



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

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At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeanyi Enoch Onuoha)

#TeamWoodhey



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

Aims of the Policy

Woodhey High School careers provision aims to:

- Help students develop an understanding of themselves and other as individuals, including their own strengths and areas for development, abilities and potential, personal qualities, needs, attitudes and values
- Provide students with opportunities to develop the knowledge, skills and experiences required for further education and employment
- Prepare students so that they can make informed choices about their future
- Motivate students and raise aspirations
- Promote equality of opportunity, challenge stereotyping, and to support inclusion.

Objectives

By the end of Year 11, students at Woodhey High School will have had the opportunity to:

- Consider and discuss their own qualities, skills, interests and academic potential
- Investigate the options open to them at Post-16, and to make informed choices about those decisions
- Receive high quality, impartial and personalised advice and guidance
- Use action planning to support their career development
- Participate in 1:1 careers interviews with careers advisors from MPLOY Solutions
- Access a wide range of relevant careers and further education information
- Develop their understanding of career pathways and market information.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory: 'Careers Guidance and Access for Education and Training Providers', requirements.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all students in Years 8 to 13 (at Woodhey, this only applies to students in Years 8-11). For more detail on these encounters, see our Provider Access Policy Statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from Year 7
- As an academy in England, we're now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.



We also act in line with our statutory duty under the 'Provider Access Legislation', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our Provider Access Policy Statement, which sets out how our school meets this duty, and can be found here: [Our Policies | Woodhey High School](#)

Roles and responsibilities

Our careers lead is: Mr. Adam Downing, Assistant Headteacher (Personal Development).

Their role is to:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme, where appropriate
- Support teachers to build 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 of 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.

Senior Leadership Team (SLT)

Our Senior Leadership Team will:

- Support the careers programme
- Support the Careers Leader(s) in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in Years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's Provider Access Policy Statement
- Network with employers, education and training providers, and other careers organisations.

The Academy Council

Our Academy Council will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Ensure a member of the Academy Council will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships



- Make sure that details of our school's careers programme and the name of the careers leader is published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the Provider Access Legislation, including that the school has published a Provider Access Policy Statement.

Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from Year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks **(updated for September, 2026 [Gatsby Benchmarks Explained](#))**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme does not show bias towards any particular career path and promotes a full range of technical and academic options for students. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including: PSHE lessons, careers fairs, assemblies, guest speakers, workplace visits, career drop down days.

Careers and SEND provision

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers lead will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers lead may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our pupils with SEND.

Links to other policies

This policy links to the following policies:



- Provider Access Policy Statement
- Safeguarding and Child Protection Policy

Monitoring and review

This policy, the information included, and its implementation will be monitored by the Academy Council and reviewed annually.

