



Careers Education, Information, Advice and Guidance

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Approved By:	Academy Council
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Queries to:	Vas Stamatelatos, PfA and EHC Manager (Careers Leader)
Review Interval:	Annual

Nurture, Grow, Flourish

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1. Policy Statement

At Walton Hall Academy, Careers Education, Information, Advice and Guidance (CEIAG) is a vital part of our commitment to preparing students for life beyond school. Rooted in our vision of Nurture, Grow, and Flourish, our careers programme is inclusive, aspirational, and tailored to the diverse needs of our learners, all of whom have an Education, Health and Care (EHC) Plan. We aim to empower students to make informed, confident decisions about their future pathways, whether that be further education, employment, or independent living. All members of staff at Walton Hall Academy are expected to be aware of this policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

2. Vision and Ethos

We are committed to:

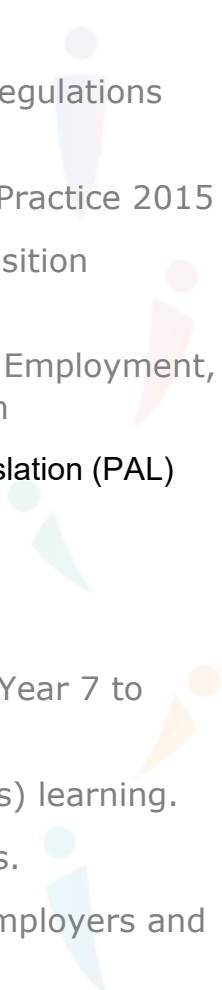
- Nurturing our students through personalised support and positive relationships.
- Enabling them to Grow in knowledge, skills, and independence.
- Supporting them to Flourish as confident, resilient individuals who contribute meaningfully to society.

Our CEIAG programme reflects this ethos by embedding careers education within a holistic curriculum that values each student's unique journey. Walton Hall Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

3. Statutory Framework

This policy aligns with:

- Section 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008

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- Schedule 4 (15) of the School Information (England) Regulations 2008
 - Children and Families Act 2014 and the SEND Code of Practice 2015
 - EHC Annual Review process for personalised transition planning.
 - The Preparation for Adulthood (PfA) Framework: Employment, Independent Living, Community Inclusion, Health
 - Section 42B of the Education Act 1997 - Provider Access Legislation (PAL)

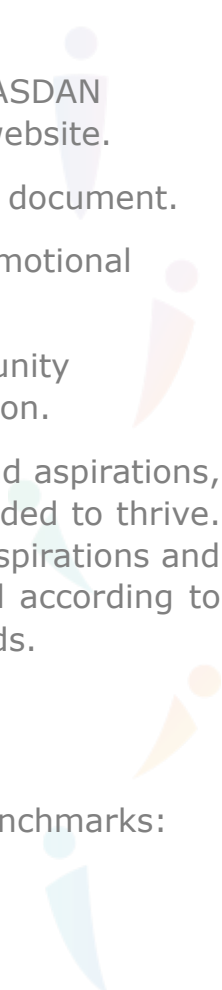
4. Aims and Objectives

- To deliver a stable, inclusive careers programme from Year 7 to Year 14.
- To link the curriculum learning to PfA (including careers) learning.
- To provide impartial, personalised guidance to students.
- To provide students with a series of encounters with employers and employees.
- To provide students with experiences of workplace(s).
- To ensure that students have a series of encounters with further and specialist education providers.
- To embed CEIAG into EHCP reviews and curriculum planning.
- To promote equality of opportunity and challenge stereotypes.
- To support students to transition successfully – flourish - into life after school.

5. PfA Integration

PfA is central to our CEIAG approach. We embed the four PfA strands across:

- PfA Careers and Community Inclusion lessons, and Independent Travel Training: Focused on independence, community participation, life skills development, employability skills and careers – see PfA curriculum for more information.

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- Vocational learning: Including accredited courses and ASDAN modules – see vocational training information on our website.
 - Work Experience – see relevant appendix of this policy document.
 - PSHE Lessons: Building resilience, relationships, and emotional literacy – see PSHE policy for more information.
 - Residential curriculum: Promoting life skills and community engagement – see residential policy for more information.

We tailor support to each student's strengths, challenges, and aspirations, helping them develop the confidence and practical skills needed to thrive. Each student has a personalised support plan outlining the aspirations and the curriculum is planned around their individual needs and according to their EHC plan outcomes, which focus on PfA from Y9 onwards.

6. Gatsby Benchmarks

Our CEIAG programme is structured around the 8 Gatsby Benchmarks:

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

We work closely with the Staffordshire and Stoke Careers Hub using Compass+ to monitor progress of compliance with the Gatsby Benchmarks and the Internal Leadership Review Careers Maturity Model to ensure continuous improvement. Detailed information can be found at the [Department for Education website](#).

6. Transition Planning

At Walton Hall Academy, transition planning is a deeply embedded and holistic process designed to support students as they prepare for life after school. The school works collaboratively with families, external agencies, and multi-disciplinary teams to ensure that each young person's journey is tailored to their individual needs. Through the EHCP Annual Review process, individual Pupil Support Plans, and Personal Learning Goals (termly targets), the academy identifies barriers to learning early and implements targeted interventions that promote academic achievement, emotional wellbeing and resilience, and independent living skills. Transition planning is not limited to academic pathways, it also encompasses therapeutic support, social development, independent living, travel training, and life skills, ensuring students are equipped with the tools they need to flourish beyond school. We work closely with adult social care colleagues in the local authority to ensure any students eligible under the Care Act 2014 are assessed and provision put in place on a timely basis instead of, or to complement, education provision after their journey at Walton Hall Academy has come to an end.

7. Careers Advice (Personal Guidance) and RONI

Walton Hall Academy commissions careers advice from the service provided by Staffordshire County Council. The Careers Leader is responsible for identifying students who require an appointment from Y9 onwards. Students with a likely destination of further education and/or training and those at risk of being not in education, employment or training after Y11 are prioritised. Students are prepared for their appointments as part of their timetabled careers lesson in Key Stages 4 and 5, and their parents and carers are notified of the appointment and encouraged to discuss with their child their aspirations and options. The careers adviser will produce (or update) a Careers Action Plan that:

- Identifies further training and employment aspirations.
- Provides advice on the correct pathway in terms of qualifications, further training, apprenticeships etc required for desired employment destination.
- States what action needs to take place by the young person, family, school etc.

Following the appointment, the Careers Action Plan will be shared with the student and their family, and they will be encouraged to discuss it and complete the actions. The school will use the Careers Action Plan to support the student to explore the options and complete the actions identified.

Students identified as high risk of not being in education, employment or training after the end of Y11 will be offered enhanced support by the career's adviser.

9. Provider Access

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.

The Six Encounters Schools Must Offer to all Students in Years 8 To 13
Schools must offer, as a minimum:

- Two encounters for students during the 'first key phase' (Year 8 or 9):
 - All students must attend.
 - Encounters can take place any time during Year 8, and between 1 September and 28 February during Year 9.
- Two encounters for students during the 'second key phase' (Year 10 or 11):
 - All students must attend.
 - Encounters can take place any time during Year 10, and between 1 September and 28 February during Year 11.
- Two encounters for students during the 'third key phase' (Year 12 or 13):
 - Students can choose to attend.
 - Encounters can take place any time during Year 12, and between 1 September and 28 February during Year 13.

All encounters will be adapted to meet the needs of our students. These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer.
- Information about what careers those qualifications and apprenticeships can lead to.
- What learning or training with the provider is like.
- Answers to any questions from students.

All students in Years 8 to 13 at Walton Hall Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, for example, through activities and events such as Options events, assemblies and taster events.
- Understand how to make applications for the full range of academic and technical courses.

Walton Hall Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Walton Hall Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Walton Hall Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Walton Hall Academy is proud to organise a very successful Preparation for Adulthood event on annual basis, inviting several providers and services across the education, health and care sectors. It also supports students to attend further education open days and shares open day information with parents and carers so they can visit with their child outside of school hours. Walton Hall Academy continues to develop its provider access offer planning more encounters with providers as part of the National Careers week every March, National Apprenticeship week in February, and more.

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.

10. Monitoring and Evaluation

- Annual review using Compass+ and destination data.
- Student voice and feedback from families and partners.
- Termly evaluation by the Careers Leader and SLT.
- Feedback from external visitors to the school such as the Shaw Education Trust's QAL and Ofsted.
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- Continuous professional development for staff.

11. Roles and Responsibilities

EHC and PfA Manager and Careers Leader: Vas Stamatelatos, strategic oversight and delivery of careers, and alignment with EHC processes.

vas.stamatelatos@walton.set.org

Assistant Principal and Head of Post 16: Susan Phung, responsible for PfA curriculum and post 16 manager. susan.phung@walton.set.org

Work Experience and Transitions Coordinator: Mel Wyatt, responsible for organising and monitoring work experience and for transition out of school mel.wyatt@walton.set.org

Transitions Coordinator: Aimee Johns, responsible for transition out of school aimee.johns@walton.set.org

Careers Adviser (external): Yvonne Knight, Careers Adviser, Staffordshire County Council. yvonne.knight1@staffordshire.gov.uk

Teachers: Link curriculum to careers and support all career's related activities.

Appendix 1 Work Experience

Main Principles and Planning

1. To **Start early** to develop a progressive approach that allows for multiple encounters and experiences across all key stages.
2. To **Be intent and outcome led**.
3. To **Be responsive** to learner need, evaluation data and regional/labour market context.
4. It can be especially powerful to hear from adults with SEND who have succeeded in their careers. Involve ex academy students to talk to current students about their experience.
5. A meaningful experience of the workplace gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. A meaningful experience will:
 - a. have a clear purpose, which is shared with the employer and the young person
 - b. be underpinned by learning outcomes that are appropriate to the needs of the young person
 - c. involve extensive two-way interactions between the young person and employees
 - d. include opportunities for young people to meet a range of different people from the workplace
 - e. include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
 - f. include the employer providing feedback to the young person about their work
 - g. be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.
6. Engaging students, parents and carers will be integral to preparing, selecting and completing work experience.
 - a. Students will be asked to express a preference during Autumn 1 - Experiences should be aspirational and inspirational, giving young people the opportunity to access a wide range of career opportunities, aligned to their interests and talents, local skills needs and national growth sectors. Discussing aspirations forms part of the EHC annual review process, focusing on PfA especially from Y9 onwards; aspirations reflected in the Pupil Support Plans.
 - b. Parents and carers are one of the biggest influences on young people's career decision-making. Parent and carer engagement will be embedded into planning and information will be shared with parents and carers and support them to use it with their children. Parents/carers will be contacted during Autumn 1 to

seek their views on their child's work experience, whether they have a placement in mind for their child, whether they can support their child with accessing the placement, and what their child may be interested in. Discussing aspirations forms part of the EHC annual review process and parents/carers are invited to share the aspirations they have for their child on an annual basis.

7. Work placement identification will focus on expanding our current pool of potential placements whilst maintaining the successful ones and continuing to offer the existing brilliant internal opportunities to practice hospitality, animal care, and enterprise skills. The aim is to offer a diverse range of placements, especially in growth sectors and non-traditional pathways (especially for girls, students with SEND, and those from disadvantaged backgrounds). Although the planner below mentions specific pathways, there is no intention to limit in any way what Work Experience students from different pathways participate in - students will be considered on an individual basis, and where a student, for example, from the Seekers pathway is able to join an external placement, the school will endeavour to enable them to do so.
8. Prepare students well for these encounters so they know what to expect and what is expected of them, match them carefully to each employer and provide any special support the learner may need to benefit fully from the experience. Student preparation and subsequent reflection will form part of the timetable (assemblies and lessons, focusing on practical skills as well, such as speaking and listening linked to individual student outcomes). Year 9+ EHC review outcomes will be focused on PfA – these are broken down into smaller term more manageable targets. Navigators' students will be asked to complete the Future Skills Questionnaire to identify what skills they need to develop in their time at school (one year pilot, before considering extension/adaptation to students of other pathways – see Careers Action Plan). Use the equalex framework of structured learning outcomes to inform lesson planning, individual student outcomes, and evaluate work experience impact.
9. Isolated school site coupled with transport and staffing constraints limit significantly external work experience opportunities. Once the town centre satellite provision opening is confirmed, the work experience offer will be expanded significantly.

When	Who	What
Autumn 1	All key stages and pathways	Reserved for planning, engaging with students, parents/carers, and employers, staff CPD to enable the delivery of this programme, and preparing the students for work experience (assembly, lessons, and practical skills as part of PfA & PSHE).

Autumn 2, Spring 1, Spring 2, Summer 1,	Key Stage 3, 4 and 5 Seekers	Staff CPD to enable the delivery of this programme. School led activities simulating work tasks (animal care, enterprise and grounds maintenance) or, where appropriate, as below for Key Stage 4 and 5 Navigators and Explorers.
	Key Stage 3 Navigators and Explorers	Five Days Minimum during KS3 - Multiple, varied and meaningful employer-led activities to explore different industries and careers and involve active engagement with a diverse range of employers, including small and medium sized enterprises. Activities could include: • multi-day work visits involving employer-set tasks or projects • work shadowing • in-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises. These could be undertaken individually or as part of a group or class-based activity. Some or all of the activities can be in person, with virtual activities contributing but not replacing in person.
	Key Stage 4 and 5 Navigators and Explorers	Five Days Minimum in KS4. Significantly increased offer from Y12 - Work experience to allow pupils to experience a real working environment and begin to develop work-based skills and behaviours. Pupils should be free to undertake their 5 days' worth of work experience placement(s) (or more for Y12+) with more than one employer, irrespective of sector, and be able to spread their placement time across a number of days or weeks. This might be advantageous to young people who are undecided on their careers interests, by offering scope to try more employers and sectors.

		Work experience placement(s) to be in-person, but in exceptional circumstances meaningful hybrid or virtual approaches may be impactful in removing barriers to access.
Summer 2	Key Stage 3 Navigators and Explorers Key Stage 3, 4 and 5 Seekers Key Stage 4 and 5 Navigators and Explorers	As above As above. Reserved for exams and transition.

Appendix 2 Application for Provider Access

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 and aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Pupil entitlement

Walton Hall Academy fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

Management of provider access requests

Procedure

A provider wishing to request access should contact Vas Stamatelatos, PfA and EHC Manager (Careers Leader).

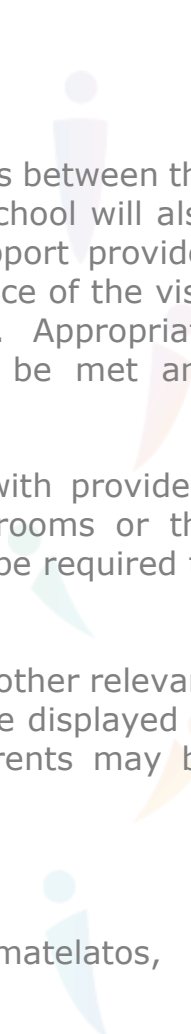
Telephone: 01785 850420

Email: vas.stamatelatos@walton.set.org

Opportunities for access

The school offers a comprehensive CEIAG programme and an overview of this programme is contained with this policy document and the school website as GEIAG and Preparation for Adulthood.

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. Appropriate safeguarding checks will be carried out. Providers will be met and supervised.

Walton Hall Academy will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

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 school. Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Complaints Procedure

Any complaints about this policy should be raised to Vas Stamatelatos, PfA and EHC Manager (Careers Leader), email: vas.stamatelatos@walton.set.org Telephone: 01785 850420.

Providers who have been invited to Walton Hall Academy to date include:

- NSCG Stafford College
- South Staffordshire College (Rodbaston)
- Newfriars College
- Landau College
- Regent College
- Equality Training

Destinations of previous pupils include:

- NSCG Stafford College
- South Staffordshire College (Rodbaston)
- Newfriars College
- Landau College
- Regent College
- Derwent College
- Strathmore College

Policy Review Information

Date	Details of change or review	Ratification Date
07/11/2025	New policy document written	

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Education
Trust**



**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**