




## CEIAG Policy

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<b>Governor Committee:</b>	Full Governing Body Committee	
<b>Approved by:</b>	Mr M Ainley Chair of Governors	Signature: 
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## **1. Aims**

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop students' awareness of the variety of education, training and careers opportunities available to them.
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support.
- Promote a culture of high aspirations and equality of opportunity.
- Provide impartial and in-depth advice and guidance on technical and vocational pathways from year 7 upwards.

## **2. Statutory requirements**

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)
- Education (Careers Guidance in Schools) Act 2022

- Careers Guidance and Access for Education and Training Providers 2025
- Career Development Institute (CDI) Framework for Careers, Employability and Enterprise Education (2023)
- Gatsby Benchmarks for Good Careers Guidance (Updated 2025)
- SEND Code of Practice

This policy is in line with the [Skills and Post-16 Education Act 2022](#) (the ‘provider access legislation’). It explains that our school must provide a minimum of 6 encounters with technical education and apprenticeship providers to all students in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on the school website, [www.withernseahig.org.uk/policies](http://www.withernseahig.org.uk/policies)

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school offers impartial and independent careers guidance for students from year 7 by a level 6 qualified careers guidance professional.

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables students, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the career’s leader.
- A summary of the careers programme.
- Details of how students, parents and carers, teachers, and employers can access information about the careers programme.
- How our school measures and assesses the programme’s impact on learners.
- The date by which we will review information.

We also act in line with our statutory duty under the provider access legislation (also known as the ‘Baker Clause’), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with

our provider access policy statement, which sets out how our school meets this duty, and can be found [www.withernseahigh.org.uk/policies](http://www.withernseahigh.org.uk/policies)

### **3. Commitment**

- Delivering a planned and progressive CEIAG and Employability program for all students from Year 7 through Year 11.
- 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.
- Personal Guidance – Every student has access to at least one personal guidance interview with a qualified Level 6 adviser by age 16.

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

#### **4.1 Governing Board**

The governing board will:

- Collaborate with school leadership to set strategic direction for careers guidance.
- Appoint a governor to oversee CEIAG and encourage employer engagement.
- Ensure independent, impartial guidance is available to all students aged 11–18.
- Monitor legal compliance, including the Provider Access Policy.
- Ensure CEIAG information is published on the website and regularly reviewed.

## **4.2 Headteacher**

The headteacher will:

- Champion a whole-school approach aligned with school priorities.
- Ensure appropriate resourcing and support for the careers team.
- Build partnerships with employers and training providers.
- Support staff development in embedding CEIAG across subjects.

## **4.3 Senior Leadership Team (SLT)**

The SLT will:

- Support the careers leader in strategic planning and programme delivery.
- Ensure the careers team has time, budget, and training to perform effectively.
- Contribute to programme evaluation and improvement.

## **4.4 Careers Leader**

- Design, deliver and evaluate the careers programme.
- Work towards achieving the Gatsby Benchmarks.
- Coordinate staff, budgets, employer links, and labour market information.
- Lead CEIAG for SEND and Looked After Children (LAC), including personal education planning and transition support.
- Review the Provider Access Policy annually.

- Offer personal guidance to all students, particularly those with SEND or additional needs.
- Offer targeted support and advice tailored to individual aspirations.
- Contribute to the evaluation and enhancement of CEIAG provision.

## 5. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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.

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is coordinated by the Deputy headteacher, and Careers leader delivered through a number of methods, including lessons, careers guidance meetings, employer talks, careers fairs, post 16 providers, entrepreneurial and motivational workshops.

Information about personal guidance support, and how to access it, will be communicated to students, parents and carers, and other stakeholders, including through the school website.

## **5.1 Work Experience**

### **Programme Design and Gatsby Benchmarks**

Work experience will be embedded within the school's careers programme and delivered progressively across **Key Stage 3 and Key Stage 4**, in accordance with the **Gatsby Benchmarks**, particularly Benchmark 6 (*Experiences of Workplaces*). Experiences will be meaningful, inclusive, and tailored to students' interests and needs. Activities will include:

- **Formal work placements** (typically one to two weeks)
- **Workplace visits and trips**

- **Employer-led activities in school**
- **Skills-building projects and enterprise challenges**
- **Insight events and virtual work experiences**

Each experience will have clear learning outcomes, opportunities for interaction with employers, and structured reflection to maximise impact.

### **Tracking and Accountability**

Student participation will be monitored and recorded using the **Compass+ tool**, ensuring compliance with Gatsby Benchmarks and Youth Guarantee requirements. Progress will be reviewed regularly by the Careers Leader and reported to senior leadership.

### **Employer Engagement and Partnerships**

Withernsea High School will work proactively with employers, Careers Hubs, and external stakeholders to secure placements, workplace visits, and virtual experiences. Partnerships will prioritise inclusivity and safeguarding, ensuring equitable access for disadvantaged and SEND students.

### **External Work Experience Placements**

For all external placements, the school will collaborate with its approved provider, **Education 2 Work (E2W)**, to verify:

- Employer liability insurance
  - Health and safety risk assessments
  - Safeguarding measures and DBS checks where required
- Placements not approved by E2W will be deemed unsuitable and will not proceed.

### **Safeguarding and Risk Management**

The Careers Leader will work closely with the **Safeguarding Team** to assess risks and address any concerns before placements commence. All placements will follow statutory safeguarding guidance, including:

- Pre-placement risk assessments
  - Parental consent and emergency contact procedures
  - Clear reporting routes for concerns during placement
- If safeguarding concerns arise, the placement will be cancelled immediately.



## **6. Inclusion**

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. All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their peers, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

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

## **7. Access to our careers programme information**

A summary of our school's careers programme is published on our school website including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting [fosterv@wscampus.net](mailto:fosterv@wscampus.net).

## **8. Access to student participation records**

We measure the progress of students and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at [www.withernseahigh.org.uk/policies](http://www.withernseahigh.org.uk/policies)

## **9. Assessing the impact on students**

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

Student feedback forms

Staff feedback forms

Parent Feedback forms

Employer/provider/visitor feedback

Case studies

Focus groups

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

## **10. Links to other policies**

This policy links to the following policies:

- Provider access policy statement
- Strategic child protection and safeguarding policy

- Data protection policy

## **12. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the senior leadership team and governing body and reviewed annually.

The next review date is November 2026