# HALESBURY SCHOOL

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

| Policy for the attention of | | | |
|---|---|---|---|
| Audience | Key Audience | Optional Audience | Additional/Notes |
| Senior Leadership Team | ✓ | | |
| Teachers | ✓ | | |
| Teaching Assistants | ✓ | | |
| Administrative Staff | | ✓ | |
| Curriculum support | ✓ | | |
| Lunchtime Supervisors | | ✓ | |
| Site Manager | | | |
| Cleaners | | | |
| Governors | ✓ | | |
| Parents | ✓ | | |
| Website | ✓ | | |
| Local Authority | ✓ | | |

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| Responsibility of | Careers Lead, Headteacher and Governors |
| Review frequency | Annual |
| This version agreed | September 2026 |
| Next review date | September 2027 |

# Careers at Halesbury School

## 1. Introduction

Halesbury School is committed to providing a relevant and engaging careers curriculum which meets the differing needs and requirements of our learners. This is developed throughout an individual's time at Halesbury and is always supportive of their abilities, strengths and skills. Our CEIAG provision is also closely linked to the Preparing for Adulthood agenda as this strongly correlates with the multi-faceted, often lifelong, support needed by our cohort. In addition, our approach to careers education aims to fully encompass parents/carers as we recognise that transitions often evoke anxiety and stress for the whole family.

## 2. Aims and purpose

- To support pupils and their families in developing their understanding of transitions and future planning.
- To prepare pupils for successful and positive transitions into life after Halesbury.
- To provide pupils with well-rounded and broad experiences of the ever-changing world of work.
- To support pupils in the development of the interpersonal skills, qualities and attitudes that will be needed throughout life.
- To foster a sense of ambition and determination to motivate pupils to live as independently as possible.
- To support inclusion and promote equal opportunities by challenging stereotyping and encouraging diversity.

## 3. Statutory requirements

From September 2013, the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education, training options or potential pathways
- promote the best interests of the pupils to whom it is given

At Halesbury School, every student from Year 7 will participate in weekly Preparing for Adulthood days, as part of their timetable. These sessions give learners the opportunity to develop a wide range of careers-related skills through participation in work-based learning, employer-led projects, enterprise activities and 'My Independence' lessons. This embedded approach to work-based learning also helps us to ensure that all learners undertake a minimum of 50 hours of work experience across their time in the Secondary phase of school, in accordance with the Government's 'two-week work experience guarantee' (Sept. 2025).

Where appropriate, students in Year 10 onwards will have the opportunity to visit a range of local colleges, training providers and social care providers in order to fully understand the range of options that are available to them (PAL, 2023)

In addition, learners in Key Stage 4 and 5 will also have annual careers guidance sessions with a Level 6 qualified Careers Advisor. As part of these sessions, a differentiated 'Careers Action Plan' will be completed. This document will also be shared at annual EHCP reviews in order to promote person-centred planning. Halesbury School also has a partnership agreement with Dudley Careers Service (formerly Connexions), who are able to provide additional support to children, young people and families where needed.

This policy has been reviewed in line with the published DfE guidance document published in January 2018, and reviewed in May 2025, 'Careers guidance and access for education and training providers'. This provides statutory guidance for governing bodies, school leaders and school staff. This policy also accepts the updated version of the 8 'Gatsby Benchmarks' as set out in the DfE guidance. These can be seen in Appendix 1 of this policy.

## 4. Roles and responsibilities

Role of the Governing Board

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.

The governing body will ensure the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Role of the Careers Leader

- Liaising with the head teacher and the careers advisor to implement and maintain effective careers guidance.

- Liaising with the PSHE leader and other middle leaders to plan careers education in the curriculum.

- Establishing, maintaining and developing links with Post 16 provisions, Colleges, internship / apprenticeship providers and employers.
- Supporting teachers in the delivery of careers education, providing information and advice.
- Using the eight Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with the ultimate aim to meet all benchmarks.
- Allowing learners, parents/carers to have access to a variety of providers through a careers fayre to ensure all learners, parents/carers are well-informed about their future options.
- Using the compass evaluation tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with employers to lead to meaningful work experience and encounters in the workplace.

## 5. Addressing the needs of each pupil

Halesbury School's motto is "Achieve, Believe, Challenge" and recognises that all pupils have different needs and are at different stages within their development. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of pupils through the use of the Compass tool.

Destinations data will be retained by the school for at least three years.

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, Deputy Head Teacher and careers advisers (external) on a regular basis to then base further development of the school's career guidance plan on the results and areas of success or failure.

## 6. Work Experience

The aim of work experience at Halesbury School is to provide learners with the opportunity to participate in the world of work by undertaking a variety of work-based learning opportunities throughout their time in the secondary phase of school. Given the ever-evolving needs of learners, it is important that a flexible approach to work experience is adopted so that all learners can benefit from a relevant and meaningful placements. Work-based learning is a continuous experience that is embedded within the Secondary curriculum and offers learners the opportunity to experience volunteering within a workplace, employer-led projects, enterprise tasks and workplace visits. This graduated dissemination of work-based learning ensures learners have ample time to process and reflect upon their experiences in order to maximise the impact.

Whilst we will always endeavour to give learners a 'real-world' experience, it is likely that some learners may need to be offered an alternative. In these instances, students may benefit from more flexible methods of deliver such as workplace visits, employer-led projects and virtual work experience placements, all of which are recognised forms of progressive work-based learning that helps to ensure all learners feel the advantage of the Government's 'two-week work experience guarantee' (Equalex, CEC, 2026).

All placement providers will be given guidance prior to the commencement of the placement (see Appendix 2) which highlights good practice for safeguarding and how to report a safeguarding concern.

## 7. CEIAG monitoring, evaluation and review

<u>Careers Compass+</u>
Halesbury will continue to use the Careers Compass to help plan, monitor and evaluate actions towards these benchmarks. Regular updates of the compass will be fed back to senior leaders and the Governing Board. The school is also committed to ensuring that parents are regularly updated with the careers activities their child has took part in over the academic year. Compass + will support us to do this.

<u>Enterprise Co-Ordinator Support</u>
We receive support and guidance from an Enterprise Co-ordinator and an Enterprise Advisor. As part of this support the school are required to meet government deadlines where the Compass Tracker is completed. This is completed three times throughout the year and feeds into an action plan that is reviewed and updated with the support of our Enterprise Co-ordinator.

WMCA Community of Practice - SEND

Halesbury continues to attend meetings provided by the West Midlands Combined Authority, in conjunction with IncludED Careers. These meetings provide opportunities to share best practice, gain information on upcoming initiates that could be suitable for our learners and problem solve alongside fellow CEAIG practitioners.

Equalex Framework

In order to ensure that we have adopted meaningful and progressive learning outcomes for our Careers Programme, all activities have been mapped against both Gatsby Benchmarks and the Equalex Framework (SEND Edition). This mapping also helps us to identify any gaps within our CEIAG provision; once identified, addressing these gaps will form part of our CEAIG development plan.

Policy Review:

The governing board, in conjunction with the Deputy Head Teacher and Careers Leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing Post-16 and Post-19 education and training.

**Appendix 1: The Gatsby Benchmarks (Updated Nov. 2024)**

| Benchmark | Criteria |
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| **1. A stable careers programme**<br><br>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies. | • Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.<br><br>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.<br><br>• The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.<br><br>• The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact. |
| **2. Learning from career and labour market information**<br><br>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information. | • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.<br><br>• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care. |

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| **3. Addressing the needs of each young person**<br><br>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent. | • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.<br><br>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.<br><br>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.<br><br>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.<br><br>• Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.<br><br>• Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme. |
| **4. Linking curriculum learning to careers**<br><br>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways. | • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.<br><br>• Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils. |

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| **5. Encounters with employers and employees**<br><br>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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists. | • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. |
| **6. Experiences of workplaces**<br><br>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. | • By the age of 16, every pupil should have had meaningful experiences of workplaces.<br><br>• By the age of 18, every pupil should have had at least one further meaningful experience. |
| **7. Encounters with further and higher education**<br><br>All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace. | • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.<br><br>• By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners. |

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| **8. Personal guidance**<br><br>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme. | • Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.<br><br>• Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website. |

**Appendix 2 – Safeguarding for Work Experience Placements/Projects**

**Employer Guidance:**

During the work experience, the employer acts in a mentor capacity and therefore needs to act as an appropriate role model with due regard for appropriate conduct with learners, it is therefore important to:

- Act as an appropriate role model
- Value a learner's contributions and opinions
- Encourage them to reach their desired goal
- Listen to the learner and discuss relevant topics

It is also important that work experience supervisors are not put in a vulnerable position, so it is suggested that where possible liaison with learners should:

- Take place in an open space with other people present - where possible this should be a member of Halesbury staff unless the learner is well-known to the organisation
- Contain content that is appropriate to the age, maturity and cognitive ability of the learner who is participating in the activity/placement

**Disclosure from a learner:**

If you have concerns about the protection of a young person you are working with (for example something the learner has said) then immediately contact the school office (01384984000) and speak to the Designated Safeguarding Lead (Amanda Appleby-Payne) or one of the Deputy Designated Safeguarding Leads (Niki Byrne, Dominique Smith, Ryan Marsh, Claire Dutton-Tombs or Sarah Butcher). You will be asked to give an accurate and factual account of what has been seen and/or heard so that the incident can be logged on CPOMs which is the safeguarding platform used in our setting.

If your concern relates directly to the conduct of a member of Halesbury staff, the same procedure can be followed. If, however, you feel that this would present a conflict of interest, you are able to log your concern with Dudley Multi-Agency Safeguarding Hub via telephone (0300 555 0050).

If your concern relates to Female Genital Mutilation (FGM) or the Prevent Strategy you will be asked to report this to the Police, however, a member of the school Safeguarding team will be able to support if required.

Signed: _____ Date: _____

Print Name: _____ Role: _____