

Careers Education, Information, Advice and Guidance Policy

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1. Introduction

Careers Education, Information, Advice and Guidance (CEIAG) is a vital part of every student's learning experience and a preparation for the opportunities, responsibilities and experience of adult and working life.

This document sets out the planned provision for the school to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

The aims of the document represents the school's commitment to the statutory guidance *Careers guidance and access for education and training providers* (Department for Education, updated **May 2025**) which requires schools to provide independent careers guidance from year 7 to year 13. Every pupil must receive personal careers guidance from a Level 6 qualified adviser at least once by age 16 and again by age 18, in line with the DfE's May 2025 statutory expectations.

The Governing Board recognises its duty to ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- promotes the best interests of the students to whom it is given.

This CEIAG policy document draws on the report Good Career Guidance (2014) produced by the Gatsby Charitable Foundation; The school is committed to meeting the updated eight Gatsby Benchmarks of Good Career Guidance, adopted into statutory guidance in May 2025 and effective from September 2025. Progress towards these benchmarks is reviewed termly using the Compass+ tool and reported annually to the Governing Board. The policy is underpinned by the school's policies for teaching and learning, assessment, equal opportunities and inclusion, and Health and Safety, and should be read with reference to them where appropriate. This policy also aligns with the updated *Skills for Life* agenda and supports the development of employability and technical skills as emphasised in the May 2025 guidance.

2. Intent

- a) **The school's commitment** is to provide a planned and progressive programme of careers education, information and guidance for all students in Year 7 - 13. That programme is:
- a **whole-school responsibility**, embedded across subjects and pastoral systems, with all teaching staff supporting students to link curriculum learning to future career pathways.
 - designed to meet the needs of all students
 - differentiated to ensure progression through activities appropriate to students' stages of career learning and development, with targeted support for students with SEND, those from disadvantaged backgrounds, and those at risk of becoming NEET. Integrated into the wider curriculum and based on a partnership between students and their parents.
 - ensures that students have access to **up-to-date labour-market information (LMI)** and are made aware of the full range of education and training pathways, including **technical education routes, apprenticeships, T Levels and Higher Technical Qualifications (HTQs)**.
- b) **The aims of the programme are as follows:**
- Inspire students to explore a broad range of education, training and career opportunities, including academic, technical and vocational routes.
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 - Ensure every student receives high-quality personal guidance from a qualified adviser at least once by age 16 and again by age 18.
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 - Build students' knowledge, skills and confidence to make informed and ambitious decisions about their next steps.
 - Promote career wellbeing, employability, and resilience, preparing students to manage changes in work and learning.
 - Promote equality of opportunity by challenging stereotypes and ensuring access for all learners.
 - Help students understand how learning contributes to personal success and to wider economic and social wellbeing.
 - Equip students to use labour-market information (LMI) effectively to support career decision-making.
 - Strengthen partnerships between the school, parents/carers, employers, training providers and further/higher education institutions.

3. Implementation

The implementation of the programme relies on secure **governance**, appropriate **leadership** at senior level, and expert **delivery** by CEIAG specialists and the wider staff.

The implementation of the careers programme is a **whole-school responsibility**, led strategically by the Careers Leader and supported by the Senior Leadership Team, subject teachers, and external partners.

a) Governance

The Governing Board ensures that statutory guidance is met by nominating a **Link Governor for Careers** and by reviewing progress against the Gatsby Benchmarks at least **annually**. The Governing Board receives an annual CEIAG report outlining progress towards statutory compliance, student destinations, and next-step planning.

b) Leadership

The designated **Careers Leader** is Mr Michael Sawyer, who is line-managed by a member of the Senior Leadership Team.

The Careers Leader holds overall responsibility for the strategic development, quality assurance, and evaluation of CEIAG across Years 7–13.

In line with DfE expectations, the Careers Leader has access to **appropriate training and CPD** to maintain professional standards and up-to-date knowledge of current statutory guidance.

c) Staffing

All staff contribute to the CEIAG programme, embedding career learning into their subject areas and supporting students to link curriculum knowledge with future pathways.

The Careers Advisers employed or commissioned by the school hold **professional qualifications (e.g. Level 6 in Career Guidance and Development)** and are registered members of the **Career Development Institute (CDI)**.

Where external advisers are used, JCoSS ensures they meet **CDI professional standards**.

Teachers are supported through training and resources to build meaningful links between their subjects and the world of work.

Careers education is **planned, coordinated, monitored and evaluated** by the **Careers Leader** and Careers Department, using tools such as **Compass+** to measure progress against the Gatsby Benchmarks and to identify areas for improvement. Regular feedback is gathered from students, staff, employers and education providers to inform continuous development..

d) Delivery

The CEIAG programme includes:

- Careers education lessons delivered through Kvutzah (PSHCE) and across curriculum subjects;
- One-to-one and small-group **personal guidance meetings** at key transition points;
- Access to a structured programme of employer encounters, mock interviews, and mentoring;
- Higher and further education fairs, apprenticeship and technical-route events;
- Year 12 work-experience placements, supported through employer engagement and local partnerships;
- The school is committed to **working towards providing meaningful experiences of the workplace for all key stages – expanding to KS3 and KS4 for the academic year commencing September 2026 – in line with Gatsby Benchmark 6.**

These experiences will develop progressively, beginning with early exposure in Key Stage 3 and extending to structured placements and visits in Key Stages 4 and 5.

- Targeted support for students at risk of becoming NEET, delivered in collaboration with the Local Authority;
- Enhanced, bespoke support for **students with SEND**, including transition planning aligned with EHCP outcomes and **Preparing for Adulthood** pathways;
- Opportunities for parents/carers to engage through information evenings and careers events;
- Integration of **labour-market information (LMI)** into lessons, displays, and one-to-one discussions.

The school monitors delivery across subjects and year groups to ensure that all students receive a **minimum of one meaningful employer encounter every year from Year 7 onwards**, consistent with the updated Gatsby Benchmark expectations.

4. Impact

The intended impact of the CEIAG programme is that all students will:

- Develop a clear understanding of their strengths, interests and values and how these relate to future career choices.
- Build transferable employability skills - including communication, teamwork, problem-solving, digital literacy and resilience - that prepare them for the rapidly changing world of work.
- Use high-quality **labour-market information (LMI)** to make informed decisions about post-16 and post-18 pathways, including **academic, technical and vocational options**.
- Have equality of access to information and experiences regardless of gender, background or additional needs.
- Receive **personal guidance from a qualified careers adviser at least once by age 16 and again by age 18**, with actions recorded and reviewed.
- Participate in **at least one meaningful employer encounter each academic year**, in line with the updated Gatsby Benchmarks (2025).
- Understand how career choices influence long-term **economic and social wellbeing**. Experience smooth, well-supported transitions between key stages and into education, employment or training post-JCoSS.

Impact is assessed through Compass+ tracking, student voice, destination data (including sustained destinations), and feedback from parents, employers and providers. Outcomes are reported annually to SLT and Governors to inform continuous improvement.

5. Provider Access Policy

This statement explains how JCoSS provides opportunities for **technical education and apprenticeship providers** to access students and inform them about approved qualifications and training routes.

The school complies fully with the **Provider Access Legislation (PAL)** within the *Careers guidance and access for education and training providers* (Department for Education, updated May 2025).

In accordance with this legislation, all pupils in **Years 8–13** will have **at least six meaningful encounters** with providers of approved technical education qualifications and apprenticeships:

- **Years 8–9:** two encounters (foundation awareness)
- **Years 10–11:** two encounters (key transition preparation)
- **Years 12–13:** two encounters (post-16/post-18 decision-making)

Providers wishing to request access should contact the **Careers Leader, Mr Michael Sawyer**, via email at msawyer@jcooss.barnet.sch.uk.

Requests are considered against the aims of this policy, safeguarding requirements and the needs of students.

The school will provide suitable facilities, audio-visual equipment and IT support for presentations or workshops.

All events will be integrated into the school's careers programme and publicised through the school website, which will include the annual **Provider Access Statement** and **CEIAG Programme** in line with statutory requirements.

Providers may supply digital or printed prospectuses and materials, which will be displayed in the Careers Room and Learning Resource Centre.

6. **Evaluation and Assessment**

The school evaluates its CEIAG provision systematically to ensure continuous improvement and compliance with statutory guidance. Evaluation includes:

- Termly Compass+ analysis to measure progress against the updated Gatsby Benchmarks (effective Sept 2025);
- Student, parent, employer and provider feedback after key events and interventions;
- Review of personal-guidance records and intended destinations for every student;
- Monitoring of vulnerable cohorts (SEND, disadvantaged, and those at risk of becoming NEET) to ensure equality of access;
- Tracking of actual and sustained destinations for at least three years post-JCoSS, including apprenticeship and technical-route data;
- Annual reporting to Senior Leadership Team and Governors, with actions agreed for the following academic year.

The impact of careers education is also evaluated through student outcomes, confidence measures, and the quality of decision-making at key transition points. Feedback informs staff training, employer engagement, and future programme design.

Appendix – The Eight Gatsby Benchmarks of Good Career Guidance

(Updated by the Gatsby Foundation and adopted into government guidance, May 2025 - effective from September 2025)

1. A Stable Careers Programme

Every institution should have a clearly-articulated, well-resourced careers programme that runs from Year 7 (or equivalent) through to Year 13 (or equivalent). This programme must be planned, monitored and evaluated regularly, and embedded within the school's strategic development plan. Roles and responsibilities - including those of senior leaders, governors, the Careers Leader and careers advisers - must be made explicit. Staff should receive appropriate training and CPD so that the careers programme is understood by pupils, parents/carers, teachers, and employers alike. The programme must also ensure that careers education is delivered across subject areas and pastoral systems rather than being isolated.

2. Learning from Career and Labour Market Information (LMI)

All students, and their parents/carers, should have access to up-to-date, high quality labour market information (LMI) covering local, regional and national contexts, as well as future trends and emerging sectors. Students should be taught how to use that information to make decisions about their education, training and employment pathways. Staff must integrate LMI into careers lessons, subject teaching and one-to-one guidance. The programme must ensure equality of access to LMI for all cohorts, including disadvantaged learners and those with Special Educational Needs and Disabilities (SEND).

3. Addressing the Needs of Each Pupil

The careers provision must be personalised and inclusive, tailored to the individual needs, backgrounds and aspirations of each learner. This includes identifying and supporting learners who are at risk of becoming Not in Education, Employment or Training (NEET), learners with SEND, and those from disadvantaged or under-represented backgrounds. It must track, record and evaluate the progress and destinations of each pupil, and use data (including aspirations, intended destinations and sustained outcomes) to refine support and interventions. Schools must ensure equity of access to all pathways, challenge barriers and stereotypes, and monitor the impact of careers provision on all groups.

4. Linking Curriculum Learning to Careers

All curriculum subjects must link what is taught and learnt to careers, work and training pathways. Teachers should highlight the relevance of their subject to future study and employment, including how knowledge, skills and understanding developed in the subject apply to the workplace or technical pathways. This helps students understand the purpose of their learning and build a coherent map between their education and future opportunities. The careers programme should also embed employability and career-wellbeing skills, resilience and adaptability.

5. Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills valued in the workplace. These encounters should be meaningful: for example through talks, workshops, mentoring, job-shadowing, enterprise activities or virtual employer visits. The updated benchmarks emphasise variety of encounters, preparation and reflection time, and inclusive access for all students. Staff must plan, sequence and evaluate employer engagement so that employer encounters become a routine and integral part of the pupils' career progression. Parents/carers should also be engaged to understand employer expectations.

6. Experiences of Workplaces

Students should gain first-hand experience of workplaces through work visits, work shadowing, internships or structured work-experience placements. These experiences should be progressive, starting early (e.g., Key

Stage 3 or Year 7/8) and repeated so that by age 16 and by age 18 each student has had substantial workplace experience. The updated benchmarks align with the national work-experience guarantee and emphasise that experiences must be meaningful: planned, monitored, evaluated, and connected to career learning rather than just 'a placement'. Hybrid/virtual activities may complement but not replace in-person experiences.

7. Encounters with Further and Higher Education and Training Providers

Students must have meaningful encounters with providers of the full range of post-16 and post-18 learning opportunities - including technical education, apprenticeships, T Levels, Higher Technical Qualifications (HTQs), higher education and employment training. The updated benchmarks and statutory guidance emphasise that all pupils in Years 8–13 should have at least six meaningful provider-encounters (as per the Provider Access Legislation). Providers should be given access to students to present their educational/training offer, and students should understand the full spectrum of pathways.

8. Personal Guidance

Every student should receive high-quality personal guidance from a qualified careers adviser at key transition points - at least once by age 16 and again by age 18. The adviser must have appropriate credentials (for example membership of the Career Development Institute) and the guidance must be one-to-one (or small group where appropriate), recorded, reviewed and evaluated. The careers programme should ensure that every student is aware of the full range of options and supported to make informed decisions about their next steps.