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Rationale for CEIAG

A career is an individual's journey through learning, work and other aspects of life. All young people need access to Careers Education, Information, Advice and Guidance (CEIAG) to help them make informed career choices. Under the guidance of the Department of Education "All young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience" Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff January 2018 To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Foundations Benchmarks to develop and improve their CEIAG programme.

INTRODUCTION

The Careers Lead for The Greater Horseshoe School is Amanda Cox. Careers education and guidance programs make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive program of activities supports them in choosing 11–19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

COMMITMENT

The school is committed to providing our students with a program of careers education, information, advice and guidance (IAG) for all students in years 7–13 which is impartial and effective. We aim to support the aspirations of our students and ensure

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that they gain the understanding, skills and experience to make progress and succeed in learning and work.

The school endeavors to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

The school has members of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

AIMS

The school Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education
- To develop enterprise and employment skills
- To reduce drop out from and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations
- To involve parents and carers

STUDENT ENTITLEMENT

Careers Education and guidance (CEG) is an important component of the 13-19 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–13. Students have access to a group careers program. This gives them the opportunity to explore the different careers, qualifications and learning routes. Students also have direct careers meetings and the attendance of our Futures Tutor at EHC reviews

DEVELOPMENT

The policy was developed and is reviewed every year by the Named Careers Lead and their Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

LINKS WITH OTHER POLICIES

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policies for relevant key stages.

IMPLEMENTATION OF CAREERS ADVICE

Careers Education is delivered via access to the group's careers curriculum, completion of careers portfolios and Careers interviews.

EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

CURRICULUM

Key Stage 2

The Key Stage 2 curriculum aims to help children develop a strong sense of self and community by exploring their local area, learning about the services available, and understanding the roles of people who help us. Through engaging activities and real-world connections, pupils will build confidence, appreciate diversity, and gain a deeper understanding of what it means to be part of a supportive and inclusive community.

Key Stage 3

At Key Stage 3, students will follow the *Incredible Futures* curriculum developed by

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OFG, which is designed to foster personal growth, career awareness, and entrepreneurial thinking. This engaging programme explores essential themes such as *Why we work*, *self-awareness*, *jobs in the community*, and *possible career choices*, helping pupils understand the world of work and their place within it. Learners will also be supported in *engaging with the careers service*, gaining early exposure to guidance and planning tools. Each year, students will undertake an *enterprise project*, encouraging creativity, teamwork, and practical problem-solving while building confidence and ambition for their future pathways.

Key Stage 4

At KS4 the focus on is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14. At Key Stage 4, students begin their Entry Level 3 *Preparing for Working Life* qualification, part of the City & Guilds *Skills for Working Life* program. This flexible curriculum allows learners to explore subjects of personal interest—such as horticulture, animal care, hospitality, and design technology—while earning credits that contribute toward an award, certificate, or diploma depending on the total achieved.

Pupils also take part in Work Experience. This includes preparation, implementation and evaluation and can be used as part of the students' City and Guilds skills for working life Entry 3 qualification. Not all students undertake work experience outside school due to their confidence, vulnerability or increased risk. Many will undertake work experience within the school, and this can be part of project work in vocational subjects or virtual work experience online. Some students will take on voluntary work which is supported by staff. All work experience placements are assessed with regards to suitability and health and safety. The person responsible for assessing these work experience places is Kelly Terlikowski.

Key Stage 5

At Post-16, students who have completed their Entry Level 3 qualification can progress to the City & Guilds Level 1 *Employability Skills* qualification, which equips them with practical knowledge and personal insight for the world of work. The curriculum covers key topics such as *environmental awareness*, *building effective workplace relationships*, and understanding the *importance of work-life balance*. Learners also explore *health and safety in the workplace*, *alternatives to paid employment*, and develop strategies for *managing stress and coping with change*. This program supports students in becoming adaptable, informed, and confident as they prepare for future employment or further education.

IMPLEMENTATION OF CAREERS ADVICE

i) Careers resources

- These are available from the employability coach.
- Accessible on request and during sessions for careers guidance
- Unifrog is used to support young people from Y7 and above at school and at home, students also have access to their accounts for ongoing support after they leave the school.

ii) Impartial Careers Guidance

- Available to students from Regional Careers Advisor Oli Masters.
- Used for individual interviews with KS4/KS5.

iii) Extra support where appropriate

- Pupils in KS4 and KS5 are targeted for extra help by SENCO and Futures Tutor in EHC reviews.

iv) Career events

- All Key stage 4 & 5 students are given the opportunity to attend off site careers events and college open evenings / events. Visits will also be arranged to other training providers so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations. In house, pupils will attend the Aspirations event which will encourage making steps towards the future.

v)IT Pupils will be directed to relevant websites to enhance their Careers programme.

PARENTS AND CARERS

Parental / carer involvement is encouraged at all stages. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student's academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

MANAGEMENT

The Futures Team coordinates the Careers program, in conjunction with Curriculum and Inclusion lead, Amanda Cox. Work Experience is the responsibility of the futures

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tutor Kelly Terlikowski, with the support of the Careers lead, Amanda Cox.

STAFFING

All staff contribute to CEG through their roles as tutors and subject teachers. The Careers program is monitored and evaluated by the Named Careers Lead, Amanda Cox. Supporting Amanda Cox are the Futures Team who will liaise and consult with the Regional Futures Advisor (Oli Masters) to ensure that specialist career guidance is available when required.

CURRICULUM

The Careers program includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities. Careers lessons are part of the schools Personal Development Program. Other events and activities are planned and organised separately throughout the year.

PARTNERSHIPS

Other links with local 14-19 Providers are made when required. As are links with other appropriate Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings and parent's evenings).

MONITORING, REVIEWING AND EVALUATION

Careers Education is monitored and evaluated annually via the Named Careers Lead, Personal Development Lead and Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The program is reviewed annually by the Named Careers Lead and SLT with responsibility for Personal Development. An annual OFG Careers audit will take place with the Regional Futures Advisor, Oliver Masters.

Changes and improvements to the program are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan along with timescales for completion.

When reviewing the program, the School Development Plan (SIP) is used to ensure

that the Careers provision fully supports whole school aims.

APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- C&FE – Careers and Further Education

Statement of entitlement

As a pupil of The Greater Horseshoe School you are entitled to receive a program of careers education, advice, information and guidance.

Your CEG program will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

Students will receive:

- Careers lessons
- Guided tutor time
- Access to career interviews
- Interviews with the groups qualified advisors.
- Work experience where appropriate
- Other subject lessons linked to careers.

Students can expect to be:

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- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers program.

This policy is written by Amanda Cox, in consultation with Rosie Underhill and Kelly Terlikowski and reviewed by Oli Masters (Regional Careers Advisor).

Date: 23.03.26

Review date 23.03.26

Signed: *ASCOX*

This policy is quality assured by Oliver Masters (Regional Futures Advisor)

Signed: Oli Masters

Date: 23.03.26

The policy is quality assured by Headteacher:

Date: 23.03.26

Signed: *PHewitt*