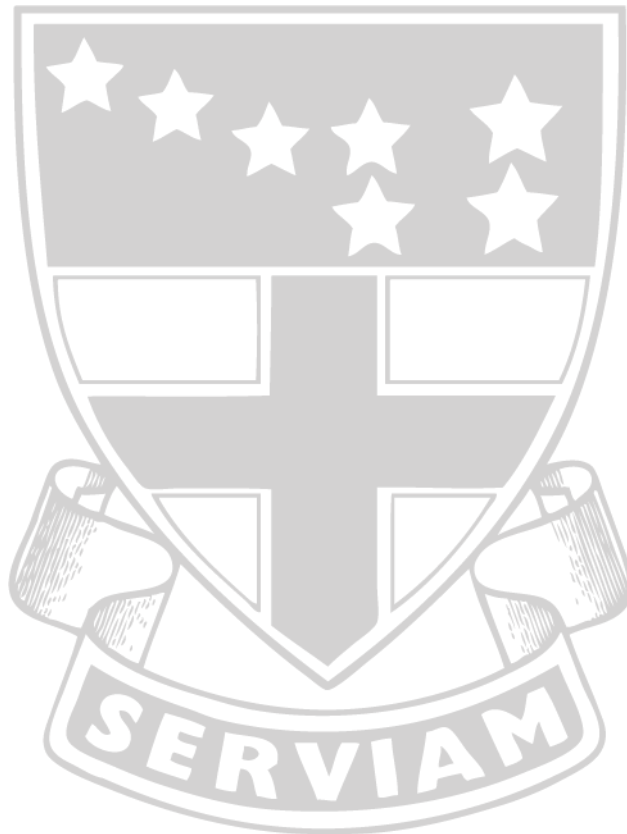


Careers Education, Information, Advice and Guidance (CEIAG) Policy



Date of Review: May 2025

Date of Next Review: May 2026

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 an 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](#).

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

Senior Leadership Team CEIAG Link	Cosima Davies 020 8472 6022 cosima.davies@stangelas-ursuline.co.uk
Careers Lead	Hannah Li 020 8472 6022 hannah.li@stangelas-ursuline.co.uk
School Governing Board CEIAG Link	Catherine Foley

3.1 Careers leader

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
- 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 Team knows which pupils are in care or are care leavers
 - Understand these pupils' additional support needs
 - Have access to these pupils' 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)
- 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**:

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 are examples of our expectations for our pupils 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 pupils 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 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 programmes and transition plans into further and/or 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, including details of how pupils, parents, teachers and employers can access information about the Careers Programme and wider information about Careers Education, Information, Advice and Guidance.

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

4.3 Assessing the impact on pupils

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](#)
- [Work Experience Policy \[link policy\]](#)
- [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.

The next review date is: May 2026

Appendix 1

Key Stage	All pupils will have by the end of key stage:
Key Stage 3	<ul style="list-style-type: none"> ● An understanding of the current career and labour market in society today ● An understanding of the full range of 14 – 19 opportunities for progression ● An understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work ● An 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 and Degree 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 ● Received guidance through the apprenticeship application processes ● Had encounters with employers, universities and Higher and Degree Apprenticeship providers

	<ul style="list-style-type: none"> • Encouraged to take part in a further experience of a workplace • 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 • Been provided with the resources to develop their CVs, personal statements, assessment centres and interview preparation
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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	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