

# WOLFRETON SCHOOL and SIXTH FORM COLLEGE

## Policy Document

### CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE (CEIAG)

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<b>Linked Documents</b>	Provider Access Policy Complaints Policy

## 1 Introduction

Wolfreton School and Sixth Form College has a stated mission:

We aim to enable everyone to fulfil their potential, providing the foundations for them to excel in all that they do and to move on, prepared to achieve their ambitions.

Careers provision at Wolfreton School and Sixth Form College aims support this by to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to follow and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged students.
- Instil a healthy attitude towards work.
- Encapsulate the school values of excellence, endeavour and respect

## 2 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2025) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Provider Access Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

### 3 Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the guidance that is provided is in the best interests of students.
- Ensuring this policy does not discriminate on any grounds.

The Careers Leader is responsible for:

- Managing the provision of careers information.
- The development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, managing and coordinating staff involved in the delivery of careers education and guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. the headteacher, the PSHE faculty leader, the careers adviser, subject leaders, the SENDCO and Trust colleagues to implement and maintain effective careers guidance.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all students.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the Compass self-evaluation tool and Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Coordinating with the designated teacher for LAC and PLAC to work with the virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.

- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and progress (parents') evenings.
- Providing an open-door service for students to drop in and discuss their options.
- Arranging meetings and follow-up appointments with students.
- Offering services to past students for up to a year after their departure from compulsory education.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers priorities.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

#### **4 Wolfreton Careers Programme**

Wolfreton has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed regularly in-year against the benchmarks to ensure it remains on target.

Details of the school's careers plan will be published on the school website inviting students, parents, teachers, governors and employers to provide feedback.

A careers leader will ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to students.

The school will work to maintain the Quality in Careers Standard to support the development of their careers programme, ensuring the programme is reviewed annually to ensure it is in line with the required standards. The compass evaluation will be completed termly.

#### **5 Using Labour Market Information**

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities. Students and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different

jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.

The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry, information about a diverse range of progression pathways will be shared with students to strengthen their capacity to make effective choices.

## **6 Addressing the needs of students**

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school's careers programme aims to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

Comprehensive and accurate records will be kept to support the career development of students. Career activities are recorded on Compass+ and copies of action plans will be stored securely in the Careers Office.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Careers Leader regularly to further develop the school's career guidance plan.

## **7 Targeted Support**

The school will work with the LA, children's social care and the VSHs to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC
- Care leavers
- Students from Gypsy, Roma and Traveller backgrounds.

Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for FSM.

The school will ensure that students understand the programmes available to support them and the financial costs

associated with staying in post-16 FE. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these students receive such support.

Students will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

## **8 Supporting students with SEND**

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENDCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of students to help them understand what career options are available.

Information will be collected to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **9 Curriculum**

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of students in their role and through their subject teaching.

Students are expected to study the core academic subjects at GCSE, including English, maths, science and history or geography; where appropriate students will be guided to study a language. Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of Key Stage 4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers. The same will be applied for every student in their chosen subjects by

the end of their course of study<sup>1</sup>.

## **10 Enabling encounters with employers and alumni**

The school will ensure all requirements to meet ‘Benchmark 5: Encounters with employers and employees’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. Every student will be exposed to the world of work by the age of 14.

Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.
- Visits to local businesses

The school will develop strong links with local, regional and national employers across sectors. The careers programme will have a strong employer focus, allowing student to meet with sector representatives and businesses, to gain insights into a range of industries and sectors.

## **11 Work Experience**

The school will ensure all requirements to meet ‘Benchmark 6: Experiences of workplaces’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.

The school will ensure that all students have had at least one experience of a workplace by the age of 16 and one further such experience by the age of 18, additional to any part-time jobs they may have.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

Work experience will be designed to meet the needs of SEND students and those from disadvantaged backgrounds.

## **12 Enabling Encounters with Further Education (FE) and Higher Education (HE)**

The school will ensure all requirements to meet ‘Benchmark 7: Encounters with further and higher education’ as outlined in the DfE’s ‘Careers guidance and access for education and training providers’.

The school will ensure students understand the requirement to remain in education or training until their 18th birthday. The school will ensure students are aware that this may include:

- Study full time in a school, college or a training provider
- Undertaking an apprenticeship, traineeship, or supported internship
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

By the age of 16, every student will be provided with the opportunity to have a meaningful encounter with providers of educational opportunities including sixth forms, colleges, universities and apprenticeship providers.

The school will that, by the age of 18, all students who are considering applying for university have been provided with the opportunity for at least two visits to universities. In addition, before the end of their programme of study, all students will have been provided with the opportunity to encounter a range of higher and further education and training providers.

Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 8 to 13. the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 8 to 13, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

### **13 Providing Personal Guidance**

The school will ensure all requirements to meet 'Benchmark 8: Personal Guidance' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

Careers advice provided by the school will be unbiased and maintain the best interests of individual students at all times.

All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

When working with SEND students, the careers advisers will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

### **14 Information Sharing**

The school will provide the relevant information about all students to the LA support services including:

- Basic information, such as the student's name or address.
- Other information that the LA requires to support the student to participate in education or training to track their progress.

Students with SEND will have their data monitored by the LA up until the age of 25.

The school's Learners and their Families Privacy Statement offers students over the age of 16 and their parents the opportunity to ask for personal information that is shared with the support service to be restricted to name, address and date of birth.

The LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

#### **14. Compliance with legal duties and statutory guidance**

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide students in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide students with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All students in Years 8 to 13 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all students must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all students must attend two mandatory sessions by accredited providers
- In Year 12 or between 1 September and 28 February during Year 13, there will be two sessions held by accredited providers – these will be optional for students to attend

The school will be clear on the following:

- Who is to be given access to students
- Which students access will be given to
- How this will happen and when

The school will ensure that providers provide the following information to students and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that students and parents may have

The school will ensure that provider visits are available to all students in the relevant year group. The school will not, under any circumstance, restrict invitations to selected groups of students or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the legal requirement to provide six encounters with providers between Year 8 and 13.
- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
- How the school will work with each visiting provider.
- A list of providers who have previously visited the school.
- Destinations of previous students.
- Details about live online encounters with providers.
- Information on how a provider can raise a complaint and the procedure to go through.