Careers Education, Information, Advice and Guidance Policy

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Contents

Section	Heading	Page
1	Introduction	1
2	Intent	2
	a) Commitment	
	b) Aims of CEIAG Programme	
3	Implementation, Governance and Leadership	2
	a) Governance	
	b) Leadership	
	c) Staffing	
	d) Delivery	
4	Impact	3
5	Provider Access Policy	4
6	Evaluation and Assessment	4
	Appendix – The Eight Gatsby Benchmarks	5

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 **June 2026**) 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 June 2026 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.
- Ensure every student receives high-quality personal guidance from a qualified adviser at least once by age 16 and again by age 18.
- 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, Governance and Leadership

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 **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 reviewing its work experience provision against the DfE's updated guidance (June 2026), which expects two weeks' worth of work experience by the end of Key Stage 4. Key Stage 3 workplace experiences are already delivered and expanded year on year, and Key Stage 4 placements will be phased in from September 2027, building on our Year 12 placements in line

with Gatsby Benchmark 6. Targeted support for students at risk of becoming NEET, delivered in collaboration with the Local Authority;
- Enhanced support for students with SEND, including an annual one-to-one careers guidance meeting for students with an EHCP from Year 9, timed to inform their annual review and Preparing for Adulthood outcomes; 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@jcoss.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.
- Annual Careers Survey sent out to parents which then impacts future planning (from September 2026)
- Anonymous student feedback collected following one-to-one guidance to assess effectiveness and value of sessions

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
(As set out in the DfE statutory guidance Careers guidance and access for education and training providers, updated June 2026)

1. A stable careers programme
Every school should have an embedded programme of careers education and guidance that is known and understood by students, parents/carers, staff, governors, employers and other agencies. The programme should be backed by senior leaders and governors, led by a trained Careers Leader, published on the school website and regularly evaluated.

2. Learning from career and labour market information
Every student, and their parents/carers, should have access to good-quality, up-to-date information about future pathways, and support to use it to inform their decisions. Students with SEND may need different or additional information.

3. Addressing the needs of each young person
Students have different careers guidance needs at different stages, so opportunities should be tailored to the needs of each student, including those who are vulnerable, disadvantaged or have SEND. Schools should challenge stereotypes, keep records of each student's careers activity and collect destination data.

4. Linking curriculum learning to careers
All teachers should link curriculum learning with careers. Every year, in every subject, every student should have opportunities to learn how the knowledge and skills they develop are relevant to 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. Every year, from the age of 11, students should take part in at least one meaningful encounter with an employer.

6. Experiences of workplaces
Every student should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. By the age of 16, every student should have had meaningful experiences of workplaces, and by the age of 18, at least one further meaningful experience.

7. Encounters with further and higher education
All students should understand the full range of learning opportunities available to them, including academic, technical and vocational routes. By the age of 16, every student should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and independent training providers. By the age of 18, all students considering higher education should have had at least two visits to higher education providers to meet staff and students.

8. Personal guidance
Every student should have opportunities for guidance meetings with a trained careers adviser, who may be a member of school staff or externally commissioned. Every student should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18.

Sources:

- **DfE – Careers guidance and access for education and training providers (updated June 2026)**
- **Gatsby – Benchmark 8: Personal guidance**