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## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY



### **KING EDWARD VI ASTON SCHOOL**

*Educational excellence for our City*

<b>Responsible Board</b>	<b>People Committee</b>
<b>Policy Officer</b>	<b>MDO</b>
<b>Date Adopted</b>	<b>April 2022</b>
<b>Last Reviewed</b>	<b>Summer 2025</b>
<b>Reviewed by</b>	<b>MDO</b>
<b>Review date</b>	<b>Autumn 2026</b>

#### CONTEXT

In May 2025 new statutory guidance was issued by the Department for Education placing an increased duty on schools in England to deliver a sustained and meaningful Careers experience for all students in Years 8 to 13, alongside an update of the Gatsby Benchmarks.

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King Edward VI Aston work with the 'Careers and Enterprise Company', as our independent impartial careers provider. This was in addition to the opportunities that are currently available so as to further enhance the careers education programme that we offer. This will not prohibit school staff from offering CEIAG as long as it is supplemented from an independent source. The school will have the flexibility to choose how to secure independent careers guidance.

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Each year around 80% of our cohort stay on into our Sixth Form from Year 11. They are joined by over 50 pupils from other centres at the start of Year 12; of these around 70% of the cohort go on to University. At each point of 'transition' we strive to ensure that our students are purposefully provisioned in terms of advice and guidance, including information and support regarding options, university study, apprenticeships, employment or further study with another provider.

#### **DEFINITIONS**

CEIAG has four essential and interlinked principles:

- Careers education - a planned programme in the curriculum that give students the knowledge and skills for planning and managing their careers.
- Careers information – including learning options, skills, occupations, labour market information and progression routes.
- Careers advice and guidance – personalised help from specialist advisers to identify long-term goals and plan steps to attain them.
- Work related learning – experiences within and outside of the curriculum that help students learn about economic wellbeing, careers and enterprise.

The intention at King Edward VI Aston School is to continually revise and develop the CEIAG programme across all key stages as new initiatives are introduced and previous activities are evaluated.

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## RATIONALE

All learners need a planned programme of activities to help them choose the 14-19 pathways that are right for them, and be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

The school is committed to providing a planned programme of impartial careers education and information, advice and guidance (CEIAG) for all boys in Y7 – 13, in partnership with external providers; and to provide extra support for boys with additional learning needs.

This is achieved by the delivery of high quality CEIAG and work experience for all students through the following activities:

- Our CEIAG Lead designs and manages CEIAG and work experience and reports directly to the Headteacher;
- PSHE programme based on the delivery of Unifrog modules in years 7-13
- Our curriculum is mapped to CEIAG with employment links being flagged up as topics are delivered
- All staff are expected to contribute to CEIAG through their roles as form tutors, year leaders and subject teachers;
- An independent Careers Advisor will provide impartial information, advice and guidance,

## AIM

Our aims are to

- Equip students with the knowledge and skills that they need to make informed decisions about their learning and work through a programme of careers education
- Support students through personalised information, advice and guidance to enable them to build up the confidence to take charge of their careers and effectively manage their own progression through learning and work

## OBJECTIVES

At the end of each key stage students should be able to:

- Understand themselves and the influences on them (self-knowledge)
- Investigate opportunities in learning and work (career exploration)
- Make and adjust plans to manage change and transition (career management)

In order to achieve our aims and objectives the programme of CEIAG is planned with reference to the December 2017 'Careers strategy: making the most of everyone's skills and talents' and set against the Gatsby Benchmarks – please see Appendix 1 (to be updated in July with new Gatsby benchmarks).

Commented [M(2)]: New DofE guidance re: Careers

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## ROLES AND RESPONSIBILITIES

### CAREERS LEAD

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- Leads the production and review of the CEIAG policy
- Keeps the CEIAG scheme of work, lesson plans and materials under constant review
- Liaises with PSHE Lead/Year Leaders to plan and review the CEIAG programme
- Liaises with external providers to agree and review agreements and provision
- Manage all work experience activities
- Identifies the career guidance needs of boys and make appropriate referrals
- Maintains comprehensive, up to date and accessible, provision of careers and personal support information, including local and national labour market information
- Monitors, evaluates and reviews policy and practice of CEIAG within the curriculum
- Liaises with F.E & H.E institutions, to ensure that pupils have access to all relevant information.
- To deliver the above information through Educational Visits, with the primary responsibility of organisation and logistics.
- Works closely with the 'Careers & Enterprise Company' to provide independent impartial advice.

### SIXTH FORM UCAS COORDINATOR

In the Sixth Form, the UCAS coordinator coordinates the Careers programme, supported by the Careers Lead.

### PSHE LEAD/SUBJECT STAFF/TUTORS

All staff contribute to the Careers Education and Guidance programme through their roles as form tutors and subject teachers. The PSHE Lead liaises with the Careers Lead and Year Leaders to ensure the Careers programme is run appropriately and effectively through each year group.

### YEAR LEADERS

- Liaise with the PSHE Lead to plan and review the PSHE/CEIAG programme
- Monitor performance, behaviour and attendance
- Organise mentoring programmes, as appropriate for each Year Group
- Prepare and write student references as appropriate

### HEADTEACHER

- Oversees the development and delivery of the school's CEIAG provision
- Ensures that all staff involved in the development and delivery of CEIAG have access to up-to-date training
- Ensures that adequate resources are made for the provision of CEIAG
- Makes sure the school complies with the National Standards for CEIAG

### GOVERNORS

- Approve the CEIAG policy
- Review the policy every two years
- Maintain an overview of provision and ensure the school meets its statutory requirement, Health and Safety legislation, and the SEN and Disability Act, 2001.

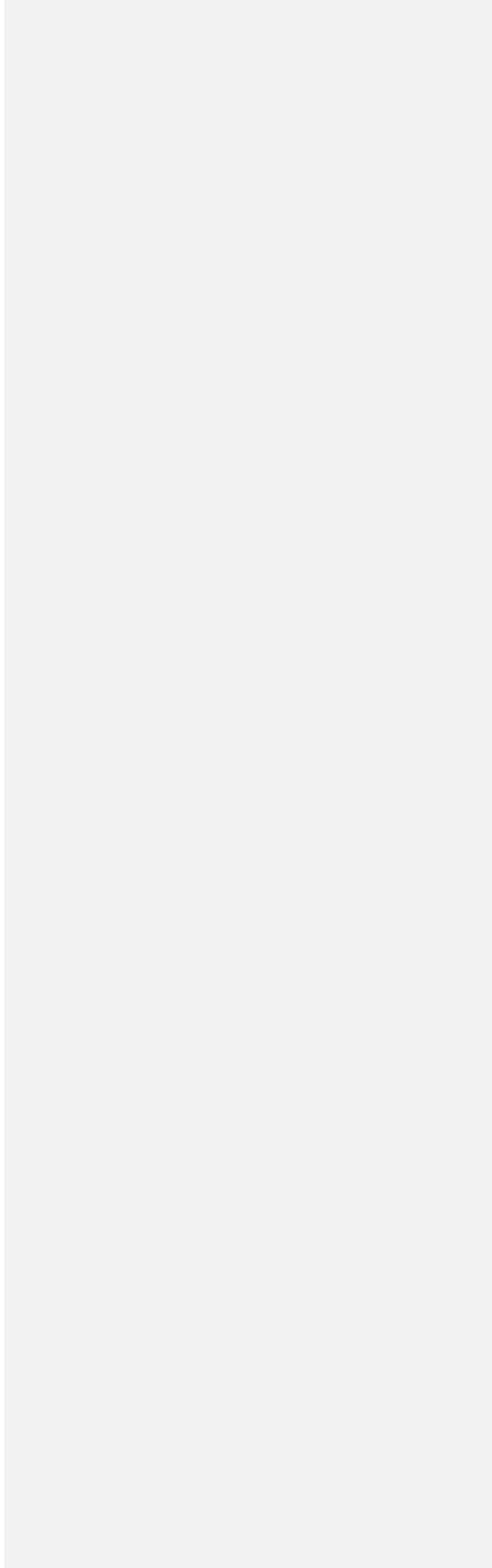
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## **MONITORING, REVIEW AND EVALUATION**

- CEIAG provision is audited against local and national quality standards
- The CEIAG strategic plan is reviewed and amended annually
- The CEIAG policy is reviewed every two years
- Progression information
- Parental feedback

## **LINKS WITH OTHER POLICIES**

- SEND policy
- CPD policy
- Equal Opportunities policy
- Health and Safety policy
- Educational Visits policy



## APPENDIX 1

Benchmark	Summary	Criteria
1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>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.</p>

	opportunities including visiting speakers, mentoring and enterprise schemes.	
6 EXPERIENCE OF WORKPLACES	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.  By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace	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.  *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.