

Careers Education, Information, Advice and Guidance Policy Statement



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Responsible and Accountable for delivery of the policy

Donna Tank, Rachel Mullins and Tania Ashton-Bray

Cross reference to other Policies/Procedures

1. Work Placement Policy (TRC/OHS/WHS).
2. Employer Engagement Strategy (TRC).
3. Provider Access Policy (OHS/TRC/WHS).
4. PSHCE (OHS/WHS)
5. MAP Policy (OHS).

Introduction/Context

1. Introduction / Context:

As a Trust we endeavour to work towards The Gatsby Good Practice Benchmarks, the DfE Careers guidance, Inspiration in Schools' statutory guidance and other good practice guidance from the Department of Education, Ofsted and other relevant bodies.

We recognise that we have a responsibility to ensure all young people and students within our schools and college are provided with independent careers guidance (Education Act 2011) in relation to guidance from section 45A of the Education Act 1997 and [Statutory Guidance updated May 2025](#).

Inspire Learning Trust commits to providing a universal offer of Careers Education and Information, Advice and Guidance (CEIAG) that ensures that every young person within its academies and college is supported to engage in learning, develop employer sought skills,

achieve their full potential and progress successfully onto further or higher education, training or employment through a positive destinations culture.

As a Trust we recognise and understand the statutory duty to work towards meeting all [8 Gatsby Benchmarks](#) of good careers guidance. The 8 benchmarks are:

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

As a Trust we further recognise and understand the statutory duty to meet the Provider Access legislation ([January 2023](#)) by ensuring all young people from Year 8-13 have access to at least 6 encounters with providers. These will be offered as 2 encounters within Y8 & 9, 2 encounters within Y10 & Y11 and a further 2 encounters during Y12 & Y13.

Oakwood High School will achieve its vision by:

- Having a planned programme of careers education, information, advice and guidance (CEIAG), delivered within PSHE in years 7-11 and embedded in all curriculum areas
- Following the National Framework for CEIAG 11-19, and other relevant guidance set out in government publications
- Delivering face to face intervention through the MAP Curriculum and Careers Curriculum
- Giving young people opportunities to focus upon certain careers within other timetabled subjects
- Having blocked timetable 'events', including access to progression events and a careers fair facilitated within the local area
- Ensuring there is a dedicated CEIAG information resource on intranet that all young people have easy access to, this is backed up by plethora of written information
- Giving its young people opportunities to attend talks given by representatives of many occupational areas
- Ensuring all young people have Individual careers education, information, advice and guidance (CEIAG)
- Action-planning and recording of achievement with planned journeys and outcomes
- Working with parents and carers to promote CEIAG
- Ensuring CEIAG is regularly and systematically monitored, reviewed and evaluated and actions are taken to improve any areas required
- Ensuring all young people have a work placement opportunity in Key Stage 4
- Ensuring that all young people have work placement activities in Key Stage 3
- Ensuring all young people have the opportunity to mock interviews with employers
- Ensuring all young people attend Local Education and Careers Events
- Ensuring students have meaning encounters with FE, apprenticeship and HE, providers and employers in workshops, guest speaker sessions, careers fair and external visits.

Thomas Rotherham College will achieve its vision by:

- Ensuring young people are clearly informed of the CEIAG Services available to them at TRC and to which they are entitled via planned careers learning journeys with specific learning outcomes
- Following the National Framework for CEIAG 11-19, and other relevant guidance set out in government publications
- Make available to all students' information timely individualised advice, guidance and career action planning that will help them make well-informed and realistic career decisions
- Meeting the local, regional and national skills agenda through a cohesive whole college approach embedding local labour market opportunities and identified top ten skills development thereby raising student aspirations and challenging stereotypes
- Empowering young people to plan and manage their own futures
- Engaging young people in the design, delivery and evaluation of CEIAG provision in the college
- Working with parents and carers to promote CEIAG services in the college and involve them through parents' evenings, employer and higher education events
- Ensuring CEIAG services are regularly and systematically monitored, reviewed and evaluated by students, parents, staff, employers and through CEC led peer-to-peer review and actions are taken to improve services in response to the findings

Winterhill School will achieve its vision by:

- Having all students follow a planned programme of careers, education and guidance (CEIAG) delivered within PSHCE and which is also embedded in all curriculum areas.
<https://www.winterhill.org.uk/wp-content/uploads/sites/8/2025/06/Careers-Delivery-Programme.pdf>
- Following a programme that follows the National Framework for CEIAG and other relevant guidance set out by government publications.
- Delivery in curriculum lessons that identifies the skills, the attainment and careers opportunities that are linked to learning pathways and employment sectors. To relate what they learn in lessons to their life and career beyond school.
- Access to careers IAG, support 1-to-1 guidance appointments, which are tailor made to address the needs of each student.
- Personalise CEIAG action plans for all students, which also records achievements.
- Ensuring that all students have the opportunity to engage in the Y10 work experience programme.
- Ensuring students have meaning encounters with FE, apprenticeship and HE, providers and employers in workshops, guest speaker sessions, careers fair and external visits.
- Ensuring student/parents/carers have the opportunity to access face to face Careers IAG at parents evening, options evenings and by request or referral.
- Providing students/parents/carers with easy access up-to-date, good quality CEIAG resources via, internet, newsletters and internal computer access drive and platforms, plus paper written and publication information.

- Monitoring of students throughout their journey and progress, particularly at crucial decision-making times.
- Ensuring CEIAG is regularly and systematically monitored, reviewed and evaluated to continuously develop the programme and delivery.

1. Key Priorities

i. Empowering all young people and students to plan and manage their own futures

Oakwood High School and Winterhill School:

- Young people are able to use to recognise their achievements and plan for improvements
- Young people are able to recognise barriers, and access support to help in overcoming these
- Through support, young people can plan for realistic pathways for future learning and further education
- Young people are able to respond to feedback to support their progression pathways and future career plans

Thomas Rotherham College:

- Students are able to investigate opportunities for work and learning independently
- Students make challenging but realistic plans for their learning and future employment
- Students recognise barriers to the achievement of their plans and understand how these can be overcome
- Students are supported to review and adapt their plans in light of changing personal, educational, social and economic circumstances
- Students are able to interpret information and to identify partiality and bias
- Students develop and can articulate the analytical skills that they need to plan and manage their careers, and the employability skills and attitudes that higher education and employers seek.

ii. All young people and students receive the CEIAG appropriate to their individual needs

Oakwood High School and Winterhill School:

- All young people will receive CEIAG appropriate to their age group within MAP(OHS), PSHCE(WS) lessons as part of their curriculum entitlement
- Young people know how CEIAG in lessons is supporting their individual journey
- All young people will receive guidance for options in Y8(OHS), Y9(WH) which is supportive of their CEIAG
- All young people know how to access information relevant to their age group, needs and future plans in user friendly formats
- Young people's needs shape the planning and delivery of CEIAG within MAP(OHS), PSHCE(WS) lessons and across school
- All young people receive CEIAG through learning zone coverage of Gatsby Benchmark activities

- All young people understand the full range of opportunities open to them which include college, 6th form/sixth form college, work-based training and apprenticeship post 16

Thomas Rotherham College

- Students know how to access personalised careers information, advice and guidance at times and in formats that reflect their needs
- Students influence the design and delivery of CEIAG services within the college
- Students know how to access information about community and voluntary opportunities
- Students understand the full range of learning opportunities open to them in college and elsewhere (including at other colleges, 6th forms and with work-based learning providers)
- Students will develop a digital Skills Evidence Log that they review and update for the purposes of securing a positive destination after TRC
- Students feedback that they have received the individualised support they have needed to make informed choices

iii. Promote equality of opportunity and challenge stereotypes

All young people and students within the schools and college:

- Are able to recognise and challenge stereotypical views of opportunities in learning and work
- Understand that stereotypical decision making can have financial implications
- Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith learning or physical ability, cultural or socio-economic background
- Make successful transitions when they choose non-traditional opportunities
- Feedback that they recognise, and reject, learning and work stereotypes

iv. CEIAG will contribute to raising aspirations of all young people and students

- By positively challenging young people to consider opportunities that they may not otherwise have considered
- By setting challenging but realistic learning and work targets
- By understanding the benefits of economic independence
- By understanding the benefits of staying on in learning

v. All young people are given impartial CEIAG to help with progression

- All can follow application procedures and prepare for interviews
- TRC students understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- All young people understand the progression opportunities afforded by each part of the curriculum
- OHS/WS young people progress smoothly into further education or apprenticeship training after leaving school
- TRC students' progress smoothly into further/higher education or training or employment after leaving college

- All young people complete feedback prior to leaving school / college indicating that the overwhelming majority are satisfied with the IAG and choices they have made
- Data shows that NEET figures are low and young people have progressed well

2. Student CEIAG Entitlement Statement

To ensure all young people with Inspire Learning Trust have access to the 5 key priorities, OHS, WHS and TRC will endeavour to provide high quality education, information, advice and guidance in a variety of means. This will include, but not limited to:

Oakwood High School and Winterhill School:

- Admission advice
- Induction / transition days
- Working with appropriate transition agencies
- Attendance Monitoring
- Parent Evenings
- Tutor review days
- Mentoring support for students 'at risk'
- Case conferencing
- Careers Interviews
- Careers Fair
- MAP Lessons (OHS) PSHCE(WH)
- Work Placement
- Mock interviews
- Options guidance interviews
- Employer and University visits
- PLT support
- FE applications and support
- Student Voice feedback
- Results Day GCSE results
- Gathering Destination Data
- Whole school Careers into curriculum work
- PEP meetings
- Annual SEND review meetings

Thomas Rotherham College:

Pre-Entry Guidance

- Attending Partner School career events and parents' evenings
- College application interviews and admissions advice
- Initial skills assessments
- Induction Days
- Development of an annual college prospectus and website information
- Targeted transition support for identified students
- Information provided on bursary support including transport arrangements
- Enrolment guidance

On Programme Guidance

- Attendance Monitoring
- Student progress reviews & parent consultation evenings
- Case conferencing
- Access to Work Experience
- Careers Interviews
- Next Steps Fair
- Job Ready coaching
- Meaningful employer interventions enabled through every subject area having a named employer partner and through a programme of mock interviews etc and supported through our DWP school's adviser.
- Y12 Journey to HE Evening
- Employer and University visits that are devised to meet the Gatsby benchmark criteria and are 'meaningful encounters'
- Tutorials and access to tutor support
- On-going 16-19 Bursary and Care to Learn support
- Planned and reviewed support for EHCP students who have a named careers adviser from transition through to progression to a positive destination – the latter including supported internship partnership working with RMBC and partnership working with the University of Sheffield and Sheffield Hallam University disability support teams.
- Partnership working with UCR, Sheffield Hallam University, University of Sheffield, NorVIC and HEPPSY and further Higher Education providers with all subjects having a named HE partner.
- HE applications and support including targeted widening participation and Special Considerations schemes
- College Counsellors

Exit Guidance

- Early leavers referrals to Careers
- Careers Interviews
- Tutorial specific exit guidance including job ready support
- Progression guidance on Results Day for A Level/GCSE

Accountable & responsible for Compliance: Donna Tank (OHS), Rachel Mullins (TRC) and Tania Ashton-Bray (WHS)

3. Evaluation and Review

The CEIAG Strategy will be reviewed and amended annually as part of the Trust self-evaluation processes and reported within the Governor Strategic Monitoring Report.

In assessing the impact of this strategy, the trust will take account of outcome measures such as destination rates, and learner satisfaction. Examples of outcomes, against which this strategy will be assessed, are as follows.

- Evidence that the views of young people have triggered improvements

- Young people report high satisfaction with the CEIAG they have received in relation to the 5 key priorities
- Destination information indicates young people move into positive outcomes.
- Retention at TRC is at least at Sixth Form College average
- Young people will be involved in the self-evaluation of this strategy
- Measuring progress towards meeting the Gatsby Benchmarks using the Careers and Enterprise Tracker
- Review of the Careers and Enterprise company advisor support and network and CEC led peer review.

As part of the review in meeting the 8 Gatsby Benchmarks, the key statutory completion dates will be measured and tracked as part of the Governor Strategic Monitoring Report.

Policy Review	Every 2 years
Policy to be approved by	ELT/Trust Board
Date of Review	June 2025
Approved by Chair of Governor HR Panel	
Next Review	May 2027
Lead Professional	Donna Tank (Oakwood High School) Rachel Mullins (Thomas Rotherham College) Tania Ashton-Bray (Winterhill School)
Communication	HR System / Document Library / Every System /Website