

CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE (CEIAG) POLICY

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Statement.

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Policy Revision Log	
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October 2024	V1. N/A
September 2025	V2. Scheduled review. Significant strengthening of the Gatesby Benchmarks and DfE expectations.

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1. Aims

This policy aims to set out our 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 learners prepare for the workplace by building the knowledge, skills and behaviours required for self development and career management through a whole school approach linking curriculum learning to careers.
- Provide opportunities for a variety of quality work experiences into different industries to support career planning.
- Develop learners' awareness of the variety of education, training and careers opportunities available to them.
- Help learners to understand routes to careers that they're interested in, and to make informed and aspirational choices about their next step to make effective and sustained transitions.
- Promote a culture of high aspirations and equality of opportunity

Key staff within the school include:

- The senior leader with careers responsibility is Sarah Webb, Senior Assistant Headteacher, Behaviour and Attitudes and can be contacted by email on sarah.webb@swale.at
- Other members of the careers team include: Nicci Jones, Head of Sixth Form and Careers Lead (nicci.jones@swale.at) and Vicky Tucker, Careers Adviser (vicky.tucker@swale.at)
- The link careers governors is Sean Mortimore

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, apprenticeships or training providers to all pupils in years 8 to 13, acting impartially and not showing bias towards any route. For more detail on these encounters, see our provider access policy statement.

As an academy in England we must have regard to the Statutory Guidance when carrying out our duty to ensure that a range of providers are able to access and inform our pupils about technical education and apprenticeships.

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.

www.thesittingbourneschool.org.uk/page/?title=Careers&pid=18

3. Roles and responsibilities

3.1 School Responsibilities:

- All registered pupils at the school must receive careers guidance in Years 7 to 13.
- This career guidance will be represented in an impartial manner, showing no bias towards a particular institution, education or work option. This advice must cover a range of education or training options. This guidance must be in the best interests of the pupil.
- The school provides opportunities for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical qualifications and apprenticeships. Please see above link to the Provider Access Legislation Policy which sets out the manner in which providers will be given access to pupils.
- The school bases its Careers Programme around the Gatsby Benchmarks and cross reference with the objectives of this policy.
- The school will regularly measure and analyse its CEIAG offer to inform evaluation, reporting and continuous improvement of the careers provision.
- Where learners have EHCPs, their annual reviews from Year 9 onwards will include a focus on preparing for adulthood, including employment.
- The school should keep parents and carers informed at key decision points, help them understand the importance of their role, and ensure their diverse needs are considered throughout the learner's journey.

3.2 All teachers and subject staff

All teachers and subject staff ensure that every year, every pupil in every subject has the opportunity to explore how their learning supports career readiness and workplace effectiveness. This includes:

- proactively link curriculum content to relevant careers
- how subject-specific knowledge and skills apply to a range of future career pathways.
- progression routes within the subject, including further education, training, and employment opportunities.
- discussions of employability and transferable skills

3.3 Careers Leader

The careers leader will:

- Embed a programme of careers education and guidance, structured around the eight Gatsby Benchmarks, that is known and understood by learners, parents and carers, staff, those in

governance roles, employers and other agencies. This information will be available on the school website

- support teaching staff to highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths, signposting relevant training.
- plan and manage a strategy for how to engage with parents and carers in their child's career journey
- Establish and develop links with employers, education and training providers, and careers organisations
- work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and Careers Adviser, to identify the guidance needs of all our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- work with our school's designated staff member for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required.
- Review our school's provider access policy statement at least annually, in agreement with our governing board
- quality assure the Careers Programme, along with SLT, to ensure continuous improvement; this should include regular evaluation from stakeholders including learners, staff, parents and carers and employers, alongside reviewing progression data.
- work towards the strengthened Gatsby Benchmark 6 to ensure learners access multiple experiences of the workplace ensuring that any work experience is carried out with due attention and regard to health and safety and safeguarding expectations.

3.4 Senior leadership team (SLT)

Our SLT will:

- Support strategic careers planning embedding it across whole-school development planning that is in-line with the school improvement plan.
- Measure and analyse impact evaluation and quality assurance to inform continuous improvement in line with the vision, intent and priorities of the Careers Provision and share this information with governance and wider school staff.
- Support all staff — including teachers, subject specialists, and learner support roles — with the knowledge and confidence to understand and apply impartial careers guidance, as part of the school's provision.
- Ensure the school's Careers staff is allocated sufficient capacity, appropriate training and budget to deliver a strategic Careers Provision and regularly meet to review progress and provide ongoing support.
- Allow providers access to talk to learners in years 8 to 13 about technical qualification and apprenticeships and set out arrangements for this in the school's/college's/ITP's Provider Access Policy.
- Ensure that any work experience is carried out with due attention and regard to health and safety and safeguarding expectation.

3.5 The local governing body

The local governing body will:

- 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 (years 8 to 13) and that the information is presented impartially, showing no bias towards particular institutions or option, and includes a range of educational or training options, including apprenticeships and technical education routes and promotes the best interests of pupils
- Make sure learners in years 8 to 13 receive at least 6 encounters with a provider of technical education or 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 and communicated to all stakeholders.
- 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
- Ensure that any work experience is carried out with due attention and regard to health and safety and safeguarding expectations
- monitor and uphold compliance by ensuring the school's careers webpages are accurate, up-to-date, and meet statutory requirements
- champion the implementation of systems to measure, assess, and evaluate the impact of the Careers Provision to drive ongoing improvement.

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 with a careers leader
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

Our programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

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.

Our careers programme is delivered through a variety of methods and activities. For more specific information please see the careers programme on the schools website.

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 classmates, with adjustments and additional support as needed. There may be bespoke provision and encounters with specialist provisions that the school have identified as suitable for those learners.

Our careers leader will work with teachers 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, as appropriate, invite adults with disabilities to visit and share their experience and advice.

Information given to pupils without SEND will also be offered to our pupils with SEND.

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.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting relevant staff in section 1.

5. Monitoring, review and assessing impact

Our school systematically measures and assesses the impact and quality of our provision as part of the whole school annual review in line with the development of the School Improvement/Development Plan, through:

- **Recording:** The school systematically records careers activities and events which is used by the Careers Team to measure impact of the Careers programme and to inform continuous improvement.
- **Feedback:** All relevant stakeholder voices are systematically evaluated by the Careers Leader to inform impact evaluation and strategic development planning of careers. Additionally findings from evaluation activities are shared with relevant stakeholders.
- **Evaluation against Learning Objectives:** The school conducts an annual evaluation of the careers programme against defined learning objectives for each year group and assess impact.
- **Destination data:** Destination data is collected, analysed and reported on.
- **Monitoring and Quality Assurance:** The school annually completes the Careers Impact System- Internal Leadership Review to continuously measure and develop the quality of the Careers Programme.

6. Links to other policies and documents

This policy links to the following policies::

- Provider access policy statement (see school website)
- Careers Programme (see school website)
- Work Experience Protocol

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