

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



Date of Review: May 2024

Date of Next Review: May 2025

1. Aims

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
- 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](#), 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 pupils in Years 8 – 13. We also act in line with our statutory duty under the 'Baker Clause', 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. For more detail on these encounters, see our Provider Access Policy Statement [\[link policy here\]](#).

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 (instead of from Year 8, previously)

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.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Hannah Li and they can be contacted by phoning 020 8472 6022 or emailing hannah.li@stangelas-ursuline.co.uk. Our careers leader works closely with the Senior Leadership Team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's careers programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum

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- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including the Designated Safeguarding Lead, Inclusion and SENco Manager and careers advisers, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with Designated Safeguarding Lead and Inclusion and SENco Manager to support looked-after children (LAC) to:
 - Make sure the Careers Coordinator knows which pupils are in care or are care leavers
 - Understand these pupils' additional support needs
 - Have access to these pupils' personal education plan (PEP) to inform careers advice
 - Ensure careers action plans is shared for personal education plans (PEP)
- Review our school's Provider Access Policy Statement at least annually, in agreement with our governing board

3.2 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 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 pupils in Years 8 – 13 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

3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual 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 pupils 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 pupils
- Make sure that a range of education and training providers can access pupils in Years 8 – 13 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 are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a Provider Access Policy Statement

4. Our careers programme

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

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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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 pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group – Appendix 1 and 2 provides examples of our expectations for our pupils and what we have delivered in previous years.

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

- Form time activities and tutor-led discussions
- Displays
- Informing pupils of news and opportunities
- A range of Internet resources
- Careers related events, such as, National Apprenticeship Week, National Careers Week, Year 9 Options
- Organised activities and events, such as, assemblies, 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 interview appointments with an in-house Careers professional and an external careers adviser

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed. Our careers leader will work with staff and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Our careers leader may also, as appropriate, invite adults 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 [\[link policy\]](#), including details of how pupils, parents, teachers and employers can access information about the Careers Programme.

Pupils, parents, teachers and employers can request any additional information about the Careers Programme by contacting our Careers Leader.

4.3 Assessing the impact on pupils

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Our Career Programme is designed so pupils can give feedback, 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 pupils, parents/carers, teachers and employers

5. Links to other policies

This policy links to the following policies:

- [Provider Access Policy Statement \[link policy\]](#)
- [Work Experience Policy \[link policy\]](#)
- [Child Protection and Safeguarding Policy](#)

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Chair of Governors and reviewed annually.

The next review date is: June 2025

Appendix 1

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

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	<ul style="list-style-type: none"> • Taken part in a further experience of a workplace. • Been given opportunities to have personalised careers guidance interviews and a weekly drop in clinic to help identify a range of post-18 options with the school Careers Advisor. • Been provided with the resources to develop their CVs, personal statements, and interview preparation.
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Appendix 2

	Year 7	Year 8	Year 9
Autumn term			Selected Careers Guidance Appointments – external CA
Rise Up Day	Careers Awareness Session – personal qualities/skills, intro to buzz quiz + alumni video careers clips		
Spring term	National Careers Week (March) Future of work Assembly	National Careers Week (March) Future of work Assembly	Year 9 Options Market Place National Careers Week (March) Future of Work Assembly CP mini talks – careers research KUDOS + E Clips + Careers Advice drop in Weekly CP – GCSE options and careers drop in
Rise Up Day	Lesson: Financial Literacy Saving Lesson: Scams	Lesson: Financial Literacy: Budgeting Lesson: Credit and Debt	
Summer term		How to start careers exploring + KUDOS, intro to CP help in school by tutors Weekly CP drop in Curriculum linked careers talks	Curriculum linked employer careers talks

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Rise Up Day	External speaker: Money a+e	External speaker: Money a+e		
	Year 10	Year 11	Year 12	Year 13
Autumn term	<p>Making work experience choices assembly – 2</p> <p>STEM Employer Insight – Buhler UK talks</p>	<p>Post 16 options/routes/qualification pathways talks or extended assembly – school CP</p> <p>Programme of Careers Guidance Interviews with School CP + external CAs</p> <p>Weekly CP Post 16 options and careers drop in</p> <p>Potential NEET Enhanced Careers Progression Support 2nd CG meetings – school CP</p> <p>SEO London + Young Professionals Careers Insight Events</p>	<p>Menu of careers services assembly – how to access School CP + careers programmes</p> <p>Weekly careers adviser drop in</p> <p>Guidance appointments with School CP</p> <p>Mentoring Programmes: The Brokerage City Link Barts Health Horizons icanyoucantoo Accelerate Architecture Young Women into Finance Nuffield Foundation Sutton Trust Pathways Law</p> <p>Realising Opportunities Russell Group Programme Launch</p> <p>SEO, Young Professionals, The Brokerage, SfS Careers Talks + Employer Careers Insight Events</p>	<p>UCAS final submission</p> <p>Menu of careers services reminder with support from tutors</p> <p>Weekly CP drop in</p> <p>Guidance appointments with school CP</p> <p>Credit Suisse Steps to Success Scholarship Evening</p> <p>Realising Opportunities Russell Group Programme – Year 2</p>
Rise Up Day	Intro to Work Experience Assembly 1	Lessons: Preparing for GCSEs + Enterprise		

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	Apprenticeship + Employability Awareness Virtual Session – Clarion Housing + LEAN East	External speakers: Careers talks with St Angela’s x 4 Alumni + major employers		
Spring term	<p>National Apprenticeship Week (February) Awareness Session with Providers</p> <p>National Careers Week (March) Future of work Assembly</p> <p>Work experience briefing assembly – employer expectations 3</p> <p>One week work experience (March)</p>	<p>National Apprenticeship Week (February) Awareness Session with Providers</p> <p>CG Interviews with School CP + external CAs</p> <p>Potential NEET Enhanced Careers Progression Support 2nd CG meetings – school CP</p> <p>Weekly CP Post 16 options and careers drop in</p> <p>SEO London + Young Professionals Careers Insight Events</p> <p>Futures East London Careers Cluster CV + Interview Skills Project</p>	<p>Weekly CP drop in</p> <p>CG appointments school CP</p> <p>HSBC Careers Event Apprenticeships Post 18 Awareness Assembly – with apprentice alumnis</p> <p>Futures East London CV + Interview Skills Project</p> <p><u>Mentoring Programmes:</u> Uni of The Arts Insights In2Science Engineering Dev Trust Creative Mentor Network Barts Health NHS Trust Work Experience</p> <p>SEO, Young Professionals, The Brokerage, SfS Careers Talks + Employer Careers Insight Events</p>	<p>Weekly CP drop in</p> <p>Careers guidance appointments with school CP</p> <p>National Apprenticeship Week (February) Awareness Session with Providers Uni interviews</p> <p>Employer Apprenticeship, Scholarship + Internship Events</p>
Rise Up Day	Lesson: Future proof careers	<p>Lesson: Financial Literacy: Money management</p> <p>Lesson: Fraud</p> <p>icanyoucantoo Social Mobility Programme -</p>	<p>Lesson: Financial Literacy: Work and Pay</p> <p>Lesson: World of work: Employability Skills</p>	<p>Lesson: Financial Literacy: Work and Pay</p> <p>Lesson: World of work: Interviews.</p>

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		Inspirational Careers Assembly	Lesson: University Life	
Summer term	Selected G + T careers guidance appointments with school CP SEO Advance Careers Programme Briefings	NCS National Citizenship Service Volunteering Programme Assembly	University Visits UCAS preparation How to Choose HE Employability Skills Event- The Brokerage or with major employer Summer Work Experiences and University Tasters Programme	