TITLE: CEIAG Policy	**REF:** GOV114	**VERSION:** Version 3
APPROVAL BODY: CEO	**DATE: 07/09/2026**	**REVIEW DATE: 01/09/2027**
LEAD PERSON: Policy Coordinator		
VERSION	**REVIEWER/APPROVAL**	**REVIEW NOTES**
1. 11/03/2021	CEO	New Policy
2. 25.5.23	CEO/Trust Board	Reviewed
3. 07.09.26	Executive Team	

Careers Education, Information, Advice and Guidance and Employability Learning Policy

Our mission to deliver excellence in education and to transform lives through learning sits at the heart of all we do. Guided by our pillars of Equity, Pedagogy, Curriculum and Culture, we work every day to ignite confidence, expand opportunities, energise our communities, and generate prosperity. These pillars are embodied in our learning philosophy, which recognises the powerful relationship between the brain, motivation and emotions, supported by a set of attributes of Resilient, Enterprising, Confident, Aware and Professional. By designing learning that helps students understand what they are learning, how they are learning it and why it matters, we prepare them for successful lives and careers with the skills to succeed.

Our Strategic Commitment: Community

Within our five-year Strategic Plan, one of our key ambitions in our community is for employers to come and partner with us.

This means:

- Employers actively choose to engage with our Trust because they recognise the high quality of our education and skills.
- Employers value the opportunity to influence the skills, knowledge and attributes of the next generation.
- Our schools demonstrate strong, deliberate commitments to work-based learning, ensuring our attributes are embedded meaningfully and consistently throughout the student curriculum experience.

This ambition is realised through our approach to curriculum, equity, pedagogy and culture, ensuring every learner thrives.

Through our curriculum, equity-driven approach, pedagogical excellence and positive culture, we bring our mission and pillars to life. Our strategic focus on engaging with our local communities ensures that all employers and local businesses recognise the transformational power of our work. Ultimately, we seek to transform lives through learning, one learner, one lesson, one opportunity at a time.

Contents

Principles 1

1. Aims 3
2. Strategic Careers Plan 3
3. Gatsby Benchmarks 4
4. Commitment 5
5. Implementation 5
6. Monitoring, Evaluation and Review 11
7. Legislation and statutory requirements 12
8. Complaints 12
9. Links with other policies 12

1. Aims

Our Trust aims to ensure that all students have access to independent careers and destinations advice and opportunities to explore the world of work in a variety of sectors. This includes ways in which all stakeholders access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity
- The Trust recognises careers education as a key contributor to improving attendance, engagement, aspiration, inclusion, wellbeing and educational outcomes.
- All CEIAG provision will be planned against progressive career-related learning outcomes informed by the CDI Career Development Framework and Gatsby Benchmarks.
- Careers education will support students to develop career readiness, employability skills and informed career decision-making throughout their education.

The DfE issued guidance (Careers Guidance in School Act 2022) which places clear duties relating to independent careers guidance and provider access to schools. The Government's strategy sets out a long-term plan to build a world class careers system aimed at helping young people and adults choose the career that is right for them. Our policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our schools must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all students in years 8 to 13 about their education or training offer

Our careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and improve their careers provision.

2. Strategic Careers Planning

Each academy will maintain a Strategic Careers Plan aligned to the Academy Improvement Plan, ALET Strategic Plan and Gatsby Benchmarks.

The Strategic Careers Plan will:

- identify key priorities and intended learning outcomes
- outline implementation arrangements
- identify success measures and impact indicators
- identify resources and responsibilities
- be reviewed annually by senior leaders and LGC's

3. Gatsby Benchmarks

1. **A stable careers programme:** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, and employers.
2. **Learning from career and labour market information:** Every pupil, 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 the best use of available information.
3. **Addressing the needs of each pupil:** Every pupil, 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 the best use of available information. This includes the use of learner aspirations, destination data, careers records and personalised interventions to ensure all students receive appropriate support.
4. **Linking curriculum learning to careers:** All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
5. **Encounters with employers and employees:** 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.
6. **Experience of workplaces:** Every pupil 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
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
8. **Personal guidance:** Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual

needs.

The Trust will actively challenge career stereotypes and barriers relating to gender, disability, ethnicity, socio-economic background or other protected characteristics through exposure to diverse role models, employers and alumni.

We recognise that effective careers guidance contributes to overcoming barriers to success, raising aspirations, improving motivation, improving attendance, engagement, inclusion, aspiration and educational outcomes. Activate Learning Education Trust (ALET) has a critical role to play in preparing our young people for the next stage of their education or training and beyond.

Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills, and attitudes for lifelong learning that employers value. This will help every young person to realise their potential and enhance their employability. ALET is committed to not just fulfilling its statutory requirements in this area, but to providing students with exceptional support and guidance throughout their time at an ALET school.

We work closely with the Thames Valley Chamber of Commerce and Local Employer Partners.

4. Commitment

ALET is committed to providing students with a planned and progressive programme of careers education, information, advice, and guidance that will increase their knowledge and understanding of the world of work and the qualification pathways suitable for their individual needs.

The careers programmes within our schools contribute to raising aspirations, improving motivation, and overcoming barriers to success. We deliver independent and impartial careers guidance to individual students whenever significant study or career choices are being made. The careers guidance focuses on the specific needs of individuals providing current and relevant information to support students to make informed decisions about their future.

5. Implementation

ALET

The CEO and other executive leaders take lead roles with local employer forums. The CEIAG programme is planned, monitored, and evaluated by the careers lead in each school.

The Head teachers work with their Careers Leads who have responsibility for coordinating the CIAEG provision in their schools.

Roles and Responsibilities

Local Governing Committee (LGC)

The LGC will:

- engage with the Headteacher in supporting the direction for a whole-school approach to careers guidance, to make sure it is aligned with the school's vision, priorities and academy improvement plans in Line with ALET Strategic Plan
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the LGC who will link with careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure the following are published on the school's website:
    - summary careers programme
    - careers leader name and contact details
    - provider access statement
    - review date of the careers programme and how impact is measured
    - destination information where appropriate
    - details of how students, parents and providers can engage with the careers programme

Headteacher

The headteacher will:

- Work with the LGC to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans and ALET Strategic plan
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision

- Ensure all staff understand their role in supporting career development and linking curriculum learning to future pathways.
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

Careers leader

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams

- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which students are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting students' career ambitions
- Work collaboratively with senior leaders, local authorities and relevant agencies to identify students at risk of becoming NEET (Not in Education, Employment or Training) and implement targeted intervention and transition support.
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Maintain accurate careers education records for all students including:
    - participation in careers activities
    - employer encounters
    - workplace experiences
    - careers guidance interviews
    - learner aspirations
    - intended destinations
    - agreed actions and transition planning arrangements.
- Careers records will be accessible to students and used to support progression and transition planning.
- Develop and maintain alumni engagement opportunities to support mentoring, inspiration and career awareness.
- Review our school's provider access policy statement at least annually, in agreement with our LGC
- The Careers Leader will collect, maintain and analyse:
    - learner aspiration data
    - intended destination data
    - immediate destination data
    - sustained destination data where available

  to inform personalised support, programme development and evaluation.

Careers adviser

Our careers advisor will:

- Support students to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

Staffing

All teaching staff contribute to CEIAG through their roles as tutors and subject teachers. Tutors have an important role in directing students to further information, advice, and guidance.

We provide access to appropriately qualified, independent, and impartial careers advisers. This guidance is provided either 1:1 or in small group sessions as appropriate and is focused whenever significant study or career choices are being made.

All staff will receive appropriate professional development to support the delivery of careers education and effectively link subject learning with careers, employability and progression opportunities.

Partnerships

Activate Learning Education Trust, has strong links with local learning providers, apprenticeship and training providers and HE institutions as well as local and national employers. Students will have access to these links through careers fairs, information events, employer curriculum programme, Digital Futures Programme, post 16 information evenings, newsletters, and as requested by students or providers themselves.

Our schools will also seek to establish and maintain alumni networks which provide opportunities for mentoring, careers talks, employer engagement, destination case studies and role model opportunities.

Our policy statement on provider access sets out our arrangements for managing the access of providers to students at ALET schools 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.

Parents and carers play a vital role in supporting career decision making.

Schools will:

- provide access to labour market information and progression pathways
- involve parents and carers in careers events where appropriate
- provide information about technical, vocational and academic pathways
- gather parental feedback to inform future CEIAG developments
- support parents and carers to understand education, training and employment pathways
- seek feedback from parents and carers on careers provision

Information will be shared via newsletters, letters, options evenings, careers events, post 16 evenings.

Curriculum

Our careers programme is embedded across the curriculum, including PSHE lessons and assemblies from Years 7–13, with UTCs additionally offering Employer Led Projects set by industry partners; all students in Years 11 and 13, along with targeted students in Year 8, receive individual or small-group career guidance to support key choices, with this guidance also available on request to students in other year groups. The careers programme will actively challenge misconceptions, stereotypes and barriers that may restrict career aspirations.

Students will encounter diverse role models representing different sectors, backgrounds, genders, cultures, abilities and pathways to employment.

In Key Stage 3, our careers programme will support students in their planning and choices of GCSE subjects and provide at least 2 encounters with providers of technical education or apprenticeships in year 8 or 9. Students will participate in a planned programme of employer encounters and workplace experiences contributing towards the government's ambition that all young people experience the equivalent of two weeks' work experience by the end of Key Stage 4.

In Key stage 4, our careers programme aims to help students research and understand their choices and routes into education and training and provide at least 2 encounters with providers of technical education or apprenticeships in year 10 or 11. Students will participate in meaningful workplace experiences, including work experience placements and employer-led activities, contributing towards the equivalent of two weeks' work experience by the end of Key Stage 4.

In Key Stage 5, our careers programme supports students in planning for their future, including university and alternative pathways and provides at least 2 encounters with providers of technical education or apprenticeships in year 12 or 13. It will provide 1 weeks’ worth of work experience placement.

The careers programme also includes visits to universities, employer visits, visits to relevant careers fairs, along with various workshops and activities focused on employability skills.

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

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

All students receive the same information. All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families. Career aspirations intended destinations and outcomes for students with SEND will be monitored to ensure equitable access and positive post-16 and post-18 transitions.

Careers information resources are available to all students, with access to careers software and the internet easily available.

Work-related learning includes a work experience placement week as outlined in the individual school CIAEG plans. Work experience preparation and follow-up take place in assemblies, tutor times and supported sessions. Data on student destinations is to be widely available and easily understandable by all stakeholders through all aspects of our careers programme.

6. Monitoring, Evaluation and Review

Schools will each publish their individual CEIAG plans on their websites and share these with the Trust for review.

Senior Leadership Team leads in each school will work collaboratively with each other and the Head of Employer Curriculum for the Trust ensuring schools are sharing best practice and resources wherever possible.

The SLT Lead in each school will be responsible for the monitoring, review, and evaluation of the programme in their local setting. Students will be consulted on the impact of the CEIAG programmes and changes may be made as a result.

The programme will be part of a continuous evaluation, both formally and informally by discussion with key stakeholders, including teachers delivering the programme, students, staff and parents/guardians. This will take place in a variety of formats including but not limited to:

- Use of the Compass tool reviewing our provision against the Gatsby Benchmarks
- All students complete an annual careers and destinations survey
- Evaluation forms will be completed by students at the end of careers activities, employer led projects and small focus groups of students will be convened to discuss the quality of the careers programmeme
- Surveys will be sent home to parents/guardians

- Review of aspiration and intended destinations data
- Review of NEET risk indicators and destination outcomes.
- Review of individual careers records and participation rates across all learner groups.
- Evaluation of parental engagement and stakeholder feedback.
- Annual assessment against Gatsby Benchmarks using Compass+ and other recognised quality assurance tools.
- Consideration of external quality standards including the Quality in Careers Standard where appropriate.

The programmes within the trust will be reviewed annually by SLT Lead in each school and the Head of Employer Curriculum for the Trust.

7. Legislation and statutory requirements

This policy is based on statutory guidance from the Department for Education:

Careers guidance and access for education and training providers - GOV.UK

8. Complaints

- Concerns or complaints regarding CEIAG provision should be raised through our published complaints policy.

- Complaints relating to provider access arrangements will be considered in accordance with ALET Provider Access Policy, relevant DFE guidance and ALET Complaints Policy.

9. Links with other policies

This policy is linked to. Provider access policy