



**THE WESTLEIGH SCHOOL**  
Aspiring & Achieving Together



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

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**Policy implemented by: R O'Brien**

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**Approved by: Academy Council**

**Next Review Due: February 2027**



**Shaw  
Education  
Trust**

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## 1. Aims of the policy

The Careers Education, Information, Advice and Guidance (CEIAG) policy at The Westleigh School is designed to support students in making informed decisions about their future pathways, ensuring they are well-prepared for life beyond school. At The Westleigh School we aim to provide consistent support and meaningful engagement for every student, helping them to explore and shape their own future pathways, while empowering them to confidently raise their aspirations and achieve their goals in a rapidly evolving and competitive world. We have high standards and expectations of all our students at The Westleigh School, and we recognise that effective careers guidance promotes raising aspirations, improves motivation and breaks down barriers to success. This policy fully supports The Westleigh School's Career strategy and provider access policy.

Our CEIAG programme aims to support students in making well-informed decisions by providing access to differentiated and impartial, independent information and guidance about the range of options available including vocational, academic, technical and apprenticeship routes. We aim to achieve this through delivering through form time a combination of weekly 'Edge' lessons (appendix 2), embedded throughout personal development lessons and delivered through college assemblies, careers fairs, employer visits, work experience placements and guest speakers. The Westleigh School's CEIAG programme aims to;

- **Increase Knowledge and Understanding:** Enhance students' awareness of various career options and the skills required for different professions.
- **Develop Skills and Aspirations:** Equip students with the necessary skills and encourage high aspirations to succeed in their chosen paths.
- **Support Informed Decision-Making:** Provide students with the information and guidance needed to make well-informed choices regarding their future education and careers.
- **Promote Equality and Inclusion:** Ensure that all students, regardless of background or ability, have equal access to career opportunities and support.
- **Raise Aspirations:** Encourage students to aim high and overcome barriers to success, fostering a culture of ambition and achievement.
- **Develop Employability Skills:** Help students acquire key skills that are essential for success in the workplace, such as communication, teamwork, and problem-solving.
- **Prepare for Lifelong Learning:** Instil a mindset of continuous learning and adaptability to thrive in a rapidly changing world.

These objectives align with the **Gatsby Benchmarks**, a framework of eight guidelines that define the best careers provision in schools. By adhering to these benchmarks, we ensure that our CEIAG programme is comprehensive, impartial, and tailored to meet the needs of every student. The Westleigh School's core values are reflected in our approach to careers education. We want our students to respect the opportunities available to them, take responsibility for shaping their own futures, and show the resilience needed to succeed in a changing world. Most of all, we want them to feel inspired and excited as they explore the many career options open to them.

There has never been a more important time to provide young people with high-quality careers guidance. At The Westleigh School, we are committed to preparing our students for the next stage of their education, training, and working lives. The career landscape they are stepping into is more complex and fast-moving than ever before. With rapid technological progress and global opportunities, today's young people are likely to

experience multiple careers. As education, training, and employment pathways continue to expand, our mission is to equip students with the skills, knowledge, and confidence to navigate these opportunities and adapt to change throughout their lives. We adopt a whole-school approach to Careers Education, Information, Advice and Guidance (CEIAG), with every staff member playing a part in supporting students' futures. This ensures all students have access to impartial, high-quality information that helps them make well-informed and aspirational choices. Our careers programme runs throughout the academic year and is designed to support the careers curriculum. In line with the most recent national careers guidance strategy (January 2025), our careers plan is built around the eight Gatsby Benchmarks, which we strive to fully meet and embed across the school. At Westleigh, careers education is not delivered in isolation — it is seamlessly woven into the wider curriculum, helping students to make clear connections between what they learn in school and where it can take them in the future.

## **2. Statutory Requirements**

This policy is based on the Department for Education's (DfE's) statutory guidance: *Careers Guidance and Access for Education and Training Providers* (January 2023, updated and in force).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008
- The Skills and Post-16 Education Act 2022
- The Education (Careers Guidance in Schools) Act 2022

This policy reflects the strengthened statutory duties introduced through the *Skills and Post-16 Education Act 2022* (commonly referred to as the updated Baker Clause). From January 2023, schools must provide a minimum of six encounters with approved providers of technical education or apprenticeships for all students in Years 8–11. Further detail is set out in our Provider Access Policy Statement.

In line with the *Education (Careers Guidance in Schools) Act 2022*, our school secures independent and impartial careers guidance for all students from Year 7 onwards. As an academy in England, we are required to provide a planned programme of careers guidance and to publish details of this provision on our website.

Our careers programme is developed in line with the eight Gatsby Benchmarks of Good Career Guidance and is reviewed regularly to ensure continued improvement. We use the Compass+ evaluation tool to monitor and evaluate our provision and use Unifrog as a platform to monitor and evaluate ongoing impact.

The school fulfils its statutory duty to remain impartial and not promote one route over another, whether academic or technical. We ensure that students and parents/carers receive clear information about all pathways, including A levels, T Levels, apprenticeships, supported internships, and vocational and technical qualifications.

This policy should be read in conjunction with our Provider Access Policy Statement, which sets out how our school meets its duties under Provider Access Legislation. This document is available on our website.

### 3. Roles and Responsibilities

Our Careers Lead is: Rebecca O'Brien, Head of Faculty Social Science, Personal Development and Enrichment.

Their role is to:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Oversee the Unifrog platform
- Manage the budget for the careers programme, where appropriate
- Support teachers to build and embed careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our Special Educational Needs and Disabilities Coordinator (SENDCo) and careers adviser.
- to identify the guidance needs of all our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's Designated Teacher for Looked-After Children (LAC) and previously LAC to:
  - Make sure they know which students are in care or are care leavers
  - Understand their additional support needs in relation to careers advice and guidance.
  - Ensure their Personal Education Plan can help inform careers advice.
- Review our school's Provider Access Policy Statement at least annually, in agreement with our Academy Council.

### 4. Intent

Our intent is to deliver a stable, structured and inclusive careers programme that fulfils the statutory requirements set out in the Department for Education's *Careers Guidance and Access for Education and Training Providers* (January 2023), ensuring all students are prepared for life in modern Britain.

We are committed to ensuring that every young person leaves our school equipped with the knowledge, skills, confidence and resilience required to make informed decisions and succeed in education, employment or training. Through high-quality teaching, meaningful employer encounters and independent careers guidance from Year 7 onwards, we enable students to understand the full range of pathways available to them.

#### **Effective IAG will provide opportunities for students to:**

Effective Careers Education, Information, Advice and Guidance (CEIAG) will provide structured and meaningful opportunities for students to:

- Investigate, explore and evaluate a wide range of post-16 and post-18 pathways, including academic, technical and apprenticeship routes, enabling them to make informed progression decisions.
- Use Unifrog as a whole-school careers platform to research career pathways, explore labour market information, compare courses and apprenticeships, record skills development, and complete

application processes. Unifrog supports students in making informed decisions and tracking their personal progression.

- Experience the world of work through meaningful employer encounters, workplace experiences, enterprise activities and personalised guidance interviews.
- Develop the skills, knowledge, confidence and attitudes required to make well-informed, realistic and aspirational decisions. Students will understand how to access ongoing careers information, advice and guidance to support lifelong career management.
- Recognise the link between educational achievement, subject choices and future opportunities, understanding how attainment, skills development and personal qualities expand progression pathways.
- Understand local, regional and national labour market information (LMI) and the changing nature of work.
- Reflect on their own strengths, interests, values and aspirations, including through curriculum links to SMSC and personal development, enabling them to explore how their cultural, social and personal values influence career choices.
- Develop employability skills such as resilience, communication, teamwork, problem-solving and adaptability, preparing them for sustained education, employment and training.

**Through the provision of rich and varied activities, we aim to:**

- Promote the highest possible aspirations, progress and attainment for all students, ensuring that career learning complements academic achievement and supports positive post-school destinations.
- Develop students' ability to learn and work both independently and collaboratively, equipping them with essential employability skills such as communication, teamwork, problem-solving, leadership, and adaptability.
- Enable students to respond positively to opportunities, challenge and responsibility through access to high-quality, independent and impartial Careers Education, Information, Advice and Guidance (CEIAG) from Year 7 onwards.
- Ensure students acquire and apply a broad range of transferable skills, knowledge, and experiences that prepare them for sustained education, employment, or training, including A Levels, T Levels, apprenticeships, technical qualifications, and vocational pathways.
- Provide up-to-date and accessible careers information, including local, regional and national labour market information (LMI), post-16 and post-18 educational opportunities, apprenticeships, technical routes, and work experience. This information is shared with both students and parents/carers to support informed decision-making.
- Utilise Unifrog as a whole-school careers tool to allow students to research pathways, track skills development, manage applications, and reflect on their career aspirations. Parents and tutors can also access Unifrog to support students' planning and progression.
- Ensure careers provision at Westleigh is inclusive and responsive to the needs of all learners, including students with SEND, disadvantaged students, and those at risk of becoming NEET.
- Align all provision with the Gatsby Benchmarks of Good Career Guidance and statutory requirements, ensuring high-quality, impartial, and meaningful encounters with employers, training providers, and further education opportunities.

## **Investigate and implement career/post school prospects.**

At The Westleigh School, our careers programme ensures that all students have structured opportunities to:

- Investigate and plan career and post-school pathways – Students explore a wide range of academic, technical, and apprenticeship options, supported by guidance to make informed decisions about their future.
- Experience the world of work and personalised opportunities – Through meaningful employer encounters, work experience, enterprise activities, and tailored guidance sessions, students gain insight into different industries and workplaces.
- Develop the skills, knowledge and attitudes for informed decision-making – Students acquire the confidence, resilience, and employability skills required to make realistic and aspirational choices. They are supported to plan their progression and understand how to access CEIAG to improve their life chances.
- Understand the link between educational achievement and future opportunities – Students learn how their academic attainment, subject choices, and personal development directly influence progression routes, employability, and long-term success.
- Reflect on personal values, beliefs, and social and cultural understanding – Through curriculum links to SMSC and personal development, students explore their own values, beliefs, and interests, enabling them to make choices aligned with their identity and aspirations.
- Access high-quality digital tools such as Unifrog – Students use Unifrog to research pathways, explore courses and apprenticeships, track skills development, and manage applications. Tutors and parents can also engage with the platform to support students' decision-making.

Through these opportunities, The Westleigh School ensures that all students are equipped to manage their careers, maximise their potential, and transition successfully to further education, training, or employment.

## **5 Implementation**

This IAG policy embraces policies and procedures for teaching and learning, school visits, curriculum, behavior, special educational needs, equality, assessment and recording and reporting.

### **Roles and Responsibilities of Headteacher, Careers Leader, Teachers, Teaching Assistants and Academy Councillors.**

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are met.
- the amount of time for teaching the curriculum is adequate and reviewed annually.
- the Academy Council is informed on the breadth and balance of the curriculum
- this policy is implemented and monitored, and the Academy Council is reported back to.
- a positive learning culture in which all students believe that they can succeed is promoted in school.
- there are high standards of teaching and learning.
- the school is compliant with legislation and to enable an annual evaluation of Careers within the school.

The **Careers Leader** will ensure that:

The Careers Leader at The Westleigh School is responsible for ensuring that our careers programme is high-quality, inclusive, and aligned with statutory requirements. Their key responsibilities include:

- Annual and ongoing evaluation – Undertake an annual careers audit using Compass+ and the Gatsby Benchmarks to assess the quality of the careers programme. Update provision throughout the year as required to maintain best practice and statutory compliance.
- Internal leadership review – Complete the school’s internal leadership review process to evaluate the effectiveness of the careers programme, identify areas for improvement, and inform whole-school development planning.
- Professional development and networking – Attend termly Career Leader conferences and participate in the Greater Manchester Careers Network to share best practice, access new resources, and stay informed about local and national developments.
- Provision of personal guidance – Ensure that all students have access to individual, impartial careers guidance interviews with qualified and experienced staff at key decision points, from Year 7 onwards.
- Curriculum and resource management – Maintain up-to-date careers resources, including subject-specific materials, and make them accessible to all staff via the school’s platform, ‘The Edge’, to support integration of careers education across the curriculum.
- Curriculum relevance and aspiration – Ensure that careers education is delivered across all stages in school, is relevant to students’ needs, and actively raises aspirations for further study, training, and employment.
- Employer and provider encounters – Guarantee that students in Years 7–11 have regular, meaningful encounters with a variety of employers, local businesses, and apprenticeship providers to support career exploration and informed decision-making.
- Provider Access compliance – Ensure that relevant further education (FE) and training providers have access to students in Years 7–11 to inform them about the full range of career pathways, courses, qualifications, and progression opportunities, in line with statutory Provider Access (Baker Clause) requirements.
- Digital careers platforms – Oversee the use of Unifrog across the school, ensuring students can research pathways, track skills development, manage applications, and reflect on career aspirations.

Through these responsibilities, the Careers Leader ensures that The Westleigh School provides a coherent, impartial, and high-quality careers programme that prepares students effectively for life beyond school.

The **teacher** of careers must ensure that:

The Teacher of Careers at The Westleigh School is responsible for delivering high-quality careers education that equips students with the knowledge, skills, and confidence to make informed decisions about their future. Key responsibilities include:

- Understanding the world of work – Ensure students gain a clear understanding of the world of work, the variety of employment opportunities available, and their entitlement to continued learning and personal development.
- Accessing careers information and guidance – Support students in knowing how to access reliable sources of careers information, labour market data, and post-school decision-making support.
- Tracking progress through Unifrog – Assess students’ engagement with careers activities and track their progress using Unifrog, ensuring that skills development and achievements are recorded and monitored.
- Providing diverse career exploration opportunities – Give students access to a wide range of career pathways, including self-employment, apprenticeships, technical routes, and vocational options, enabling them to explore their interests and aspirations.
- Raising awareness of progression pathways – Ensure students are aware of the variety of paths they can follow to achieve success in their chosen employment area, including academic, technical, and vocational routes.
- Embedding employability skills – Integrate skills such as resilience, communication, teamwork, problem-solving, and adaptability into careers lessons and activities to prepare students for future education, training, and employment.

The **Academy Council** will ensure that:

The Academy Council at The Westleigh School is responsible for providing strategic oversight of the careers programme and ensuring it meets statutory requirements. Key responsibilities include:

- Policy approval – Consider advice from the Headteacher when reviewing and approving this Careers Education, Information, Advice and Guidance (CEIAG) policy to ensure it reflects statutory guidance and best practice.
- Monitoring pupil progress – Ensure that the impact of the careers programme is monitored and evaluated, including tracking student engagement, development of employability skills, and post-school destinations.
- Named governor link – Appoint a governor with responsibility for careers and IAG who will actively monitor the effectiveness of the provision, liaise with the Careers Leader, and report back to the full Academy Council.
- Oversight of statutory compliance – Ensure that The Westleigh School meets its statutory obligations, including Provider Access (Baker Clause) compliance, impartiality in guidance, and support for all learners, including SEND and disadvantaged students.

Through these responsibilities, the Academy Council ensures that The Westleigh School provides a high-quality, inclusive, and effective careers programme that prepares students for successful futures.

#### **Careers and IAG offer will include:**

At The Westleigh School, our Careers Education, Information, Advice and Guidance (CEIAG) programme is comprehensive, inclusive, and designed to prepare students for further education, training, and employment. It includes:

- Library and careers materials – Access to college prospectuses, university prospectuses, application forms, and a wide range of careers information to support informed decision-making.
- Impartial Careers Advisor support – A qualified careers adviser is available every Thursday and for lunchtime drop-ins in the Careers Office, including the weekly Careers Café, providing an informal setting for students to discuss career options, ask questions, and receive guidance. Support is also provided for:
  - Individual Year 10 and 11 interviews
  - Small group sessions in Personal Development lessons
  - Careers events and parents' evenings
  - Individual interviews with vulnerable or at-risk students
- One-to-one careers interviews – Students in Years 10 and 11 receive personalised interviews with an action plan to support post-16 progression options. These are monitored and evaluated through the Greater Manchester Careers Network (GMACs).
- Digital careers platforms – Students use Unifrog and the National Careers Service website to research pathways, track skills, manage applications, and plan their career journeys.
- Aspirational employer and provider visits – Students experience a range of workplaces, training providers, and further education institutions to raise aspirations and provide insight into different sectors.
- Subject-specific careers integration – Careers information is embedded across all subject areas, including posters and curriculum-linked examples of subject-related careers.
- Work experience – Year 10 students participate in planned work experience placements to gain first-hand insight into the workplace.

- Planned programme of careers education – Careers lessons and activities are delivered across all year groups (Years 7–11) through Personal Development modules, form time, assemblies, curriculum lessons, and enrichment activities.
- Information provision – Students have access to detailed information about employment and education options, including labour market information (LMI), entry requirements, and progression routes.
- Targeted support for vulnerable students – Identified students in Year 11 at risk of becoming NEET (Not in Education, Employment or Training) receive additional one-to-one guidance to explore post-16 options and career pathways.
- Variety of delivery methods – Careers education is delivered through assemblies, talks, presentations, Personal Development lessons, curriculum lessons, practical activities, and the weekly Careers Café.
- Visits to further education institutions and careers fairs – Students attend events and activities designed to broaden their understanding of education and employment opportunities.
- Mock interview programme – Year 11 students participate in mock interview days to develop employability skills, practice communication, and gain confidence in professional scenarios.

Through this broad and inclusive programme, including the weekly Careers Café, The Westleigh School ensures that all students are well-informed, aspirational, and equipped with the knowledge, skills, and experiences needed to make effective choices about their future pathways.

## 6. Impact

At The Westleigh School, many of our careers-related and personal development activities are delivered through our comprehensive Personal Development curriculum, supported by a range of one-off and ongoing events. These are carefully designed in collaboration with external agencies, local employers, and partner organisations to enrich the experiences of our students.

With such a structured and intentional programme in place, our monitoring and evaluation processes are streamlined. This allows us to place greater emphasis on maintaining high-quality provision and using both evaluative and summative feedback to inform the continuous development of our careers and personal development offer.

To effectively evaluate the impact of our careers programme, we begin by clearly defining our intended outcomes—what we want our students to know, understand, and be able to achieve by the time they leave full-time education. The core aims of our programme are:

1. To ensure students have a strong awareness of local labour market opportunities and understand the range of careers available in the surrounding area.
2. To inspire students to aim high and pursue the most ambitious pathways in employment, apprenticeships, and higher education.
3. To equip students with knowledge about the various career routes and pathways open to them, including both academic and vocational options.

Evaluation has a crucial role to play in ensuring that the students' needs are met and in determining the extent to which the IAG program is meeting its declared aims and outcomes. An audit is carried out termly through the Compass Plus tracker online and an action plan is put in place to monitor any improvements that need to be made to career education.

Evaluation of the IAG program is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning.

- Schemes of work and resources in Form Time and Personal Development will be reviewed by the Curriculum Leader as necessary.
- A Library of resources can be accessed in the careers office
- Learning walks
- Lesson observations
- Compass+ tracking data
- Work scrutiny
- Destination data
- Monitoring of the quality of careers guidance interviews

This policy will be reviewed and approved annually by Academy Councillors.

The Careers Education, Information, Advice and Guidance (CEIAG) Policy at The Westleigh School will be reviewed and approved on an annual basis by the Academy Council to ensure it remains current, compliant, and effective.

#### **7. Key processes for review and evaluation include:**

- Regular monitoring and meetings – The Careers Leader meet regularly with the Careers Adviser to discuss the delivery and impact of careers provision in school, identify areas for improvement, and review progress against objectives.
- Student feedback and evaluation – The Careers Adviser seeks feedback from students who have participated in one-to-one guidance interviews, the weekly Careers Café, and other careers activities. This feedback informs updates and improvements to the delivery of CEIAG.
- Annual review of delivery plan – The CEIAG policy is reviewed alongside the Careers Delivery Plan each year. New careers initiatives, resources, and programmes are incorporated into the school’s Delivery Plan to ensure continuous improvement.
- Statutory and non-statutory guidance – The CEIAG policy is updated in accordance with current statutory guidance, including the Department for Education’s *Careers Guidance and Access for Education and Training Providers (2023)*, and considers relevant non-statutory recommendations. Updates are made with full regard for the vision, ethos, and strategic priorities of The Westleigh School.
- Use of digital platforms for evaluation – Engagement with Unifrog is reviewed regularly to monitor student progress, career planning, and skills development, and any necessary adjustments to support resources or delivery are implemented.

Through these processes, The Westleigh School ensures that the CEIAG policy and programme remain high-quality, inclusive, and responsive to the needs of all learners, including SEND and vulnerable students, and continue to prepare students for successful futures.

The careers strategy is reviewed on an annual basis by the Careers Leader. The careers policy is reviewed on an annual basis by the Head of Faculty for Careers.

Data will be published on an annual basis, including an account of activities, a review of progress and an evaluation of student and parental responses to our careers provision at The Westleigh School.

## Appendix 1 Gatsby Benchmarks

1. A stable careers programme	Every school and should have an embedded program of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers and other agencies
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labor market opportunities. They will need the support of an informed adviser to make best use of available information. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school careers program should embed equality and diversity throughout. In addition, opportunities should be tailored to the needs of each student, including any additional needs of vulnerable and disadvantaged students, young people with SEND and those who are absent.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths, and the knowledge and skills developed in their subject for a wide range of career pathways.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## **Appendix 2**

### The Edge Programme Years 7-11