



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

Updated: July 2025

Introduction

Through a structured and progressive program of Careers Education, Information, Advice and Guidance (CEIAG) and Employability Learning, Glenthorne High School aims to prepare all students to thrive in a competitive and rapidly changing world. Our goal is to ensure every student becomes a capable, confident, and well-informed individual, equipped with the knowledge, skills, and attributes to make informed choices, transition smoothly between education and employment, and succeed in life.

The emphasis is on raising aspirations, promoting equality of opportunity, and empowering students to understand and navigate their future options. Our careers provision supports the development of transferable skills, informed decision-making, and lifelong career management.

Our Commitments

Glenthorne High School is committed to:

- Delivering a planned and progressive CEIAG and Employability program for all students from Year 7 through Year 13.
- Ensuring students receive independent, impartial, and personalised guidance, particularly at key transition points.
- Supporting all students, including those who are disadvantaged or with additional needs, to make ambitious and informed choices about their future.
- Embedding CEIAG across the curriculum to link learning to the world of work, fostering enterprise, leadership, and employability.
- Offering meaningful encounters with a diverse range of employers, education, training, and apprenticeship providers.
- Providing high-quality personal guidance by a qualified Level 6 careers adviser, in line with statutory entitlement.
- Tracking, reviewing, and evaluating student destinations to ensure they transition successfully into further education, training, apprenticeships, or employment.

Policy Context and Statutory Guidance

This policy is informed by and compliant with the most recent statutory guidance:

- Education Act 2011, Section 19
- The Technical and Further Education Act 2017

- DfE Careers Strategy (December 2017)
- Careers Guidance and Access for Education and Training Providers – Statutory Guidance (DfE, updated May 2025)
- Provider Access Legislation (PAL) (effective January 2023 and updated May 2025)
- Ofsted Education Inspection Framework (EIF)
- Career Development Institute (CDI) Framework for Careers, Employability and Enterprise Education (2023)
- Gatsby Benchmarks for Good Career Guidance (Updated 2025)
- SEND Code of Practice (2015)
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Gatsby Benchmarks of Good Career Guidance (2025 Update)

Our CEIAG provision is mapped against the eight Gatsby Benchmarks, recognised nationally as the gold standard for effective careers guidance:

- **A Stable Careers Programme**
 - A clearly defined, resourced, and evaluated careers program that is known and understood by students, staff, parents, employers, and partners.
- **Learning from Career and Labour Market Information (LMI)**
 - All students and parents have access to accurate and up-to-date LMI to support informed decision-making, especially regarding future skills needs and local employment trends.
- **Addressing the needs of each student**
 - Personalised guidance, tailored interventions, and data tracking ensure equity and support for all, including those from disadvantaged backgrounds or with SEND.
- **Linking curriculum learning to Careers**
 - All departments contribute to CEIAG by highlighting careers relevance in subject content, particularly in core subjects and STEM disciplines.
- **Encounters with Employers and Employees**
 - Every student has multiple opportunities to learn from employers and professionals through career talks, projects, mentoring, and employer-led activities.
- **Experiences of workplaces**
 - All students benefit from at least one workplace experience by age 16 and another by age 18, through placements, shadowing, or virtual experiences.
- **Encounters with Further and Higher Education**
 - Students have meaningful encounters with a range of learning providers, including colleges, universities, apprenticeship, and training organisations.
- **Personal Guidance**
 - Every student has access to at least one personal guidance interview with a qualified Level 6 adviser by age 16 and a further opportunity by age 18.

Provider Access Legislation (PAL)

Glenthorne High School adheres to the updated PAL (May 2025), which requires that:

- Every student in Years 8–13 has at least six meaningful provider encounters, covering a range of technical education, training, and apprenticeship pathways.
- These encounters must be timely, diverse, and recorded, enabling students to compare academic and technical routes.
- The school publishes and annually reviews a Provider Access Policy, outlining the process for engaging with education and training providers.

Partnerships

We work in partnership with:

- Qualified Careers Advisers (Level 6 or above) to deliver personalised guidance.
- The Careers and Enterprise Company (CEC) through an Enterprise Adviser.
- Local employers and business networks to provide real-world insights and experience.
- Post-16 and Post-18 education and training providers, including colleges, universities, apprenticeship, and T Level providers.
- Parents, carers, and the wider community to support student aspirations and informed decision-making.
- Local authority and support services, such as Prospects, to ensure all young people are engaged in education, employment, or training.

Links with Other Policies

This CEIAG and Employability Learning Policy is underpinned and supported by key school policies, particularly those concerning:

- Teaching and Learning
- Assessment
- Equality, Diversity, and Inclusion
- More Able Learners
- SEND and Accessibility
- Personal Development and Wellbeing
- Safeguarding and Child Protection
- Work Experience Policy
- Provider Access Policy (Statutory Requirement, updated May 2025)
- This ensures a whole-school approach to careers provision, recognising that effective CEIAG is embedded in curriculum delivery, pastoral support, and wider enrichment.

Student Entitlement

All students at Glenthorne High School are entitled to a CEIAG and Employability program that:

- Meets current statutory guidance and professional standards of practice.
- is integrated into their full educational experience, rather than a standalone activity.
- is inclusive, personalised and impartial, and actively promotes equality of opportunity.
- Provides up-to-date labour market information (LMI) to inform choices.
- Is underpinned by the eight updated Gatsby Benchmarks and the CDI 2023 Framework.
- Ensures meaningful access to providers of technical education and apprenticeships, in line with the enhanced Provider Access Legislation (2025).
- Raises aspirations, addresses unconscious bias, and challenges stereotypes related to gender, ethnicity, class, disability, or background.

Aims of the CEIAG and Employability Programme

The CEIAG and Employability Learning program at Glenthorne High School is designed to:

- Help students develop a realistic and positive understanding of their own strengths, limitations, personal attributes and values.
- Support students in identifying and exploring learning and work opportunities, and making confident, informed decisions at key transition points.
- Ensure that all students leave the school with a clear post-16 or post-18 plan for education, employment, or training.
- Provide structured opportunities for students to experience the workplace and engage with employers and education providers.
- Promote financial awareness, independent learning, and resilience in planning for future opportunities.

The program aligns with the three core aims of the **Career Development Institute (CDI)**

Framework:

- Developing yourself through careers, employability, and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

Implementation

Management

The CEIAG program is co-ordinated by the Assistant Headteacher responsible for Careers, the Careers Administrator, and supported by:

- Heads of Year
- Subject Leaders
- The PSHE team
- The SENCo and TAs (to ensure appropriate careers guidance and support for students with SEND)

Responsibilities include:

- Planning, implementing and evaluating CEIAG activities.
- Coordinating encounters with employers, HE/FE providers, and training organisations.
- Organising and quality-assuring work experience placements.
- Ensuring accurate record-keeping via Compass+, FROG, and Unifrog.
- Staffing
- All staff have a responsibility to support careers education through curriculum delivery, tutor programmes and mentoring.
- Targeted CEIAG sessions are delivered via PSHE (Key Stages 3–4) and tutor time (Key Stage 5).
- Staff are supported through annual CPD informed by school priorities and the School Improvement Plan (SIP).
- The Careers Adviser (Level 6 qualified) provides personal guidance, targeted interventions, and support for curriculum and careers planning.

External Partnerships

A Service Level Agreement is maintained with Prospects (Shaw Trust) to provide impartial careers advice for Key Stage 4 and Key Stage 5. Key Stage 5 students are signposted to additional external careers advisers for tailored post-18 support.

The school works closely with an Enterprise Adviser from the Careers and Enterprise Company. Partnerships with employers support work placements, mentoring, mock interviews, and careers talks. Strong links with universities, colleges, apprenticeship, and training providers ensure regular and diverse encounters across Key Stages 3–5.

Apprenticeship information is shared with pupils via Unifrog, assemblies, Progression pathway lessons, and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with universities, further education colleges, apprenticeship providers and training providers, who often come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – Appendix 2). Our Aspirations Days and Progression Week towards the end of the summer term are the perfect opportunity for education providers to speak to relevant pupils.

Program Structure

The CEIAG program includes:

- Careers-themed PSHE lessons and tutor time activities across Years 7–13.
- Work experience in Year 11 and Year 12.
- Individual careers interviews starting from Year 10, with targeted support for at-risk students.
- Aspirations Days (KS4), Progression Week (Y12), and regular careers fairs.
- Employer-led sessions, workplace visits, enterprise projects, and challenge days.
- Opportunities to access careers information and planning tools via Compass+, FROG, Unifrog, and the Learning Resource Centre.
- Six provider encounters between Years 8–13, fulfilling the statutory Provider Access Legislation (PAL) requirements.

Inclusion and Accessibility

All aspects of CEIAG are delivered with regard to the Equality Act 2010, ensuring:

- Reasonable adjustments are made for students with SEND or additional learning needs.
- Targeted interventions and additional support are available to ensure full access to careers activities for disadvantaged pupils or those at risk of becoming NEET.
- Inclusive representation of career paths and role models across gender, ethnicity, and socioeconomic background.

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Headteacher with oversight of CEIAG is responsible for the effective deployment of resources.

Assistant Head Teacher

Policy Reviewed July 2025

Next review date July 2026