



Stowupland
High School

CEIAG Policy KS3-4

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Date of Review	Committee	Lead	Next Review
15 October 2022	LIB	Chris Sim	September 2023
15 November 2023	LIB	Amanda Walden	November 2025
14 July 2025	LIB	Amanda Walden	July 2027



1. The Context for Careers Education, Information, Advice and Guidance at Stowupland High School

1.1 Careers Education, Information, Advice and Guidance (CEIAG) at Stowupland High School can be seen as having an integral role:

- To establish a centre of excellence with **high standards of academic attainment and personal development**. Our broad careers curriculum will enable our students to be ready for the rapidly changing world of education, training and employment
- To build strong partnerships with local employers and educate young men and women to approach life with ambition, a generous spirit and a strong sense of civic duty. We will nurture a culture of scholarship so that students attain the knowledge and skills required to become highly employable, confident and articulate members of society.

1.2 The purpose of this policy statement is to define the aims of the CEIAG programme at Stowupland High School and to describe how the programme is delivered. The Careers curriculum objectives and learning outcomes for Key Stages 3 and 4 are identified in the PSHE and schemes of work. The Provider Access Policy Statement can be found in Appendix A.

2. The Importance of CEIAG

2.1 High quality Careers provision should inform and inspire students, as well as prepare them for the next stage of their education, employment, self-employment or training.

2.2 Careers education is imperative in inspiring and raising aspirations in students while at the same time, providing information regarding the reality of employment and promoting the attributes needed for successful career development. The Careers Education Programme will be effective in doing the following:

- Providing students with the skills, knowledge and understanding to manage their own lifelong learning and career development
- Preparing students for the opportunities, responsibilities and experiences of education, training and employment and to understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for adult life
- Helping students set goals, show initiative, use information and guidance, make plans and decisions, use self-presentation and negotiation skills and cope with transition
- Encouraging students to feel positive about themselves, to improve their motivation, to raise their aspirations and to take responsibility for their career plans
- Supporting students with investigating and matching themselves to further and higher education courses, training opportunities, types of work and potential industries for future employment which suit their academic needs and aspirations
- Supporting students with investigating changing opportunities in the world of work and providing labour market information
- Providing students with opportunities to directly experience the world of work and engage with employers
- Allowing students to recognise the importance of equality of opportunity, of challenging stereotypes and of valuing difference and diversity between people

3. The Careers Programme

The Careers guidance programme has been developed using The Gatsby Benchmarks which can be found at https://www.careersandenterprise.co.uk/schools_colleges/gatsby-benchmarks. Alongside *Careers Guidance and Access for Education and Training Providers* published by the Department of Education 8 May 2025.

3.1 It will be evaluated against these same benchmarks using the Compass tool (provided by The Careers and Enterprise Company) in conjunction with Unifrog our online careers platform.

3.2 How we meet the Gatsby Benchmarks

Benchmark 1: A stable careers programme

- The careers programme will be published on the school's website for teachers, students, parents and employers to access. It will be updated annually
- A member of the senior leadership team will be appointed to have strategic oversight of careers education. Supported by the Principal and a named member of the Rapid Improvement Board.
- The careers programme will be endorsed by the Senior Leadership Team.
- The programme will be regularly evaluated to incorporate changes in the local employment market, apprenticeship offers and changes to post 16 education.
- Our careers programme is interwoven into our Personal, Social and Health Education Programme (PSHE) which is also available on our website

Benchmark 2: Learning from career and labour market information

- This is embedded into our PSHE curriculum from year 7-11
- Our careers advisor is available for drop in sessions weekly
- We have regular visits from employers and our annual careers fair where we have 20+ employers and training providers.
- There is also updated information on our website and ad hoc opportunities are included in our weekly parent newsletter.
- Our careers leader attends quarterly meetings with the local council to keep updated on local employment developments and opportunities.

Benchmark 3: Addressing the needs of each young person

- All encounters with employers, training providers and post 16 providers are logged on our online platform Unifrog.
- All students are invited by Unifrog to be part of the Alumni once leaving us so we can track further careers.
- We work closely with Suffolk CYP to ensure none of our students are NEET post 16, this includes monthly meetings in year 11.
- All careers records will be passed onto post 16 providers from September 2026 (as we will be able to use Unifrog records for the current year 10)
- We invite our Alumni members to do talks on their career paths as well as volunteer parents, who then act as role models for our students.
- The school will consult with other relevant professionals who are involved with a student to ensure that individualised and appropriate guidance is given. This may include:
 - The SENDCo
 - The designated teacher for children in care and those with care experience
 - Social workers
 - Family services

Benchmark 4: Linking curriculum learning to careers

- All of our curriculum maps have sections, which outline how careers education is taught within each subject, and when there are specific opportunities in trips and visits.
- Annual Careers Fair, PSHE curriculum and trip to the University of Careers fair are all embedded in the rhythm of the year for our students.

Benchmark 5: Encounters with employers and employees

- Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace, this will be through a range of enrichment activities including visiting speakers, lunchtime drop in sessions, assemblies and virtual encounters
- Annual Careers Fair has 20+ employers and training providers in attendance for students to speak to about their career aspirations
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. This will be planned using the careers calendar and tracked and monitored through our Unifrog platform

Benchmark 6: Experiences of workplaces

- In year 10 work experience week runs in the first week of July
- Those who do not access a placement have a bespoke careers curriculum run by the careers lead and the careers advisor. This also includes virtual work experience provided by Unifrog or Speakers for Schools.
- Opportunities in KS3 include virtual work experience days, Learning about work days and 'take your child to work days'

Benchmark 7: Encounters with further and higher education

- University of Suffolk come in and introduce the Higher Education path to KS4 students through assemblies.
- Visits from local post 16 providers are a regular part of careers education including attendance on KS3 options evening to advise on the best GCSE subjects for a chosen course
- Careers space has a full range of prospectuses and a weekly drop in with our careers advisor to discuss further education post 16.

Benchmark 8: Personal Guidance

- Every student will have at least one personal CEIAG interview, PPG students and those with care experience are prioritised. The majority have two.
- Students can speak to careers advisor during drop in sessions
- KS4 Assistant Progress Leader works closely to target those who are at risk of becoming NEET and helps to arrange interviews and visits with providers and liaises with parents. **3.0 Roles and Responsibilities**

Careers Advisor

Our Careers Advisor has the following responsibilities to:

- Provide up to date and relevant information to students around choices available
- Liaise with outside agencies and providers to enhance students' learning around careers and the world of work
- Provide 1-1 careers interviews to students to plan for their future • Offer drop-in support for students around their choices
- Keep up to date with changes in legislation and opportunities around careers education
- Produce reports systematically on careers interventions
- Assess the impact and effectiveness of careers interventions and activities
- Work towards the Gatsby Benchmark Standards

- Deliver a Progressions Evening to year 11 students to support them with their transition into KS5.

Member of the Leadership Group

A member of the Senior Leadership Team will always line manage careers. The SLT member has the following responsibilities to:

- Oversee the work of the Careers Advisor
- Systematically review all careers interventions to ensure effective monitoring, recording and tracking
- Provide reports to the Headteacher on CEIAG at regular intervals
- Assess the impact of CEIAG through various means including the annual destinations report, completion of college applications, effective option choices, participation in work experience
- Work towards and within the Gatsby Benchmark Standards
- Deliver an effective work experience programme
- Ensure that all student needs are met in the career calendar and that specific groups are catered for adequately
- Brief the Headteacher through half-termly meetings on the work in the CEIAG department
- Liaise with departments around careers in the curriculum
- Produce a Careers and Aspirations Calendar annually to map CEIAG activities and monitor for a broad and balanced approach to careers activities ensuring that all students achieve effective and timely careers interventions

The Headteacher

Has the following responsibilities to:

- Ensure the school's statutory duty around careers is fulfilled
- Ensure that there are sufficient resources deployed for CEIAG
- Ensure appropriate training is in place for staff to fulfil their careers duty
- Ensure there is equality of access and opportunity for all students in CEIAG
- Ensure a member of the RIB is a link member for careers
- Publish a policy statement setting out their arrangements for provider access and ensure that it is followed. The Headteacher will ensure this can be found on the careers section of the website

The Link RIB Member

The RIB member has the following responsibilities to:

- Ensure the school is compliant with the CEIAG policy and statutory duty
- Liaise with the SLT member in charge of careers
- Look closely at how careers is delivered in the school and report back to the RIB

12. Equal Opportunities

12.1 The CEIAG programme aims to enable students to gain access to the full range of opportunities in the school, which will help them to make progress. Students will be given impartial, confidential and expert advice about their choices of education, training and work. They will also be made aware of the importance of equal opportunities in working life, recognising the risks of stereotyping and discrimination and accepting responsibilities for their own actions.

13. Key Skills

13.1 The school, together with employers, recognise the importance of transferable key skills in helping students to develop as independent, self-aware learners. These skills enable students to make informed career decisions and to take advantage of opportunities in their adult and working lives. Key Skills are used as a vehicle to show students how to make connections between subjects across the curriculum and between school and the workplace.

Glossary

CEIAG Careers Education, Information, Advice and Guidance

NEET Not in Education Employment or Training

Careers education is the planned progressive provision within the curriculum that enables students to learn about careers, learning and work and develop specific employability skills in order that they can manage their development and make considered decisions about their next stage and adult life.

Independent is defined as external to the school. This includes websites, telephone helplines and in some cases mentoring as well as careers guidance professionals.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Specialist Careers Guidance Professional is a qualified person providing a personalised service in order to assist students in making choices about future pathways and manage their careers development. These are usually one-to-one interviews but can also take place in small groups.

Work Related Learning refers to the series of opportunities and experiences for students to develop understanding of work and enterprise and to develop enterprise and employability skills through direct experiences of work and enterprise.



Appendix A

Policy statement on CEIAG provider access

Stowupland High School Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students 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.

As an 11-18 school, Stowupland High School values its effective working relationships with Post 16 Providers. We recognise that it is vitally important that local post 16 provision has access to our students in order to provide them with accurate information about the broad range of options available to them allowing our students to make a successful transition to the next stage of education, employment or training.

Student entitlement

All students in years 8-11 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through options events, assemblies, group discussions and taster events;
- to be provided with at least four encounters with technical education qualification providers and/or apprenticeship providers between years 8-11, with at least two of these encounters occurring in years 8 to 9 and two in years 10 to 11 (meeting the minimum information required to be provided by the updated provider access legislation issued in 2022 and coming into force in January 2023);
- to understand how to make applications for the full range of academic and technical courses.

Students in Year 7 are not covered by this statutory entitlement, however, the careers education programme delivered through the PSHEE curriculum offers opportunities where input from external providers would be welcome.

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Magdalena Copen - Head's PA mcopen@stowuplandhighschool.co.uk

The request will then be passed to the relevant member of staff to continue to arrange access. This may be the Careers Leader or a member of the Senior Leadership Team.

Opportunities for access – careers programme

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7	PSHE Lessons Year 7 assemblies		
Year 8	PSHE Lessons Year 8 assemblies		
Year 9	Careers Fair PSHE Lessons Year 9 assemblies	Options Evening PSHE Lessons Year 9 assemblies	PSHE Lessons Year 9 assemblies
Year 10	Careers Fair PSHE Lessons Year 10 assemblies	PSHE Lessons Year 10 assemblies	Pre and post work experience assemblies
Year 11	Careers Fair Year 11 assemblies	Learning About Work Day PSHE Lessons Year 11 assemblies	PSHE Lessons Year 11 assemblies

Opportunities for access – assemblies

Assemblies for all year groups are an ideal way for providers to access whole year groups of students and providers are welcome to contact the school to arrange to speak to a particular year group at any point during the academic year.

Wherever possible, we encourage providers to discuss these with us as we finalise our calendar and assembly rota during the summer term for the following academic year.

Opportunities for access – external visits

Students greatly benefit from visits to providers. These may be during school time or outside of school hours to open events.

- **During school time** – these visits can be arranged using contact information above for individuals or groups of students
- **Outside of school hours** – these events will be promoted by Stowupland High School to the relevant year groups. Printed promotional materials for these should be sent for the attention of the Careers Leader.

Access for any external organisations will take place in accordance with the school's safeguarding and data protection policies.