



Careers Education Information, Advice and Guidance Policy

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School Vision

- 1 Foster ambition by providing inspiration and informing students of their choices after Alderbrook.
- 2 At Alderbrook all students are provided with the chance to develop their skills, knowledge and ambition to reach their full potential. They are equipped with the information they need to choose between further study, apprenticeships or employment, as they look to make their way into life after Alderbrook, in an ever-changing market.
- 3 The Board of Trustees have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

Policy Scope

- 4 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- 5 The policy also applies to Year 11 students 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.
- 6 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018) and Education (Careers Guidance in Schools) Act 2022.
- 7 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 8 This 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 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 9 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- 10 All members of staff at Alderbrook School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 11 It is important therefore that students 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.

Objectives:

- 12 The objectives of the Careers Education, Information, Advice and Guidance policy are:
 - To ensure that all students at the school receive a stable careers programme
 - To enable all students to learn from information provided by the career and labour market

- That the CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

School Responsibilities

13 The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 13
- This careers advice must 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
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 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. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

14 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.

15 Alderbrook School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. 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 young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

16 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

Trustee Responsibilities

17 The Trust Board 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 based on the eight Gatsby Benchmarks meeting the school's legal requirements.

18 The Trust Board will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

- 19 There will be a member of the Trust Board who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access

- 20 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 Section 42B of the Education Act 1997.
- 21 All pupils in years 7-13 are entitled:
- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
 - 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;
 - to learn how to make applications for the full range of academic and technical courses.
- 22 Appendix 3 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
- 23 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

Monitoring, Evaluation and Review

- 24 Our careers leader works closely with the senior leadership team (SLT) and will:
- Take responsibility for developing, running and reporting on the school's career 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 our special educational needs co-ordinator (SENCO) and careers adviser, 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 our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Review our school's provider access policy statement at least annually, in agreement with our governing board

- 25 The Headteacher and SLT will ensure that:
- the work of the Careers Advisor and CEIAG events are supported and monitored
 - a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
 - 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 to 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
- 26 The effectiveness of this policy will be measured in a variety of ways:
- Feedback from stakeholders through mechanisms such as feedback from attendees (students, parents, carers, employers) at Careers events, feedback from students, staff via curriculum audits.
 - Feedback from external visitors to the school such as the School Improvement Partner (SIP), Business Adviser or Ofsted
 - 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.
- 27 The Trustees of Alderbrook School will review this policy annually and to provide support and accountability 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 to 18 year-olds) and that the information is presented impartially, includes 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 to 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

Appendix 1

The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none">• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>

3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. <p><i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p><i>A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2

ABK Futures - Alderbrook School Careers Strategy



The eight Gatsby benchmarks of Good Career Guidance are:						
GB1	A stable careers programme					
GB2	Learning from career and labour market information					
GB3	Addressing the needs of each pupil					
GB4	Linking curriculum learning to careers					
GB5	Encounters with employers and employees					
GB6	Experiences of workplaces					
GB7	Encounters with further and higher education					
GB8	Personal guidance					
	HT1 (Sep/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4(Mar/Apr)	HT5 (Apr/May)	HT6 (Jun/Jul)
7		Unifrog check in Computing lessons WB/16/12/24				PSHE lessons Careers

8		Unifrog check in Computing lessons WB/16/12/24	LRD - WPR (24/02/25) Experience of the Workplace			PSHE Lessons - Careers
	9	Compass+ Careers Questionnaire WB/16/12/24	KS4 Options Key Notes Speech & Options Fair (16/1/25)			PSHE lessons post 16/ applications
10		Unifrog check in October WEx Launch (21/10/24)	WEx deadline (24/02/24)		LRD - Interview skills/ Careers Fair/ CV Writing (01/07/25)	WEX(16/06/25) Digital Innovators PSHE Lessons – Post 16/ 18 budgeting
	11	1 to 1 interviews begin	1 to 1 interviews continue	UK Apprenticeship fair		
12				1 to 1 Interviews begin PAL drop in workshops	1 to 1 Interviews continue WEx WPR Mentoring Project	

13	UCAS Applications start	PAL - Post 18 Apprenticeships				
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	Learning from Labour Market Information	Addressing the needs of every pupil	Linking Curriculum learning to career	Encounters with employers and employees	Experiences of workplaces	Encounters with FE and HE	PAL	Personal Guidance
7		Unifrog registration	WPR Persuasive writing SoW	WPR Persuasive Writing SoW				
8		Unifrog check in		WPR LRD	WPR LRD		WPR LRD	
9		Unifrog check in	MFL World of Work WPR Maths SoW Y9	WPR Maths SoW			KS4 options evening	
10		Unifrog check in HWK	WPR iMedia SoW	Interview Skills LRD WPR iMedia SoW	WEx	Interview Skills LRD	Interview Skills LRD	1:1
11		Unifrog check in HWK					KS5 options evening	1:1
12		Unifrog check in HWK			WEx		Workshops	1:1
13		Unifrog check in HWK					ASK apprenticeships	1:1

Appendix 3

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	PSHE lessons	PSHE lessons Assembly – National Careers Week	
YEAR 8	PSHE lessons	PSHE lessons Assembly – National Careers Week	Life Ready Day – Your Future Matters
YEAR 9	PSHE lessons	Key Stage 4 options event PSHE lessons Assembly – National Careers Week	Life Ready Day – Your Future Matters
YEAR 10	Careers Convention – Event for Further and Higher Education and Apprenticeship providers PSHE lessons Careers Assembly	PSHE lessons Assembly – National Careers Week	Careers Life Ready Day - Workshop Student Interview Workshop
YEAR 11	Careers Convention – Event for Further and Higher Education and Apprenticeship providers PSHE lessons Careers Assembly Life Ready Day - Revision	PSHE lessons Assembly – National Careers Week	
YEAR 12	Careers Convention – Event for Further and Higher Education and Apprenticeship providers	‘Power Hour’ assemblies and small group opportunities – societies Tutor Time - Unifrog	Work experience preparation sessions Work experience Life Ready Day – Your Future Matters

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 13	Careers Convention – Event for Further and Higher Education and Apprenticeship providers Assembly and tutor group opportunities – Careers Week	HE and higher apprenticeship applications Assembly and small group opportunities - employability skills Tutor Time - Unifrog	