



# Careers Education, Information, Advice and Guidance (CEIAG) Policy

Policy approved by SLT 25th February 2025

Policy approved by Governors May 2025

OFSTED School inspection handbook, September 2025

*All secondary schools are expected to provide effective careers information, education, advice and guidance (CEIAG), in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.*

*In assessing a secondary school's personal development offer, inspectors will assess the quality of CEIAG and how well it benefits pupils in choosing and deciding on their next steps.*

## **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

## **Mission Statement**

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability Skills, Reddish Vale High School seeks to support all students in taking their place as suitably qualified and responsible adults within society. Our focus is upon career and options choices, raising the aspirations and transforming the lives of individual students by equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their future.

We have a school vision to uphold our achievement of the 8 GATSBY Benchmark standards for outstanding careers provision and a commitment to:

- **Providing a planned programme of activities to which all students from years 7-11 are entitled which will help them plan and manage their careers.**
- **Enabling student access to impartial IAG which is based on their needs.**
- **Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance.**
- **Working in partnership with The Enterprise Advisor Network, GMCA and One Stockport Careers Education Forum to share good practice and further develop student opportunities**
- **Working with local colleges and training providers to ensure all students access education, employment or training at the relevant access points.**
- **Embed changing National Guidance to ensure the CEIAG programme is compliant with DfE guidance**
- **Apply the assessment framework from The Careers and Enterprise Company to ensure the Gatsby Benchmark Standards are consistently being met**

### **Student Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. Our programme is integrated into the whole curriculum and is structured to deliver explicit learning outcomes that meet the needs of our students and raise aspirations. A more detailed breakdown of the student entitlement can be found at the end of this document (Appendix 1).

### **Aims**

- Help learners develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, attitudes and values.
- Support learners to investigate opportunities for further learning and employment, make decisions and manage transitions across key stages.
- Ensure all learners leave the school with employment, further education or training.
- Ensure all students access six provider encounters in line with the Post-16 Act 2022
- To embed the government careers strategy and its adoption of the Gatsby Career Benchmarks.
  1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance

### **Leadership**

We have a designated SLT lead for Careers and Enterprise in the school who plans, co-ordinates and evaluates our careers programme. There is also a designated careers link governor. Faculty Leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in our personal development curriculum, tutor time activities and through additional opportunities across the curriculum. This is a coordinated approach through the work of the Careers and Enterprise Leader and is a continuous school improvement priority.

## **Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers, and Heads of Year liaise with our Careers and Enterprise Lead to help address the needs of all students. An independent Careers Advisor is employed for 1 day a week and provides IAG, and identified pupils receive support from our Designated Careers Advisor from Stockport Council

## **The Careers Programme**

Our careers programme includes careers education sessions, careers lessons (within the school's personal development programme), career guidance activities (group work and individual interviews), information and research activities, and employability learning (including 1 week of work experience in key stage 4). Other focused events take place throughout the year, e.g. a further education fair and mock interviews are provided at Key Stage 4. Work experience currently takes place during year 10. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

All students receive at least one careers interview with the employed Careers Advisor during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Advisor and our partnership with GMCA and OSCEF also provide an important contribution to the planning, design and delivery of all aspects of our careers education, including assemblies from inspirational speakers and employers, and allowing for current labour market intelligence to inform these processes.

Year 11 pupils at risk of not being in education, employment or training post-16, and SEN and LAC pupils are identified and have additional meetings with the designated Careers Advisor from Stockport Council, after which appropriate interventions are agreed and implemented. The support is arranged by the SLT careers link and relevant year team, and implemented well before any student at this risk is due to leave the school. An overview of our Careers Programme can be found at the end of this document (Appendix 2).

## **Stakeholder partnerships**

The CEIAG programme is greatly enhanced by our links with a growing number of partners and volunteers. We will work with employers, training providers and FE/HE institutions. Parental involvement is encouraged at all stages. This is promoted through regular communications highlighting upcoming events and inviting volunteers.

We will provide opportunities for students in Years 7 to 11 the opportunity to talk about technical qualifications and apprenticeships. We will work in partnership with local and national providers of post-14 and post-16 options and allow our students access to these providers in order to inform important transition points.

The recently updated Provider Access Legislation has been built into the CEIAG programme to ensure that pupils are having at least two encounters with approved providers of apprenticeships and technical education at each key stage. We will seek and respond to stakeholder feedback. Feedback will be invited from all stakeholders including students, parents / carers, employers and providers.

- Changing Education Personal Advisor
- Changing Education Work Experience
- Enterprise Advisor Network
- GMCA
- OSCEF

## **Resources**

Funding is allocated in the annual budget-plan in the context of whole-school priorities and particular needs in the CEIAG area. The SLT lead for Careers and Enterprise is responsible for the effective deployment of resources.

### **Monitoring and Evaluating the quality of CEIAG**

The CEIAG programme will be measured against the Gatsby Benchmarks. This measurement will be carried out termly using the Compass evaluation tool. In addition to the Gatsby Benchmarks the Careers Leader will triangulate data from all stake holders to judge the quality of provision, make amendments and respond to emerging needs of the cohort. As part of our monitoring and evaluating we will pay particular attention to our destination data and compare this against local and national trends.

### **Equality and diversity**

CEIAG is provided to all students and provision is made for all students to access the curriculum. Students are encouraged to follow career paths that suit their interest, skills, strengths and aspirations with the absence of stereotypes. Speakers and employers who actively challenge career stereotypes are sought. For example, women in STEM related careers. All students are provided with the same opportunities and diversity is celebrated. Our CEIAG provision will seek to address emerging stereotypes that are highlighted within national labour market information and our own data.

### **Access procedure**

Each secondary school will publish a procedure document that outlines arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. Any external provider wishing to request access should contact the relevant Careers Leader. Contact details are provided displayed on the school website.

The school will make facilities available for discussions between the provider and students, as appropriate to the activity. This will all be discussed and agreed in advance of the visit with the relevant SLT Careers Lead or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature.

### **Further guidance and information**

This policy should be read in conjunction with:

- The Gatsby Benchmarks
- The CEIAG programme of study
- The DfE Careers Guidance and access for education and training providers – January 2023
- The Provider Access Legislation (previously The Baker Clause)

## Appendix 1 – Statement of Entitlement

### At all key stages you can expect:

- Access to a planned programme relevant to your year group.
- Help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- Information in relation to the world of work and how the labour market is changing.
- Information about further and higher education, training and apprenticeships and employment routes.
- To take part in activities which challenge stereotypes and raise aspirations.
- To develop your skills and qualities to improve your employability.
- To develop enterprise skills.
- To be well prepared for key transitions.
- Help to develop financial capability.
- Your speaking and listening skills and personal presentation to be developed for selection processes.
- Access to six provider encounters

### By the end of Key Stage 3 you will:

- Begin to develop an awareness of your skills, strengths and preferred learning styles.
- Receive careers information, pathway options and on-going support from staff such as your tutor and year team.
- Take part in the GCSE Options event where you can access information about different curriculum areas and the benefits of studying certain subjects in Key Stage 4

### By the end of Key Stage 4 you will have:

- Experienced careers education, developed labour market awareness, increased your understanding of your skills, knowledge and experience in relation to post-16 pathways, through tutor time and careers events throughout the year.
- Access to a qualified, impartial and independent careers advisor for personalised advice and guidance.
- Established a clear understanding of your skills, strengths and areas for improvement and the ability to link these to potential career choices.
- Been offered at least one individual appointment with a qualified, independent, impartial careers advisor.
- Devised an action plan towards your career goals.
- Take part in enterprise activities.
- Listened to talks about careers.
- Been given the opportunity to speak to representatives from various sectors of the work of work.
- Developed financial capability skills.
- Produced and reviewed a Curriculum Vitae.
- Written a formal letter, e.g. covering letter or personal statement
- Received and sought impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Practiced and developed presentation and interview skills.
- Accessed careers information and resources via the library/student futures office.
- Took part in taster days/sessions.
- Visited or spoken to representatives of further or higher education institutions such as colleges, universities or apprenticeships.
- Had the opportunity to take part in work experience.

## Appendix 2 – The RVHS Careers Programme

The table below provides a brief outline of the careers provision students will experience in each year group. The programme is personalised and differentiated to ensure relevance and progress in students' learning, development and knowledge. It is also reactive to the needs of year groups and will be amended where appropriate.

Year 7	<p>Finding out about me          Understanding the career choices that are open to me          Planning for the future.          School Subjects at work          My interests          Time Management          Employer and provider encounters</p>
Year 8	<p>Exploring learning styles          Discovering learning pathways          Biases and career choices          Developing links from classes to careers          Increasing awareness of which career opportunities are open to me.          Employer and provider encounters</p>
Year 9	<p>Key Employability Skills          Employer career matches          Self-Advocacy          Making Important Decisions.          GCSE Options events &amp; Careers links          Employer and provider encounters</p>
Year 10	<p><b>Pupils will receive 6 hours of dedicated CEIAG training within Personal Development curriculum time.</b>          CV Building          Interview preparation          Application preparation          University taster days          College Taster days.          Work experience          Study skills and habits          Employer and provider encounters</p>

Year 11	<p>Mock Interview day.</p> <p>Post 16 Careers Fair</p> <p>Further Education presentations.</p> <p>Independent CEIAG adviser 1-2-1 meetings</p> <p>Application workshops</p> <p>Practicalities of making applications</p> <p>Further exploration of options</p> <p>Work values, skills &amp; attributes</p> <p>Support with transition to further Education</p> <p>Employer and provider encounters</p>
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The Careers team is continually implementing relevant career and enterprise opportunities in addition to what is outlined in this policy. In addition, all students have open access and individual timetabled meetings with Mrs Morrison (SLT careers lead) / Mrs R Townley (Changing Education careers advisor) / Ms Sarah Healey (LA careers advisor).