opportunities for access

As outlined above, a number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. These will be added to the school's website on the careers page.

16. Premises and facilities

The school will make the main hall, classrooms or meeting rooms available for discussions between the provider and students, 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the School.

17. Monitoring and review

A framework for monitoring the delivery of the careers programme is in place. The Partnership Agreement with the independent and impartial IAG provider is reviewed termly. The programme is reviewed annually by the Assistant Headteacher for Careers, the Senior Leadership Team, Pupil Leadership Team and Board of Governors.

18. Evaluation

The CEIAG Policy will be reviewed as part of the school's policy review cycle and evaluated against the COMPASS benchmarks for Careers Education.

Appendix 1 Needs based referral.

The referral procedure works as follows: The careers team work with HOY, pastoral leads, SEND team, and SLT to identify students who would benefit from early intervention. This might include students with lack of direction or lack of motivation; students with SEND, students at risk of exclusion, students receiving pupil premium funding, or those who have potential to become NEET (Not in Employment, Education or Training). For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum, visits to colleges and training providers, contact with parents/carers and support from other agencies.

Appendix 2 Careers interviews and support from IAG provider, Mr M Wright.

All Year 11 students will be offered a career guidance meeting in Autumn term. Year 10 students in the summer term of year 10. In year 9 students will receive a meeting in the Spring term ahead of them choosing their Options. Students may refer themselves for a careers meeting at any point, directly via Mr Wright or through their HOY. An appointment with the advisor will then be arranged. Students are made aware of the career's adviser through assemblies and via form tutors. The careers advisor will record action plans and share with relevant staff.

All students at school can request an appointment with our career's advisor but, in practice Year 9s, 10s and 11s are most likely to access the service. Parents are also able to request an appointment for their child by contacting the General Enquiries email at school.