



TOTTINGTON
HIGH SCHOOL

CEIAG Policy

2026-27

Updated	June 2026
Review Date	June 2027
SLT responsible	D Higham (Assistant Headteacher)



Careers education and guidance at Tottington High School serves to prepare students for choices and transitions affecting their future education, training and employment. Through effective implementation of careers education, students will leave our school fully aware of the pathways to access post-16 training in order to achieve their aspiration.

1. AIMS

Tottington High School careers provision aims to:

- To help students develop an understanding of themselves and others as individuals including their own and others' strengths and limitations, abilities and potential, personal qualities, needs, attitudes and values.
- To provide students with opportunities to develop the knowledge, skills and experiences required for further study/employment.
- To prepare students so that they can make informed choices and decisions affecting their future.
- To motivate students and raise aspirations.
- To promote equality of opportunity, challenge stereotyping and support inclusion.

2. OBJECTIVES FOR CAREERS EDUCATION AND GUIDANCE

By the end of their school career students will have had the opportunity to:

- Consider their own qualities, skills, interests and academic potential.
- Investigate the options/choices open to them at the end of KS3 and KS4 and make informed choices.
- Have the opportunity to have meaningful workplace encounters
- Receive high quality impartial advice and guidance.
- Use action planning to support their career development.
- Access relevant careers information.
- Develop an understanding of the requirements and conditions in a range of further education providers and employment sectors.
- Received quality first external support regarding careers and KS5 transition.
- Received direct and meaningful interaction with a range of providers across the business, further and higher education sectors.

3. IMPLEMENTATION OF CAREERS EDUCATION

- Careers education is delivered through the school PSHE curriculum programme and the CEIAG events programme (see the Careers Programme document):

- PSHE: Designated topics within the PSHE programme at KS3 and KS4. The PSHE programme provides sessions across the academic year that explore aspects such as employability, enterprise, aspiration and financial capacity.
- CEIAG Events Programme: Events, sessions and experiences throughout KS3 and KS4. The programme is strategically planned to meet the aims and objectives of the school's careers provision.
- Realistic Choices: Mr Kevin Welch (Careers Advisor) will work with every student at Tottington High School to explore aspirations for future careers and ensure pupils are equipped to make effective choices post-16. This will include supporting students with college applications and providing after-school support with careers clubs.
- Greater Manchester Combined Authority (GMCA) This year the school will be working in partnership with GMCA to establish links with employers and FE providers to create opportunities for out-of- school and in-school learning opportunities. The timetable of events will be published on the website and the policy amended on review to reflect this partnership.
- Enterprise Advisor: This year the school will be working with Lindsey Edwards of Cornferry who will be working to support our delivery of CEIAG

4. EQUALITY AND DIVERSITY

Careers education is provided to all students, and provision is made to all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

5. RESOURCES TO SUPPORT CAREERS EDUCATION AND GUIDANCE

- Careers library: careers literature, prospectuses, central careers base for interviews, application forms
- Realistic Choices (careers advisor): Careers advice and support provided for all students during their school career
- Extra support where appropriate: Identified students are provided with additional support by SENCO, HOY/PYM and Form Tutor
- Unifrog careers platform to support pupil learning and curriculum-based careers learning
- THS Careers provision programme
- Assemblies with providers for all further education opportunities in the area.

6. PARENTS AND CARERS

Parental/guardian involvement is encouraged at all stages. This is promoted through the distribution of the school information highlighting key events and the school website.

Parents/guardians are welcome to attend career interviews.

7. STUDENT ENTITLEMENT

All students at Tottington High School are entitled to receive a high-quality programme of careers education and impartial advice and guidance. Students can be expected to:

- Be treated equally
- Be given careers information and advice that is up-to-date and impartial
- Be given extra support should individual need require it
- Be provided with opportunities to develop valuable careers related knowledge, skills and expertise
- Understand how to make applications for the full range of academic and technical courses.

8. MONITORING, REVIEW AND EVALUATION OF CEIAG PROGRAMME

The SLT member (Careers Lead – Mr D Higham) with responsibility for careers and work-related learning is responsible for ensuring the CEIAG programme is reviewed and evaluated in line with school monitoring processes i.e. Student Voice, Stakeholder Voice, Parent Voice and Personal Adviser. The process of review and evaluation incorporates the following:

- Compass plus used to track activities for all students with termly data reports produced track participation of SEND, disadvantaged, and vulnerable pupils in all activities
- Future skills questionnaire to be completed by students within the year to identify pupil needs
- Internal school quality assurance systems
- CPD activity undertaken in relation to CEIAG
- Annual audit of current employer encounters and role models for diversity
- Feedback from personal advisers/SENCO regarding career planning needs of the individual/groups
- Analysis of destination information to monitor the number of students who progress into training, education and work in relation to labour market trends etc.
- SLT and Academy Council to be briefed on the career's strategy and are involved in strategic decisions about careers provision with termly reviews undertaken- Internal leadership review to be undertaken on an annual basis to identify strengths and weaknesses in provision

In addition, Tottington High School are committed to fulfilling the criteria of **The Gatsby Benchmarks** for careers provision. These are as follows:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student

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.

Progress towards these benchmarks is evaluated on a three-month cycle in conjunction with the CEIAG area lead. As of May 2025, Tottington High School had met all benchmarks with a 100% rate.

9. PROVIDER ACCESS

This policy section sets out the school's arrangements for managing the access of providers to students 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. Also see above (7) for student entitlement. For providers:

- Access to school will be granted to providers in the instance of all statutory safeguarding checks being made and in the event of the activity supporting the excellence of delivery in careers provision (including Gatsby benchmarks). In the instance of providers not meeting these criteria, access to school will not be granted. Providers are welcome to make applications to visit school for a range of activities, for example careers lesson, assemblies or specific events and should address their request to the Careers lead as noted in policy. Additionally, specific providers will also be contacted directly by the school with a request made to visit.
- Upon arrival at school, providers will be met at reception and escorted to a suitable venue for delivery of their session. Toilets and rest areas will be identified and all access to technology will be granted, in compliance with school GDPR regulations and safeguarding, to ensure providers are able to deliver sessions and content.

Careers Programme 2026-2027

Year group	Across the year	Autumn Term	Spring Term	Summer term
7	• Careers advice from Realistic Choices (GB1,8) • Access to GMACS services and careers support. (GB2, 7) • Careers fair access to inform post-16 opportunities. (GB2,3, 7) • Careers drop down days where students are given access to specific service careers (e.g Army and Navy) (GB5,2) • Student Leadership opportunities (GB3,4) • Future Skills Questionnaire via compass plus to monitor each student's career readiness (GB1,3) • Extra-curricular careers club hosted at lunchtime by staff that support career development (GB1,3,5) • Work experience through the schools in house farm. (GB6, 4)	Red Cross First Aid workshop delivered by the Red Cross. All students will be addressed by a member of the Red Cross and every child will receive first aid training. (GB%,4) Careers fair: access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB2,3,7) Careers Based Assemblies: A range of careers based assemblies delivered by external providers HSBC Financial Literacy Workshop – students will take part in a financial workshop aimed at saving shopping and spending (GB4,5)	How do I develop my skills and aspirations? A unit of work which introduces personal goals, linking personal skills required to meet specific careers, pathways, post-16 choices and which encourages students to identify these by interrogating their employability credentials. (GB3,4) Army Key Skills Day: Students will engage in a full days carousel of activities from the Army highlighting army careers. (GB2,5,6) Enterprise project – students are encouraged to design a new initiative/extra-curricular activity that can be implemented at THS. (GB4,3)	How can I make safe financial choices? A unit of work that casts pupils as employees with real world decisions to make about saving, borrowing and budgeting. Woven throughout is learning around careers and the world of work. DWP Workshop Exploring careers (GB2,5)

8	• Careers advice from Realistic Choices. (GB1,8) • Access to GMACS services and careers support. (GB2,7) • Extra-curricular careers club hosted at lunchtime by staff that support career development (GB1,3,5) • Engagement with the BellWell Greater Manchester survey and initiative. (GB1,3) • Subject projects that link directly to the world of work and which provide real world academic and technical skills linked directly to a variety of careers. (GB2,4,5) • Career of the week will be linked to respective Subjects with specific employment opportunities and LMI information shared. GB 2,4) • Careers fair access to inform post-16 opportunities. (gb2,7) • Future Skills Questionnaire via compass plus to monitor each students career readiness (GB1,3) • Subject specific educational visits and careers based activities within lesson (GB4,5) • Work experience Via workplace safaris	Careers fair: access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB2,3,7) Red Cross First Aid workshop delivered by the Red Cross. All students will be addressed by a member of the Red Cross and every child will receive first aid training. (Gb4,5)	HSBC Financial Literacy Workshop – students will take part in a financial workshop aimed at helping them to understand budgeting and basic financial planning (Gb4,5) Dreams and Goals PSHE Know what some of my long-term goals are, how I can achieve them, and how my short and medium-term goals might help me do that. Identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. Understand some of the positive and negative roles that money can play in society. The tech sector of industry (GM being largest expanding market) will be explored and pathways to employment explored. (GB2,3,4)	Relationships PSHE A unit of work that covers online safety, media reliability to encourage on-line safety and promote the use of positive on-line profiles to support workplace entry. GB3,4) Navy Key Skills Day: Students will engage in a full days carousel of activities from the Navy highlighting Navy careers. (GB2,5,6) DWP Workshop USP and Exploring Options Workshops (GB2,5)
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			Relationships PSHE A unit of work that covers online safety, media reliability to encourage on-line safety and promote the use of positive on-line profiles to support workplace entry.	
9	• Careers advice from Realistic Choices. (GB1,8) • Access to GMACS services and careers support. (Gb2,7) • Extra-curricular careers club with careers links highlighted(GB1,3,5) • (iv) Engagement with the BellWell Greater Manchester survey and initiative. (GB2,7) • Subject projects that link directly to the world of work and which provide real world academic and technical skills linked directly to a variety of careers and specific options choices. (GB2,4,5) • Career of the week will be linked to respective HUBs with specific employment opportunities and LMI information shared. (GB2,4,) • Option choice evening with post-16 providers (academic and technical) providing advice for pupils and parents. (GB3,7,8) • Parents evening support and guidance provided by Realistic Choices (GB1,8)	Careers fair: access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB2,3,7) Red Cross First Aid workshop delivered by the Red Cross. All students will be addressed by a member of the Red Cross and every child will receive first aid training. (GB4,5)	Next steps at THS and beyond. A unit of work that encourages students to reflect on their strengths, skills, areas for development, career options, post-16 choices, goal setting and GCSE pathway choice to enable aspirations. (GB3,4,8) Options assembly presentations Subject specific options assembly to provide formal information on GCSE options and their links to careers (GB1,7) Who do I dream of becoming? PSHE Identify my personal strengths. Recognise some health goals I would like to	Careers speed dating: event where students engage with the employers and learn about employability factors and skills linked to industry. (GB2,5) Army Key Skills Day: Students will engage in a full days carousel of activities from the Army highlighting army careers. (GB2,5,6) HSBC Financial Literacy Workshop – students will take part in a financial workshop aimed at helping students understand outgoings and budgeting (GB4,5) Informal Choices parents & student presentations

	- Subject specific educational visits and careers based activities within lesson (GB4,5) - Work experience Via workplace safaris		achieve. Produce a SMART plan and know how to apply it to support my life and learning. Be able to accept helpful feedback and reject unhelpful criticism. (GB3,4)	Subject specific options presentation to parents and pupils to help them make informed choices for their GCSE options (GB7,8)
10	- careers interviews from Realistic Choices. (GB1,8) - Access to GMACS services and careers support. Is this work experience (GB2,7) - Extra-curricular careers club hosted at lunchtime by Mrs McKay. (GB1,3,5) - Engagement with the BellWell Greater Manchester survey and initiative.(Gb1,3) - HUB projects that link directly to the world of work and which provide real world academic and technical skills linked directly to a variety of careers. (GB 2,4,5) - Career of the week will be linked to respective HUBs with specific employment opportunities and LMI information shared. (Gb2,) - Parents evening support and guidance provided by Realistic Choices (Gb1,8)	Careers fair: access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (GB23,7) UA92 Future Aspirations Course This programs targets pupils at risk of NEET and looks at developing their aspirations and understanding of further education and employment(gb3,7,8) Bury Careers fair: access to inform post-16 opportunities. (Gb2,7)	Careers speed dating: event where students engage with the employers and learn about employability factors and skills linked to industry. (GB2,5) JDUP careers Event Students will visit JD Headquarters for a work place safari to learn all about the range of careers on offer linked to JD Sports and the fashion industry (Gb4,5,6) Dreams and Goals Impact of physical health in reaching goals. Relationships and reaching goals Resilience Work/life balance Connections and impact on mental health	Could I be a good employee? A unit of work which prompts students to assess their skills and aspirations and strengths and interests in a variety of careers. This unit will establish the responsibilities of employees in the work place and health and safety rules that are statutory. Their on-line profile (LinkedIn) will be checked and adapted as appropriate. (GB3,4,8) Work place experience. All students have the opportunity for direct experience of the world of work. This takes place through virtual work place safaris, take a student to work day and subject based educational visits

	• 1-1 career interview for all pupils with an EHCP (Gb3,8) • Subject specific educational visits (GB4,6) • Meet my futures careers virtual work experience sessions (Gb 5,6) • Work experience Via workplace safaris •		(GB3,4)	Careers speed dating: event where students engage with the employers and learn about employability factors and skills linked to industry. (GB5,6) Feeder college visits Pupils will have the opportunity to visit at least two Post 16 providers (GB7)
11	• Careers interviews from Realistic Choices. (GB1,8) • Each students parent/guardian receives a telephone call to support their further education and careers choices.(Gb3,8) • Parents evening support and guidance provided by Realistic Choices(gb1,8) • Careers interview for all pupils with an EHCP(gb3,8) • College application support sessions(Gb7,8) • Connexions (Gb3,8) • Subject specific educational visits(gb4,6)	College and ITP Assembly's Assembly's provided by a range of post 16 providers (GB2,7) Careers fair: access to inform post-16 opportunities. Questions booklet provided for each student and they will complete a review task to demonstrate impact (Gb2,3,7) Bury Careers fair: access to inform post-16 opportunities. (Gb2,7) Mock Interviews	Careers speed dating: event where students engage with the employers and learn about employability factors and skills linked to industry.(GB2,5) Feeder college visits Pupils will have the opportunity to visit at least two Post 16 providers (GB7)	LinkedIn. On-line presence will be monitored to ensure it maximises employability. This will also be used to ensure NEET data is accurate and can be used to support transition issues to College. The app will serve to create a future THS Alumni to support with careers provision going forward. (GB1,3,8)

		Mock interviews based with industry specialist linked to each students preferred career of choice (Gb5,8) College Application Support Through realistic choices, assemblies and drop in sessions organised with each college. (GB7,8) What are my next steps after THS? A unit of work that ensures post-16 choices are appropriate and directly link to future employability. CV writing, interview techniques and practice, letters of application, on-line presence and personal statements will all be covered. (GB4,8,3) Dreams and Goals PSHE Identify my financial goals and whether these are realistic in the short or longer term. Understand the possible consequences of debt and sources of support for		
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		people in debt or have a gambling problem. Recognise the risks associated with gambling as an answer to debt or financial pressures. Identify if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships. (Gb3,4)		
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