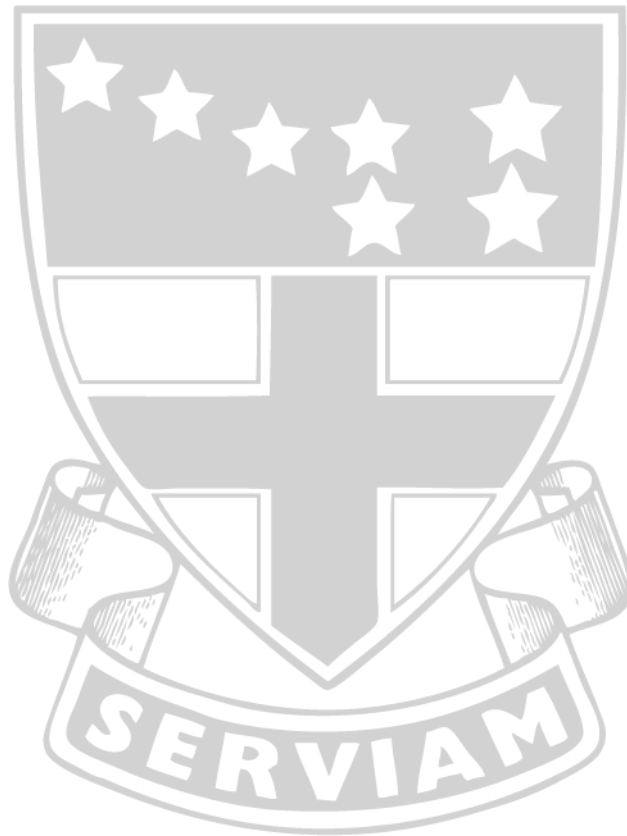


# **Careers Education, Information, Advice and Guidance (CEIAG) Policy**



**Date of Review: May 2026**

**Date of Next Review: May 2027**

## 1. Aims

This policy aims to set out St Angela's Ursuline School's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme. High-quality careers guidance is important for our students' futures and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and an understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they are interested in and to make informed choices about their next step in education or training
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

## 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

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 more recent [Skills and Post-16 Act 2022](#), (the 'Provider Access Legislation'). It explains that our school must provide a minimum of 6 encounters with technical education or apprenticeship providers to all students in Years 8 – 13. 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](#) which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from Year 7 (instead of from Year 8, previously)

The above guidance requires that we publish information about the careers programme on our website and that it is communicated in a way that enables learners, parents and carers, staff and employers to access and understand it.

## 3. Roles and responsibilities

School Governing Board CEIAG Link	C Foley
Senior Leadership Team CEIAG Link	C Davies
Careers Lead	H Li
<b>Enquiries can be made to the <a href="#">Careers Team</a></b>	

### 3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who 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 – 18 year-olds) and that the information is presented impartially, including 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 – 13 to inform them of approved technical education qualifications and apprenticeships
- 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
- Make sure that details of our school's Careers Programme and the name of the Careers Leader are published on the school's website

### **3.2 Headteacher**

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers and other careers organisations

### **3.3 Senior leadership team (SLT)**

Our SLT will:

- Support the Careers Programme
- Appoint a member of the SLT who is the CEIAG Link
- Support the Careers Leader in developing their strategic careers plan
- Make sure the school's Careers Leader is allocated sufficient time and budget and has the appropriate training to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers and other careers organisations

### **3.1 Careers leader**

Our careers leader works closely with the Senior Leadership Team (SLT) to:

- Plan and deliver the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these

- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage with parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Work closely with relevant staff, including the Designated Safeguarding Lead, SENCo and careers advisers, 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 Designated Safeguarding Lead and SENCo to support Children Locked After (CLA) to:
  - Make sure the Careers Team knows which students are looked after or previously looked after
  - Understand these students' additional support needs
  - Have access to these students' individual education plan (IEP) or pastoral support plan (PSP) to inform careers advice
  - Ensure careers action plans is shared for individual education plan (IEP) or pastoral support plan (PSP)
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's Provider Access Policy statement at least annually, in agreement with our governing board

### **Careers Adviser**

Our careers adviser will:

- Support students to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

### **4. 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:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

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 – Appendix 1 and 2 are examples of our expectations for our students and careers curriculum.

All Key Stages will experience and engage with our careers programme through several methods, including:

- Form time activities and form tutor-led discussions
- Displays
- Informing students of news and opportunities
- A range of Internet resources
- Careers related events, such as, National Apprenticeship Week, National Careers Week, British Science Week, International Women’s Day, Year 9 Options
- Organised activities and events, such as, assemblies, workshops, marketplace, guest speakers, trips
- Careers lessons embedded in our PSHE Programme, known as, RISE UP days
- Curriculum learning within subject departments
- Work experience
- Mentoring programmes
- Careers guidance meeting appointments with an in-house Careers professional and an external careers adviser

#### **4.1 students with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families. No information will be given to students without SEND that is not also offered to our students with SEND.

Our Careers Leader will work with staff 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 programmes and transition plans into further and/or higher education. Our Careers Leader may also, as appropriate, invite people with disabilities to visit and share their experience and advice.

#### **4.2 Access to our careers programme information**

A summary of our school’s Careers Programme is published on our school website, including details of how students, parents, teachers and employers can access information about the Careers Programme. Students, parents, teachers and employers can request any additional information about the Careers Programme by contacting our Careers Leader.

#### **4.3 Assessing the impact on students**

Our Career Programme is designed so students and parents/carers can give feedback throughout the course of the programme and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme’s initiatives through several methods, including:

- Surveys
- Evaluations
- Leavers’ information
- Feedback from students, parents/carers, teachers and employers

### **5. Links to other policies**

This policy links to the following policies:

- Provider Access Policy
- Work Experience Policy
- Child Protection and Safeguarding Policy

#### **6. Monitoring and review**

This policy, the information included and its implementation are monitored and reviewed by the school and Governing Body.

## Appendix 1

Key Stage	All students will have by the end of key stage:
Key Stage 3	<ul style="list-style-type: none"> <li>● An understanding of the current career and labour market in society today</li> <li>● An understanding of the full range of 14 – 19 opportunities for progression</li> <li>● An understanding of their strengths and areas for development and support to evaluate how these might inform future choices in learning and work</li> <li>● An understanding of some of the qualities, attitudes and skills needed for employability</li> <li>● Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options</li> <li>● Received appropriate advice and guidance on Key Stage 4 options and will be prepared for the 14 – 19 phase</li> <li>● Taken part in meaningful opportunities to encounter employers directly</li> <li>● Have had the opportunity to have personal guidance through drop in clinics</li> <li>● Have had experiences where their curriculum across the school is linked thoroughly to careers</li> </ul>
Key Stage 4	<ul style="list-style-type: none"> <li>● Have received personal guidance from a Careers Advisor which addressed their personal needs</li> <li>● Enhanced their self-knowledge, career management and employability skills</li> <li>● Used online resources and other sources of advice to investigate and explore future choices and progression routes</li> <li>● Experienced the world of work through a work placement</li> <li>● Been given direct access to employers, colleges and apprenticeship training providers</li> <li>● Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways</li> <li>● Been provided with the resources to complete the post-16 application procedures</li> <li>● Have a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves</li> </ul>
Key Stage 5	<ul style="list-style-type: none"> <li>● Enhanced their self-knowledge, career management and employability skills</li> <li>● Up to date knowledge of the labour market, post-18 career pathways including university, Higher and Degree Apprenticeships and employment</li> <li>● Used online and other sources of advice to investigate and explore future choices and progression routes</li> <li>● Received guidance through the UCAS application procedure</li> <li>● Received guidance through the apprenticeship application processes</li> <li>● Had encounters with employers, universities and Higher and Degree Apprenticeship providers</li> <li>● Encouraged to take part in a further experience of a workplace</li> <li>● Been given opportunities to have personalised careers guidance interviews and drop-in clinics to help identify a range of post-18 options with the school Careers Advisor</li> </ul>

- Been provided with the resources to develop their CVs, personal statements, assessment centres and interview preparation

## Appendix 2

### St Angela's Ursuline School Careers Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Form Time Programme  English National Ballet Programme (GB2, 3, 4, 5, 6, 7)  RISE UP (GB2)	Careers Assembly Programme  Subject Trips (GB2, 3, 4, 5, 5)  English National Ballet Programme (GB2, 3, 4, 5, 6, 7)  Debate Mate  RISE UP (GB2)	National Apprenticeship Week (GB2, 5)  National Careers Week (GB2, 5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	University Programme and Trip Launch (GB4, 5, 7)  Urban Debate League  Subject Trips (GB2, 3, 4, 5, 5)	Employer Workshop Presentation and Trip (GB2, 3, 4, 5)	University Programme and Trip University Programme (GB4, 5, 7)
8	Form Time Programme  RISE UP (GB2)	Careers Assembly Programme  RISE UP (GB2)	The Brilliant Club: Scholars Programme (GB3, 7, 8)  National Apprenticeship Week (GB5)  National Careers Week (GB5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	The Brilliant Club: University Trip (GB3, 7, 8)	Mandatory encounter (GB3, 7)	Employer Workshop Presentation and Trip (GB2, 3, 4, 5)
9	Form Time Programme  Mandatory encounter (GB3, 7)  RISE UP (GB2)	Careers Assembly Programme  RISE UP (GB2, 4)	Women in Aviation Programme (GB2, 3, 4, 5)  National Apprenticeship Week (GB5)  National Careers Week (GB5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	Women in Aviation Programme: Finals (GB2, 3, 4, 5)  Year 9 Options Programme (GB2, 3, 4, 8)  Year 9 Marketplace Event (GB2, 3, 4, 7, 8)  London Symphony Orchestra Barbican Programme	Employer Workshop Presentation and Trip (GB2, 3, 4, 5)	University Workshop and Trip (GB4, 5, 7, 8)
10	The Brilliant Club: Scholars Programme (GB3, 7, 8)  Jack Petchey Speak Out Challenge (GB2, 3, 5, 8)  RISE UP (GB4)	The Brilliant Club: University Trip (GB3, 7, 8)  Futures Fair (GB3, 4, 5, 7, 8)  RISE UP (GB2, 3, 7)	Work Experience Programme (GB2, 3, 4, 5, 6)  National Apprenticeship Week (GB5)  National Careers Week (GB5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	London Symphony Orchestra Barbican Programme  Subject Trips (GB2, 3, 4, 5, 5)  Jack Petchey Speak Out Challenge: Finals (GB2, 3, 5, 8)  RISE UP (GB3, 6)	Mandatory encounter (GB3, 7)  Careers Guidance Interviews (GB2, 3, 8)	Beyond 16 Programme  Careers Guidance Interviews (GB2, 3, 8)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Form Time Programme  Post-16 Options Programme (GB3, 4, 8)  Sixth Form Open Evening (GB7)  Mandatory encounter (GB3, 7)  Careers Guidance Interviews (GB2, 3, 8)  RISE UP (GB4, 7)	Careers Assembly Programme  Futures Fair (GB3, 4, 5, 7, 8)  Guidance Interviews (GB2, 3, 8)  RISE UP (GB4, 7)	National Apprenticeship Week (GB5)  National Careers Week (GB5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	Revision season	Examination season          RISE UP (GB4)	Examination season
12	Work Experience (GB2, 3, 4, 5, 6) * Students take part in work experience best suited to their interests and needs					
	Form Time Programme  Assembly presentation on work experience platforms (GB5, 6)  Assembly presentations from work experience providers (GB5, 6)  Careers Fair Trip  British Mathematical Olympiad  Subject Trips (GB2, 3, 4, 5, 5)	Careers Assembly Programme  Futures Fair (GB3, 4, 5, 7, 8)  Subject Trips (GB2, 3, 4, 5, 5)  CV Workshop (GB2, 3, 5, 6)  Debate Mate  RISE UP (GB3, 4, 7)	LSE Schools Mooting  National Apprenticeship Week (GB5)  National Careers Week (GB5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	Revision season  Oxbridge Workshop  University Visit  Subject Trips (GB2, 3, 4, 5, 5)  Debate Mate	Examination season    Mandatory encounters (GB3, 7)    Careers Guidance Interviews (GB2, 3, 8)	Beyond 18 Programme  Oxbridge Programme (GB3, 4, 7, 8)  Mandatory encounters (GB3, 7)  Careers Fair Trip  University Event (GB7)  Careers Guidance Interviews (GB2, 3, 8)
13	Post-18 Options Programme (GB3, 4, 8)  Oxbridge Programme (GB3, 4, 7, 8)  Subject Trips (GB2, 3, 4, 5, 5)  British Mathematical Olympiad  Careers Guidance Interviews (GB2, 3, 8)  RISE UP (2, 3, 4, 7)	Futures Fair (GB3, 4, 5, 7, 8)  Subject Trips (GB2, 3, 4, 5, 5)  CV Workshop (GB2, 3, 5, 6)  Careers Guidance Interviews (GB2, 3, 8)  RISE UP (GB2, 3, 4, 7)	Subject Trips (GB2, 3, 4, 5, 5)  National Apprenticeship Week (GB5)  National Careers Week (GB5, 6)  International Women's Day (GB3)  British Science Week (GB 2, 3, 4)	Revision season  Student Finance (GB3, 7)	Examination season	Examination season