



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

Policy Lead:	<b>Assistant Headteacher (EA)</b>
Last Review Date:	July 2025
Next Review Date:	July 2026
Approval needed by:	<b>Governing Body</b>



THE **LEARNING** PARTNERSHIP

## Revisions Log

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)
16.6.25	CEIAG whole policy	Whole policy change to reflect updated Gatsby Benchmarks	Review of CEIAG
29/07/22	CEIAG whole policy	Whole policy change to reflect renewed focus and link to Careers strategy	Review of CEIAG
29/8/23	Appendix 2	Careers provision update for 2023 / 2024	Routine update

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### 1. Policy Statement

At The Oaks Academy, we are committed to delivering a high-quality, inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme that prepares every student for success in modern education, training and employment. Our Careers provision aims to fully meet the updated Gatsby Benchmarks (2025) and complies with statutory guidance set out in the DfE's *Careers Guidance and Access for Education and Training Providers*.

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### 2. Policy Aims

The Oaks Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. We therefore offer a planned programme of activities to support our students in choosing options and pathways that suit their interests and skills and inspires them to consider a range of career pathways to help ensure sustained employability throughout their working lives. Careers education, advice and guidance is a central part of the school ethos of achieving excellence

together therefore the Governing Body have adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

Our careers programme aims to:

- Inspire and motivate students to fulfil their potential.
  - Equip students with the knowledge and skills to make informed decisions.
  - Provide up-to-date, impartial information about opportunities in education, training, apprenticeships and employment.
  - Raise aspirations and challenge stereotypes.
  - Reduce the risk of NEET (Not in Education, Employment or Training) outcomes.
  - Promote social mobility and equality of opportunity.
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### **3. Policy Scope**

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four
  - The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable
  - The 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 governing bodies, school leaders and school staff.
  - This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.
  - This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships
  - This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school
  - All members of staff at The Oaks Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader
  - It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute
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### **3. Gatsby Benchmarks**

Our CEIAG programme aligns with the updated Gatsby Benchmarks:

#### **1. A Stable Careers Programme**

- We maintain a structured, progressive careers programme, published on our website and reviewed annually with governors, staff, students and parents.

#### **2. Learning from Careers and Labour Market Information (LMI)**

- Students and parents have access to up-to-date, local and national LMI via careers resources, assemblies, from time programme and enrichment activities.

#### **3. Addressing the Needs of Each Student**

- Our programme is tailored and inclusive, ensuring that individual needs, including those of SEND and disadvantaged students, are met through personalised guidance and tracking.

#### **4. Linking Curriculum Learning to Careers**

- Subject teachers integrate careers learning into lessons, highlighting how skills and knowledge apply to the world of work, including STEM career pathways.

#### **5. Encounters with Employers and Employees**

- Every student has multiple opportunities to engage with employers through workshops, talks, projects and workplace visits.

#### **6. Experiences of Workplaces**

- We ensure every student experiences a minimum of 5 days of meaningful encounters with employers at KS3 through a varied and interactive programme, plus every student KS4 will experience a minimum of 3 meaningful encounters with employers

#### **7. Encounters with Further and Higher Education**

- Students receive information and guidance on all pathways, including apprenticeships, T Levels, colleges, universities and specialist providers, with visits, talks and fairs.

#### **8. Personal Guidance**

- Every student has access to individual, impartial careers guidance interviews with a Level 6 qualified Careers Adviser at key transition points.

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### **4. Roles and Responsibilities**

#### **Governors:**

- Ensure statutory duties are met and review policy implementation.

#### **Headteacher:**

- Overall responsibility for the CEIAG programme's quality and resourcing.

#### **Careers Leader:**

- Oversee planning, delivery and evaluation of the programme; liaise with staff, students, parents, employers and training providers.

#### **Teachers:**

- Embed careers links into curriculum delivery and support students' career development.

#### **Careers Adviser:**

- Provide impartial one-to-one and small group guidance.

#### **Students:**

- Engage proactively with careers activities and guidance.

#### **Parents and Carers:**

- Support and encourage students in exploring options and attending events.

### **5. Provider Access**

In line with the updated *Provider Access Legislation* (PAL), our school gives education and training providers the opportunity to speak to students about technical education and apprenticeships. Details are published in our separate Provider Access Policy Statement.

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997

All pupils in Years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships 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 – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

### **6. Monitoring and Evaluation**

The Headteacher will ensure that:

- the work of the Careers Advisor and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

- The governors of The Oaks Academy will review this policy every three years

The effectiveness of this policy will be measured in a variety of ways:

- Student and parent feedback.
  - Destination data analysis.
  - Compass+ or equivalent benchmarking tools.
  - Annual reports to governors and senior leadership.
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## **7. Equality and Diversity**

Our careers provision actively promotes equality of opportunity, challenges stereotypes, and supports all students regardless of background, ability or personal circumstance

Year 7	Year 8	Year 9	Year 10	Year 11
Visual displays Introduction to CHARACTER Student Leadership opportunities & training KS3 drop down CHARACTER day National Careers Week activities National Apprenticeship Week activities Online careers assessment – Futures First Survey Assemblies with guest speakers Skills Builder PSCHE lesson focus on: Careers & your future	Visual displays Student Leadership opportunities & training KS3 drop down CHARACTER day National Careers Week activities CHARACTER Programme National Apprenticeship Week activities Online careers assessment – Futures First Survey Assemblies with guest speakers Skills Builder PSCHE lesson focus on: Employability skills, Career choices, Career interests and jobs, Labour market information & Exploring Careers	Visual displays Student Leadership opportunities & training KS3 drop down CHARACTER day CHARACTER Programme National Careers Week activities National Apprenticeship Week activities Online careers assessment – Futures First Survey Local Careers Fair Assemblies with guest speakers Skills Builder Options evening – with guest speakers PSCHE lesson focus on: From failure to success, Using trustworthy websites to support planning & Careers – vocational and academic courses Higher Horizons aspirational workshops	Visual displays Mock interviews Student Leadership opportunities & training CHARACTER Programme National Careers Week activities National Apprenticeship Week activities Online careers assessment – Futures First Survey Skills Builder Local Careers Fair Scholars programme for identified students Pledge explore Programme for identified students Work experience opportunities Assemblies with guest speakers FE visits Higher Horizons aspirational workshops 1-2-1 guidance interviews with Mploy	Visual displays Post 16 education provider assemblies Student Leadership opportunities & training CHARACTER Programme National Careers Week activities National Apprenticeship Week activities NCS Programme Online careers assessment – Futures First Survey Assemblies with guest speakers Skills Builder 1-2-1 guidance interviews with Mploy PSCHE lesson focus on: Post 16 research & applications & writing a personal statement

			PSCHE lesson focus on: Aspirations and Employability, Writing a CV	
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## **Appendix 3**

### **Arrangements for Provider Access**

#### **Introduction**

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in Years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships 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 – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact Emily Abberley.

Telephone: 01270 661223

Email: [eabberley@theoaksacademy.co.uk](mailto:eabberley@theoaksacademy.co.uk)

#### **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT 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 with the Careers Leader so that they can be displayed in the Careers Hub in the Learning Resource Centre.