



Careers Education Information, Advice & Guidance Policy

LAST REVIEW

September
2025

REVIEW PERIOD

Annually

NEXT REVIEW DATE

September
2026

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1. Introduction

The Careers Education Information, Advice and Guidance Policy at Sutton House Academy (hereinafter referred to as either SHA or Academy) has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our students to understand their interests, strengths and weaknesses in relation to the work of work and lifelong education. Pupils also learn about different careers and opportunities for training, apprenticeships and volunteering.

2. Aims

The focus of Careers Education and Guidance is raising aspirations and equipping pupils with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning.

3. Roles & Responsibilities

The careers education programme is managed by the careers education lead which consists of the Careers Lead and the Head Teacher. SHA is on course to establish close working relations with Southend SEN team, and the Careers & Advisors. At SHA, all staff contribute in some way to the careers education programme through their varied roles as tutors, subject teachers or members of the support staff team.

4. Curriculum

The Careers Lead manages the Careers Education Information & Advice programme and is directly responsible to the Head Teacher and the Advisory Board of the Academy.

Careers Education Information Advice and Guidance comprises the eight Gatsby Benchmarks:

- A stable career programme.
- Learning from Career and Labour Market information.
- Assessing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance

5. The Curriculum Programme includes

Careers education information and advice embedded through the primary curriculum, by exploring the community and the world outside the Academy. In so doing, pupils become more aware of the different job roles that there are and pupils gain an understanding of how these job functions become relevant to their daily lives. This would result in them having hopes and ideas and would then start to question what they would aspire to be, in the future. Specific careers education lessons within the KS3/4 curriculum. These lessons would work in tandem with some relevant units of work from the Princes' Trust. Dedicated Careers guidance (individual planning and interviews, information and research activities) action-planning and recording achievements.

Mock interview scenarios, Raising aspirations activities and Vocational taster sessions are promoted, where possible.

Connexions 1-1 Meetings: x10 Sessions

College visits including, South Essex College; USP (United SEEVIC and Palmers College) and Southend Adult Community College are aspirational opportunities for our pupils.

Work placements and volunteering are promoted within the curriculum, considering the needs of our pupils.

6. Work Experience

Work Experience, where possible, provides aspirational opportunities within the curriculum. Our Alternative Provision providers, offer experience, linking to the Careers Advisory Service. The practice of work experience is planned and monitored by the Careers Lead. It has been designed in such a way to take full account of the needs of the pupils and to give pupils an insight into the world of work. When pupils return from work experience, there is a discussion and evaluation process by staff and pupils alike. The SHA staff are to visit all pupils and report back to the Careers Lead. Employers will also evaluate the process and feedback to the

Careers Lead and pupils. Other focused events that are being looked at, include whole school and class enterprise activities and attendance careers fairs.

Work Experience preparation and follow-up (including Health and Safety checks; Risk Assessments being conducted to potential workplaces together with stringent measures around Safeguarding) forms an integral part of offering dedicated support to our individual pupils. CEIAG can take place within tutor groups together with designated careers lessons within the RSHE and Personal Development framework. It is also intended to highlight CEIAG across the entire curriculum, where there are pointed and deliberate links to other areas of learning, including English and Maths. Form tutors also play a pivotal role in supporting individual pupils during tutor time around issues pertaining to careers, employability and independent living. The CEIAG programme at SHA aims to meet the needs of all pupils at SHA and is differentiated in terms of outcomes, resources and learning styles to ensure that it is appropriate to pupils' stages of career learning and development.

7. Monitoring, Review and Evaluation

An important part of the CEIAG programme is evaluation. It is mainly through evaluation that this policy will develop whilst keeping abreast of national changes to CEIAG. Evaluations take place after career-related events so we can assess whether or not career outcomes have been met. Pupils' access to careers-related activities are tracked electronically and are regularly monitored. Assessment takes place through verbal feedback/assessment observation, written evaluations and pupils and employer feedback and through working with careers service.

The process of regularly completing and monitoring the Gatsby Benchmark Compass Tool has given us the opportunity to review and evaluate the whole CEIAG programme.

8. Partnerships

Partnerships are being developed with the SEN Team at Southend Borough Council and local employers who provide work experience placements, to offer a variety of destinations. Other firm links are also being sought with Post 19 providers and F.E. colleges such as South Essex College; USP (United SEEVIC and Palmers); Southend Adult Community College and University of Essex.

9. Resources

Funding for careers education is allocated in the annual budget in the context of whole Academy priorities.

10. Staff Development

Staff training needs are identified annually. Funding for such development and skilling will come from the Academy CPD budget.

11. Parents/Carers

Parents play a crucial role in pupils' understanding of career choices and are encouraged to attend a range of career events including parents' evenings; transition planning sessions; work experience placements and EHC Plan reviews.