



CAREERS EDUCATION INFORMATION AND GUIDANCE POLICY

2025

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1. Aims

- 1.1. CMSS aims to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work.
- 1.2. This policy will set out the school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.
- 1.3. High-quality careers guidance is important for our pupils' futures, and our provision aims to:
 - Promote a culture of high aspirations, equality and equitable opportunity.
 - Provide experience and a clear understanding of the working world
 - Develop pupils' awareness of the variety of education, training and careers opportunities available to them
 - Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
 - Help pupils prepare for the workplace, by building self-development and career management skills

2. Policy Scope

- 2.1. This policy covers the Careers Education, Information, Advice and Guidance given to all pupils in Key Stages 3 and 4. It is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.
- 2.2. This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that schools must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.
- 2.3. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:
 - Schools must now secure independent careers guidance from year 7 (instead of from year 8, previously)
 - Schools are now required to provide and publish careers guidance. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our Trust schools/college complies with this requirement.

2.4. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

2.5. All members of staff within the school are expected to be aware of this policy and understand the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils and promote these within their specialism.

2.6. It is important that pupils leave school aware of themselves as individuals with a clear understanding of the opportunities open to them and be equipped with the tools needed to make informed life decisions. They should have resilience to make the transition from full-time education to the world beyond. It is these personal and social development characteristics that this policy will contribute to.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader will:

- Take responsibility for developing, running and reporting on the school/college careers programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all pupils with special educational needs and/or disabilities (SEND), young carers and those who are economically disadvantaged and put in place personalised support and transition plans as appropriate

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the school's career leader is allocated sufficient time, and have the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this.
- Network with employers, education and training providers, and other careers organisations.

3.3 The Trustees

The Trustees will:

- Provide clear advice and guidance on which the school can base a strategic careers plan, which meets legal and contractual requirements
- Appoint a member of the trustees who will take a strategic interest in careers education and encourage employer engagement in school. This member should also act as a critical friend when the school evaluates its CEIAG offer
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of school's careers programme and the name of the career's leader are published on the schools website
- Make sure that arrangements are in place for schools to meet the legal requirements of the 'Baker Clause'.

4. Our careers programme

The school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks** (see appendix 1 for more detail):

1. A stable careers programme with a careers' leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

Lessons, tutor-led discussion, displays, events, guest speakers, visits and assemblies

Key Stage 3

The Key Stage 3 careers lessons will support pupils in their planning and choices of GCSE subjects and beyond. This includes:

| Year 7 | Year 8 | Year 9 |
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| Essential Skills | Work/Life Balance and Equality | Skills and Qualities |
| What is CEIAG? | Challenging Stereotypes: Pay Gap | How to Demonstrate Strengths |
| Skills and Qualities | Types of employment | Managing Emotions in the Workplace |
| Identifying future careers aspirations | Goal Setting | P16 Options |
| Challenging Stereotypes: Careers | Career Aspirations | Navigating your Career |

Key Stage 4

The Key Stage 4 careers lessons aims to help pupils research and understand their choices and routes into education, training and employment.

This includes:

| Year 10 | Year 11 |
|-------------------------------------|---|
| Evaluating strengths and weaknesses | Using constructive feedback |
| Opportunities in learning and work | Writing CVs and personal statements |
| Responsibilities in the workplace | Interview technique |
| Managing Health and Safety | Maximising Employability Including Online |
| Protecting Your Rights at Work | Rights and responsibilities: part time |

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our careers page of the school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the school.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of this policy and the CEIAG offer in a number of ways:

- Feedback from stakeholders through mechanisms such as the student, parent, teacher and employer surveys
- Feedback from external visitors to the school Career guidance organisations and Ofsted
- Leavers information - destination data and the number NEETs (not in education, employment, or training) in October. This can be measured against other schools locally and nationally.

5. Links to other policies

This policy links to the following policies:

- Safeguarding Policy
- SEND Policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the SMT (senior management team) and reviewed annually.

Appendix 1: Summary of the Gatsby Benchmarks

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| <p>1. A stable careers programme</p> | <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, trustees and employers.</p> | <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 students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p> |
| <p>2. Learning from career and labour market information</p> | <p>Every student, 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 best use of available information</p> | <p>By the age of 14, all students 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> |

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| 3. Addressing the needs of each student | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development.</p> |
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| | | Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave the school. |
| 4. Linking curriculum learning to careers | All teachers should link the curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. | By the age of 14, every student 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 student 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 activities including visiting speakers, mentoring and enterprise schemes. | <p>Every year, from the age of 11, students should participate in at least six *meaningful encounters 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> |

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| 6. Experiences of workplaces | Every student 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. | <p>By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p> |
| 7. Encounters with further and higher education | All students 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 student 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 students. |

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| | | <p>By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> |
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