

# Careers Education, Information, Advice and Guidance Policy

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| <b>Policy Owner</b>     | Trust Careers and Employability Lead |
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## 1. Introduction

- 1.1 Creative Education Trust believes that all our pupils deserve the best start in life. We are ambitious for every child to become an educated, confident, active, and responsible citizen. Whether going on to university, securing an apprenticeship or entering the workplace, we want every young person who leaves a Creative Education Trust school to have real choices. That is why, as well as academic excellence, we seek to provide the best possible careers education, support, and guidance, including a range of meaningful encounters with, and experiences of, the world of work.
- 1.2 Creative Education Trust schools aim to equip all their pupils with the skills, knowledge, confidence and understanding to support their lifelong learning and career readiness.
- 1.3 This Careers, Education, Information, Advice and Guidance policy supports and is underpinned by each school's policies for Teaching and Learning, Assessment, SEND, Behaviour for Learning, and by the Academy Development Plan.

## 2. Policy scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to pupils in years 7-13. The policy has been reviewed in line with recent guidance from the Department for Education, including the guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (DfE, updated January 2023).
- 2.2 This policy accepts the 8 Gatsby benchmarks (outlined in Appendix 1) as set out in the DfE guidance.<sup>1</sup>
- 2.3 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.
- 2.4 The updated provider access legislation (PAL) has been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their pupils:
- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
  - Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.
  - 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.
- This legislation is a key mechanism to further help pupils understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.
- 2.5 All members of staff in Creative Education Trust schools 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; every member of staff is a teacher of careers.
- 2.6 It is important for pupils to leave Creative Education Trust schools aware of themselves, what they enjoy and what they're good at. They should be aware of the full range opportunities available to them after school and feel a good sense of career readiness. This means they can cope with the transitions from education to work and between roles, as well as being equipped to make good decisions.

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<sup>1</sup> Source: <https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/gatsby-summary-for-leaders-schools.pdf>  
Careers Education, Information, Advice & Guidance Policy (January 2025)



### **3. Statutory requirements and expectations**

3.1 Creative Education Trust schools are committed to fulfilling their statutory duties in relation to CEIAG. Statutory duties include:

- All registered pupils at the school must have access to impartial careers guidance in Years 7-13 which meets national guidelines for good practice, preparing pupils for their futures.
- Careers advice must be represented in an impartial manner, showing no bias towards a particular route.
- Guidance must be in the best interests of each pupil and must meet each pupil's individual needs.
- Schools must provide opportunities for a range of education and training providers to access pupils in years 7-13 to inform them about approved technical education qualifications and apprenticeships. Our schools will comply with the legal requirement to put on at least six encounters (two per key stage) with providers of approved technical education qualifications or apprenticeships, including:
  - Two encounters for pupils during years 8-9 that are mandatory for all pupils to attend.
  - Two encounters for pupils during years 10 or 11 that are mandatory for all pupils to attend.
  - Two encounters for pupils during years 12 or 13 that are mandatory for the school to put on but optional for pupils to attend.
- All schools must have a clear policy setting out the manner in which providers will be given access to pupils (Please see Provider Access Policy Statement).
- Schools must publish information on their careers programme and Provider Access Policy on their website.
- The careers programme must raise aspirations, challenge stereotypes, and support social mobility by improving opportunities for young people.

3.2 Creative Education Trust schools will continuously monitor their Careers Education, Information, Advice and Guidance offer and seek further improvement, as outlined under 'Monitoring, Evaluation, and Reporting'.

### **4. Roles and Responsibilities**

4.1 Ellis Guilford School's senior leadership team is responsible for ensuring that careers and employability education has an uncompromised profile in the curriculum, and that the school's careers leader, who has accessed Level 6 Careers Leadership training, is enabled and resourced to meet the statutory requirements for CEIAG.

4.2 Ellis Guilford School's careers leader is responsible for the school's strategy for meeting the objectives and statutory duties outlined above, the delivery of the careers programme across every year group, and the evaluation of the programme using Compass+ and the Careers Impact System/Maturity Model. The careers leader will ensure that the school's careers programme:

- Is measured using the eight Gatsby Benchmarks
- Meets current statutory guidance.

4.3 Ellis Guilford School also employs a career advisor, trained to Level 6 (or committed to achieving this), who provides impartial personal guidance to pupils in areas such as labour market information, career pathways, progression routes, developing goals and making decisions.

4.4 The school's Academic Improvement Board (AIB) or Academy Council should retain a link member for careers, responsible for supporting careers as a strategic priority in the Academy Development Plan. They should also assist schools to access local business networks and employers. This role is intended to ensure that arrangements are in place to allow a full range of educational and training providers to access pupils in Years 7 – 13.



- 4.5 The careers lead will report to the AIB or Academy Council annually on progress towards meeting the full requirements of the Gatsby Benchmarks, the school's compliance with Provider Access Legislation, and the outcomes of the Careers Maturity Model evaluations (made up of the FSQ and ILR data).
- 4.6 Creative Education Trust's Personal Development curriculum will be closely integrated with the CEIAG programme. Equipping students with the skills, knowledge, and mindset necessary for success in the workplace. This curriculum will enable the development of essential life skills such as communication, teamwork, problem-solving, and resilience. By emphasising qualities such as professionalism, adaptability, and self-awareness, the Personal Development programme will prepare students for the demands of the modern work environment, fostering confidence and competence as they transition from education to employment.

## **5. Funding and resourcing**

- 5.1 Funding for CEIAG, sufficient to deliver the list of requirements above, is allocated in every Creative Education school's budget. Creative Education Trust schools are encouraged to explore additional sources of external funding or services in kind from local businesses and employers.
- 5.2 Where potential economies of scale are realised in procuring external provision on behalf of several schools, the Trust Lead for Careers and Employability within the Safeguarding and Personal Development Directorate negotiates contracts and quality assesses the performance of external providers using evaluation data supplied by each school's Careers Leader or Adviser.

## **6. Support agencies and providers**

- 6.1 On behalf of its member schools, Creative Education Trust has an annual agreement with Unifrog, a careers education platform providing universal careers education and information for all pupils in Years 7-13. Schools are expected to make full use of this subscription to ensure it is of benefit to pupils and used to support their career decisions.
- 6.2 All schools in Creative Education Trust are members of their local Careers Hub, administered by the Careers and Enterprise Company, and through this access the support of Enterprise Coordinators and business volunteers when developing the programme of career development work in school.
- 6.3 In addition, Creative Education Trust has a Memorandum of Understanding with the Careers and Enterprise Company's Community of Interest for Multi-academy Trusts which recognises our commitment to working in partnership with the CEC.
- 6.4 In addition, Ellis Guilford School, contracts Luminate Careers to deliver careers guidance interviews.

## **7. Parents and Carers**

- 7.1 Creative Education Trust recognises the important role that parents and carers have in their child's career development. The school's career development programme should include a section that sets out how parents and carers will be engaged, as per Gatsby Benchmark 1.
- 7.2 The arrangements for personal guidance and support, including information on how to access these, will be communicated to parents and carers so that they can best support their children.
- 7.3 When evaluating the whole school careers programme, the views of parents and carers will be sought, alongside the views of pupils and other stakeholders.



## **8. Monitoring, Evaluation and Reporting**

- 8.1 The implementation of the careers programme will be monitored by the Trust Lead for Careers and Employability, and the Directors of Creative Education Trust through their line management of senior school leaders.
- 8.2 The careers leader in each school will complete the Compass+ assessment with their named CEC Enterprise Coordinator (or Careers Consultant in some areas) at the end of each academic term.
- 8.3 Creative Education Trust has an agreement in place with the Careers and Enterprise Company (CEC) committing all secondary schools to conduct an annual Internal Leadership Review (ILR) and to administer the Future Skills Questionnaire (FSQ) to all year groups annually. This is a formal commitment to ensure all pupils in Years 7-13 are asked to complete the Future Skills Questionnaire annually, and all staff responsible for elements of the careers programme in school participate in the Internal Leadership Review as part of the Careers Maturity Model. This should include the careers lead, the relevant member of the Senior Leadership Team, other relevant staff such as a work experience coordinator or careers adviser, and the Trust Lead for Careers and Employability. The Careers Leader has a further commitment to take part in the peer-to-peer reviews facilitated by their Enterprise Coordinator.
- 8.4 The outcomes of the ILR and FSQ will be recorded in the CEC's MAT Dashboard and reported to the Education Standards Committee by the Trust Lead for Careers and Employability.
- 8.5 In addition, the school Headteacher/Principal will ensure that:
- The work of the Careers Advisor and CEIAG events are supported and monitored by the Senior Leadership Team.
  - A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.
  - The effectiveness of this policy will be measured in a variety of ways:
    - Feedback from stakeholders through mechanisms such as pupil and parent surveys
    - Feedback from external visitors to the school such as Ofsted
    - The number of pupils 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.



## 9. Appendix 1

| Benchmark  | Summary   |
|--|---|
| <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 young person</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 pupil 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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme. |





## 10. Appendix 2

The definitions of a 'meaningful encounter' are described here according to each of Benchmarks 5, 6 and 7.

### **Benchmark 5:** Encounters with employers and employees

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. 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.

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and the young person.
- be underpinned by learning outcomes that are appropriate to the needs of the young person.
- have opportunities for two-way interactions between the young person and the employer.
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter.

### **Benchmark 6:** Experiences of workplaces

By the age of 16, every pupil should have had meaningful experiences of workplaces. By the age of 18, every pupil should have had at least one further meaningful experience.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person.
- be underpinned by learning outcomes that are appropriate to the needs of the young person.
- involve extensive two-way interactions between the young person and employees.
- include opportunities for young people to meet a range of different people from the workplace.
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace.
- include the employer providing feedback to the young person about their work.
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.
- Schools can consider any part-time work a young person may have, if it genuinely offers them a meaningful experience.

### **Benchmark 7:** Encounters with further and higher education

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.

Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the young person.
- be underpinned by learning outcomes that are appropriate to the needs of the young person.
- involve a two-way interaction between the young person and the provider.
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.





## 11. Appendix 3: Ellis Guilford School's Careers Programme

### Curriculum Activities

| Year | Activity   | Term     | Delivery             |
|------|--|----------|----------------------|
| 7    | Dream Job  | Autumn 1 | Character Curriculum |
|      | Career Journeys                                      | Autumn 1 | Character Curriculum |
|      | Who am I?  | Autumn 1 | Character Curriculum |
|      | Exploring Possibilities                              | Autumn 2 | Character Curriculum |
|      | What is a Career?                                    | Autumn 2 | Character Curriculum |
|      | What is an entrepreneur?                             | Autumn 2 | Character Curriculum |
|      | Work/Life Balance                                    | Spring 1 | Character Curriculum |
|      | Careers and the Future (Labour Market)               | Spring 2 | Character Curriculum |
| 8    | Labour Market – Local possibilities                  | Autumn 1 | Character Curriculum |
|      | Career Journeys                                      | Autumn 1 | Character Curriculum |
|      | Individual interests                                 | Autumn 1 | Character Curriculum |
|      | Superhero CVs  | Autumn 1 | Character Curriculum |
|      | Employability Skills                                 | Autumn 1 | Character Curriculum |
|      | Career Challenges and Rewards                        | Autumn 2 | Character Curriculum |
|      | Impacts on life                                      | Autumn 2 | Character Curriculum |
|      | Meaning of Success                                   | Spring 1 | Character Curriculum |
|      | Environmental Careers                                | Spring 2 | Character Curriculum |
| 9    | Careers Journeys                                     | Autumn 1 | Character Curriculum |
|      | Labour Market information – future roles             | Autumn 1 | Character Curriculum |
|      | Skill recognition                                    | Autumn 1 | Character Curriculum |
|      | Post 16 Pathways                                     | Autumn 1 | Character Curriculum |
|      | Post 16 Choices                                      | Autumn 1 | Character Curriculum |
|      | Decision Making – Options and the Future             | Autumn 2 | Character Curriculum |
|      | Controlling your journey                             | Autumn 2 | Character Curriculum |
|      | Managing earnings                                    | Autumn 2 | Character Curriculum |
|      | The Labour Market                                    | Spring 1 | Character Curriculum |
|      |  | Spring 2 | Character Curriculum |
| 10   | Career Journeys & GCSEs                              | Autumn 1 | Character Curriculum |
|      | Labour Market shifts                                 | Autumn 1 | Character Curriculum |
|      | Controlling the narrative – past, Present and future | Autumn 1 | Character Curriculum |
|      | Employer Profiles                                    | Autumn 1 | Character Curriculum |
|      | Post 16 – choices                                    | Autumn 1 | Character Curriculum |
|      | Career Types   | Autumn 2 | Character Curriculum |
|      | Workplace Wellbeing                                  | Autumn 2 | Character Curriculum |
|      | Employability Skills                                 | Autumn 2 | RSMS Curriculum      |
|      | Pay (tax, NI, Pensions)                              | Autumn 2 | RSMS Curriculum      |
|      | Budgeting wages                                      | Autumn 2 | RSMS Curriculum      |
|      | Modern ways of working                               | Spring 1 | Character Curriculum |
|      | Personal Statements                                  | Spring 1 | RSMS Curriculum      |
|      | Creating CVs   | Spring 1 | RSMS Curriculum      |
|      | Digital Footprints & Careers                         | Spring 1 | RSMS Curriculum      |
|      | Preparing for WEX                                    | Spring 2 | Character Curriculum |
|      | Work Experience                                      | Summer 2 | Various Locations    |
|      | Post 16 Application                                  | Summer 2 | RSMS Curriculum      |



| Year | Activity                   | Term     | Delivery             |
|------|----------------------------|----------|----------------------|
| 11   | Labour Market and choices  | Autumn 1 | Character Curriculum |
|      | Employability Skills       | Autumn 1 | Character Curriculum |
|      | Post 16 Choices            | Autumn 1 | Character Curriculum |
|      | Decision Making Skills     | Autumn 2 | Character Curriculum |
|      | Volunteering and paid work | Autumn 2 | Character Curriculum |
|      | Apprenticeships            | Spring 1 | Character Curriculum |
|      | Higher Education           | Spring 1 | Character Curriculum |
|      | AI – Impact on jobs        | Spring 2 | Character Curriculum |

### Additional Careers Activities

| Year | Activity  | Provider                           | Delivery                                      |
|------|---|------------------------------------|---|
| 7    | Green Village Project Day – creating a sustainable village.       | Wilmott Dixon                      | Workshop sessions                             |
|      | Careers Fair  | Various                            |   |
|      | Network Rail (Lightbulb Moments)                                  | Network Rail                       | Workshop sessions / Employer Insight          |
| 8    | Careers Fair  | Various                            |   |
|      | KPMG Work Ready   | KPMG                               | Workshop sessions / Employer Insight          |
| 9    | Careers Fair  | Various                            |   |
|      | Kier Construction   | Vijay Rathore                      | Employer Insight                              |
|      | Ideagen/Think Big – Marketing/Access to sport business enterprise | NFFC – Think Big                   | Employer Insight / Apprenticeship Information |
| 10   | Mock Interviews (Employer focus)                                  | Various Employers                  | Allocated Appointments                        |
|      | Careers Fair  | Various                            |   |
|      | Careers Guidance Interviews                                       | Luminate Careers                   | 1:1 Guidance Interviews                       |
|      | Work Experience   | Various                            |   |
| 11   | Careers Fair  | Various                            |   |
|      | Post 16 – Djanogly City Academy                                   | J. Irons<br>DCA Sixth Form         | Visiting Speaker                              |
|      | Post 16 – NUSA Sixth Form   | L. Strawson<br>NUSA Sixth Form     | Visiting Speaker                              |
|      | Post-16 Options (A-Level, Vocational, T-Level, Apprenticeship)    | Emma Stevens<br>Nottingham College | Visiting Speaker                              |
|      | Careers Guidance Interviews                                       | Luminate Careers                   | 1:1 guidance interview with Careers Advisor   |