



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

*"Without consultation, plans are frustrated,  
but with many counsellors they succeed."*

*Proverbs 15:22*

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

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## Linked Policies

- Safeguarding & Child Protection Policy
- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy and Accessibility Plan Policy and Practice
- PSHE Policy

## Linked Documents

- Careers guidance and access for education and training providers – Department for Education (last updated 8 May 2025)
- Careers Programme (published on school website)
- Careers Strategy

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

## **1.0 School Vision**

- 1.1 Saint John Wall Catholic School seeks to maximise the life chances of all pupils in its care. In line with the school's mission to educate each and every unique child to hear and respond to what God calls them to be, the school recognises the importance of preparing pupils for life beyond compulsory education.
- 1.2 Careers Education, Information, Advice and Guidance (CEIAG) plays a vital role in supporting pupils to develop the knowledge, skills, attitudes and understanding required to make informed, impartial and aspirational decisions about education, training and employment.
- 1.3 The Governing Body has therefore adopted this policy to set out the school's commitment to high-quality CEIAG and to ensure statutory duties and national expectations are met.

## **2.0 Policy Scope**

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with current statutory guidance: Careers guidance and access for education and training providers (Department for Education, last updated 8 May 2025).
- 2.4 This policy works towards the Gatsby Benchmarks for Good Career Guidance, as set out in the Department for Education statutory guidance. These can be seen in Appendix 1 of this policy.
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all pupils at the school.
- 2.7 All members of staff at Saint John Wall Catholic School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Leader or Careers Adviser.
- 2.8 It is important therefore that pupils leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives:**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
  - 3.1.1 Provides a planned and coherent, structured and progressive careers programme for all pupils.
  - 3.1.2 Supports pupils to develop self-awareness, confidence and aspirations appropriate to their abilities and interests.
  - 3.1.3 Enables pupils to explore a broad range of education, training and employment pathways, including academic, technical and vocational routes.
  - 3.1.4 Supports pupils to make informed and impartial decisions at key transition points.
  - 3.1.5 Promotes equality of opportunity, challenges stereotyping and supports social mobility.
  - 3.1.6 Prepares pupils for successful progression to sustained destinations in education, employment or training.

### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
  - 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11.
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
  - 4.1.3 This advice must cover a range of education or training options, including apprenticeships and technical education.
  - 4.1.4 This guidance must be in the best interests of the pupil and be delivered by appropriately trained staff and/or external professionals.
  - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 8 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy.
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published.
- 4.2 The school works towards the Gatsby Benchmarks for Good Career Guidance, as embedded within statutory guidance, and uses them to inform the design, delivery and evaluation of careers provision. A summary of these can be seen in Appendix 1.
- 4.3 Saint John Wall Catholic School believes that good CEIAG connects learning to the future. It motivates pupils by giving them a clearer idea of the routes to jobs and careers that they will find engaging and

rewarding, informed by local, regional and national labour market information. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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 pupils, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 Careers learning objectives are informed by the Career Development Institute Career Development Framework, supporting pupils' personal, social and employability development.

## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Working towards the Gatsby Benchmarks for Good Career Guidance.

5.1.2 Meeting the school's legal requirements.

5.1.3 Publishes a careers programme that is accessible to pupils, parents and providers.

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 11.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG, encourages employer engagement, and supports school leaders in the ongoing review and development of CEIAG provision.

## **6.0 Provider Access**

6.1 The school complies with its legal obligations under Section 42B of the Education Act 1997 to ensure that a range of education and training providers can access pupils to inform them about approved technical education qualifications and apprenticeships.

6.2 Pupils at Saint John Wall Catholic School are entitled to:

6.2.1 A minimum of two encounters with education and training providers in Years 8–9 and two encounters in Years 10–11. These encounters will be mandatory for pupils of compulsory school age.

6.2.2 To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.

6.2.3 To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.

6.2.4 To understand how to make applications for the full range of academic and technical courses.

- 6.3 Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **7.0 Monitoring, Evaluation and Review**

- 7.1 The Headteacher will ensure that:
  - 7.1.1 The work of the Careers Leader and CEIAG events are supported and monitored.
  - 7.1.2 A member of the Senior Leadership Team has oversight of CEIAG and reports regularly to the Senior Leadership Team.
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
  - 7.2.1 Feedback from pupils, parents and carers, including through surveys and other feedback mechanisms.
  - 7.2.2 Feedback from external sources, including employers, education and training providers.
  - 7.2.3 Intended and actual destination data, including the number of pupils who are not in education, employment or training (NEET) in October following leaving the school, contextualised against local and national figures.
  - 7.2.4 Evaluation tools such as Compass+, where appropriate.
- 7.3 The governors of Saint John Wall Catholic School will review this policy every three years.

## Appendix 1: Gatsby Benchmarks

<b>1. A stable careers programme</b>	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
<b>2. Learning from career and labour market information</b>	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
<b>3. Addressing the needs of each pupil</b>	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
<b>4. Linking curriculum learning to careers</b>	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should 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.
<b>5. Encounters with employers and employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.
<b>6. Experiences of workplaces</b>	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
<b>7. Encounters with further and higher education</b>	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
<b>8. Personal guidance</b>	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Source: Gatsby Charitable Foundation - <https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/>

Ratified by Governors: 02/02/2026

Review Date: 02/02/2027

*(This policy will remain in force beyond the review date if no updates are required)*