



West Norfolk  
Academies Trust

# **Careers Education, Information, Advice and Guidance Policy**

Reviewed by: Governing Body

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### Linked Policies

PSHE

### Linked Documents

Careers Guidance and access for education and training providers.

Statutory guidance for schools.

DfE, January 2023

The Skills and Post-16 Education Act 2022 (Provider Access Legislation)

## **1. School Vision**

Springwood High School believes that outstanding CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Our careers education and guidance programmes will make a major contribution to preparing young people for the world of work through the exploration of a wide range of education and career pathways post 16 and post 18. We will also support students to develop a portfolio of employability skills.

The governing body has adopted this policy in order to provide a clear commitment to Careers Education, Information, Advice and Guidance (CEIG) at Springwood High School.

## **2. Policy Scope**

This policy covers CEIAG given to students in Key Stages 3, 4 and 5.

The policy has been developed in line with the DfE guidance document 'Careers guidance and access for education and training providers – statutory guidance for schools'. This policy also embraces the Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

The policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

The policy outlines how the impact of CEIAG will be monitored and evaluated through the annual use of the Compass+ tool and Future Skills Questionnaires.

It is important that students leave school aware of the opportunities available to them and able to make decisions about their own life. They should be prepared for the transition from full time education to the world beyond as it will decrease their likelihood of becoming NEET (not in education, training or employment). It is to these aspects of personal and social development that this policy will contribute to.

## **3. Objectives**

The objectives of the Careers Education, Information, Advice and Guidance policy are in line with the Gatsby Benchmarks as follows (for more details see Appendix 1):

1. To ensure that all students at the school receive a stable careers programme
2. To enable all students to learn from information provided on the local labour market
3. To tailor the CEIAG programme to address the needs of each student
4. To link the curriculum learning to careers learning
5. To provide students with a series of encounters with employers and employees
6. To provide students with experiences of workplace(s)
7. To ensure that students have a series of encounters with further and higher education
8. To provide each student with the opportunity to receive personal guidance

## **4. Student Entitlement:**

Students are entitled to a structured programme of CEIAG which is tailored to their needs and helps them to overcome any barriers there are to reaching their future career goals. The aims for each Year Group are sequenced to support key decision making at each Key Stage:

**Year 7 (explore):**

- To encourage students to explore their interests, skills and competencies
- To begin to develop essential skills for life and work
- To develop a broad understanding of the world of work by participating in Year group challenges and industrial awareness activities
- To identify career paths through curriculum activities and visits

*Outcome: all students have the opportunity to **explore** their interests and identify different careers and education pathways*

**Year 8 (explore):**

- To encourage students to widen horizons and explore a variety of work environments and career pathways
- To further develop essential skills for life and work
- To develop a broad understanding of the world of work by participating in Year group challenges and industrial awareness activities
- To identify career paths through curriculum activities and visits

*Outcome: all students have the opportunity to **explore** their interests and identify different careers and education pathways*

**Year 9 (pathways):**

- To raise aspirations and challenge stereotypes by exploring careers options in more detail as they approach GCSE decision-making
- To provide opportunities for multiple employer and provider encounters – developing an understanding of different post-16 pathways (including apprenticeships, T-levels, BTECs and A levels)
- To identify career paths through curriculum activities and visits

*Outcome: all students understand the different education **pathways** post 16 and have multiple interactions with employers and providers to raise their aspirations and challenge stereotypes*

**Year 10 (experience):**

- To encourage students to develop their own future education and career goals
- To investigate the key employment sectors in Norfolk and the career opportunities in our local area
- To provide further opportunities for multiple employer and provider encounters – developing an understanding of different post-16 pathways (including apprenticeships, T-levels, BTECs and A levels)
- To identify career paths through curriculum activities and visits
- To provide opportunities for students to experience the world of work through virtual and face to face work experience, work shadowing and volunteering
- To provide personalised guidance via a qualified Careers Adviser

*Outcomes: all students **experience** a post 16 education pathway and also experience the world of work through workplace insight days and virtual or multi-day work experience*

**Year 11 (apply - transition to post 16 destinations):**

- To encourage students to review their own future education and career goals and finalise post-16 destination
- To support students through application and interview processes for Sixth Form, FE Colleges and/or apprenticeships
- To provide personalised guidance via a qualified Careers Adviser

*Outcome: all students are prepared for, and **apply to**, a post 16 destination that meets their aspirations*

**Year 12 (pathways and experience)**

- To encourage students to develop their own future education and career goals
- To investigate the key employment sectors in Norfolk and the career opportunities in our local area
- To provide further opportunities for multiple employer and provider encounters – developing an understanding of different post-18 pathways (including degree and higher-level apprenticeships, degrees and HNDs)
- To identify career paths through curriculum activities and visits

- To provide opportunities for students to experience the world of work through virtual and face to face work experience, work shadowing and volunteering
  - To provide personalised guidance via Progress Tutors and a qualified Careers Adviser
- Outcomes: all students understand the different education **pathways** post 18 and **experience** the world of work through workplace insight days and virtual and multi-day work experience*

**Year 13** (apply - transition to post 18 destinations)

- To encourage students to review their own future education and career goals and finalise post-18 destination
  - To support students through application and interview processes for Higher Education establishments and/or apprenticeships
  - To provide personalised guidance via Progress Tutors and a qualified Careers Adviser
- Outcome: all students are prepared for, and **apply to**, a post 18 destination that meets their aspirations*

## 5. School Responsibilities

The school has a series of statutory duties. All registered pupils at the school must receive independent careers advice and guidance in Years 7 to 13. This must be:

- presented in an impartial manner, showing no bias towards a particular institution, education or work option
- inclusive of a range of education or training options including apprenticeships and technical education routes
- in the best interests of the students to whom it is given

There must be an opportunity for education and training providers to access pupils in Year 7 to Year 11 in order to inform them about approved technical qualifications or apprenticeships. The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements are published on the school website.

All members of staff at Springwood High School are expected to be aware of this policy and engaged in the delivery of CEIAG through year group activities and by embedding careers in the curriculum; CEIAG is not the sole responsibility of the Careers Lead. Continuous Professional Development activity will build knowledge and confidence amongst our staff so they can effectively plan, deliver and evaluate CEIAG activities in their Departments.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done internally through the annual use of the Compass+ tool and Future Skills Questionnaires under the guidance of the Careers and Enterprise Company. CEIAG will also be periodically reviewed by external stakeholders such as Ofsted.

## 6. Governor Responsibilities

The governing body will ensure that the School has a clear policy on CEIAG and that this is clearly communicated to all stakeholders. It should ensure that this policy is based on the eight Gatsby Benchmarks and meeting the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## 7. Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under the Skills and Post-16 Education Act 2022.

As a minimum, Springwood High School will offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

At these encounters, students will find out about technical education qualifications and apprenticeships opportunities and how to make applications for the full range of courses offered by a variety of local providers. These encounters will take place through options events, assemblies, open evenings, taster days and careers fairs. There will also be opportunities for parents and carers to access information about these pathways.

The school will work with providers in order to identify the most effective and meaningful opportunity for them to share information about education and training opportunities.

## 8. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- CEIAG is led by a designated Careers Lead who is suitably qualified and supported and monitored to carry out the work
- A member of the Senior Leadership Team has an overview of CEIAG work and reports back regularly to the leadership team in order that CEIAG is embedded in the overall School's Strategic Improvement Plan
- CEIAG endeavours to meet the Gatsby Benchmarks and the Quality in Careers Standard as evidence of outstanding provision

The effectiveness of this policy is measured in a variety of ways:

- **Destinations data:** we identify the aspirations and intended destinations of all our students and then track their actual destinations of Year 11 and 13s. For Year 11 students, we record pathways including: apprenticeships, full-time vocational or Sixth Form. For Year 13 students we identify and analyse whether students go onto higher education and the range of courses being studied and the universities/colleges being attended. We also track those choosing the apprenticeship route and whether it is at Intermediate, Advanced or Higher/Degree level
- **NEET data:** we track the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county
- **Self-assessment:** we complete an annual evaluation of our CEIAG activities via Compass+ and work with the Careers and Enterprise Company to develop an action plan for improvements

- **Student voice:** we canvass the views of students on the CEIAG they receive during their five or seven years at Springwood. All students are invited to complete an on-line survey (Future Skills Questionnaires via Compass+) to find out their views on individual elements of the CEIAG programme and their overall assessment of the programme. In addition, students are invited to Focus Groups to find out more about what they liked and disliked about the careers programme and ways they believe it can be improved
- **Parent and carers engagement:** parents and carers are informed about the CEIAG programme via the school website, parent information evenings and termly newsletters. Parents are also informed about the outcomes of 1-1 careers meetings. Feedback from parents and carers is invited via the website and newsletters
- **Employer and provider feedback:** employers and providers are asked for their feedback on each of the careers events that they take part in
- **External stakeholders:** feedback from external visitors to the school such as the School Improvement Partner (SIP) and Ofsted are reviewed and improvement plans included in the School's Strategic Improvement Plan. The Quality in Careers Standard is also externally assessed every 3 years.

The governors of Springwood High School will review this policy every three years.