Whittington Green School

Dream Reach Achieve

CEIAG Policy

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Careers Education, Information, Advice and Guidance Policy

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Linked Documents

DFE - Statutory guidance, **Careers guidance and access for education and training providers,** Updated 23rd June 2026

https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

Gatsby Benchmarks
https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/

Skills and Post-16 Education Act 2022
https://www.legislation.gov.uk/ukpga/2022/21/contents/enacted

Technical and Further Education Act 2017
https://www.legislation.gov.uk/ukpga/2017/19/contents

Key staff within the school include:
Careers Leader and Adviser – Nuscha France
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Careers Education, Information, Advice and Guidance Policy

Whittington Green School Vision.

Our vision for Careers Education, Information, Advice and Guidance is to create a school community where all learners are empowered to aspire, informed to choose and prepared to succeed.

At Whittington Green School we seek to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college. Our vision is to ensure that every student is equipped with the knowledge, experiences and confidence to make well-informed decisions about their future. Through high-quality, impartial careers education, information, advice and guidance, we empower all young people—regardless of background or starting point—to recognise their potential, raise their aspirations and successfully navigate pathways into further education, training and employment.

We believe that effective careers education transforms lives. Our CEIAG provision aims to inspire ambition, promote social mobility and ensure that every student has equal access to high-quality, impartial guidance. By embedding careers learning across the curriculum and providing meaningful encounters with employers, further and higher education, we support students to understand themselves, explore opportunities and manage their career pathways with confidence and resilience in a rapidly changing world.

Guided by the Gatsby Benchmarks, we deliver a coherent and inclusive careers programme that develops self-awareness, builds employability and challenges stereotypes. We work in partnership with employers, education providers and families to ensure every student can progress to ambitious, sustainable destinations and develop the skills needed for lifelong learning and career management.

AIM HIGH – Our CEIAG Vision in Action

Aspirations - Encourage all students to develop high aspirations and ambitious goals, challenging stereotypes and limiting beliefs about what they can achieve.

Inform - Provide up-to-date, impartial careers information, including labour market information, post-16 and post-18 pathways, apprenticeships, technical and academic routes.

Motivate - We motivate our students through meaningful encounters with employers, education providers and workplaces, helping them see the relevance of learning to their future.

High-Quality - We deliver a high-quality, structured careers programme that meets statutory guidance and the Gatsby Benchmarks, ensuring consistency, coherence and impact for all learners.

Inclusive - Ensure CEIAG meets the needs of **every** learner, including SEND and disadvantaged students, offering targeted and personalised support where needed.

Guidance - We empower students through high-quality, impartial careers guidance so they can make informed choices and successfully manage transitions throughout their lives.

Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four. It also applies to Year 11 students following their final examinations until they transition to further education, employment or training, including the post-examination period when attendance may be reduced.

The policy aligns with the recently updated DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, June 2026) and the Skills and Post-16 Education Act 2022 . The school adopts and follows the 8 Gatsby benchmarks as set out in the DfE guidance. (See Appendix 1)

This policy reflects the school's statutory duty to provide access for a range of education and training providers to inform students in Years 7–11 about technical qualifications and apprenticeships.

It applies to all CEIAG-related events and activities across both key stages and all year groups. All staff are expected to support the delivery of CEIAG; it is a shared responsibility and not limited to the Careers Advisor.

The policy aims to ensure that students develop self-awareness, understand available pathways for post-16 opportunities, and are equipped to make informed decisions, enabling a successful transition beyond school. It is to these aspects of personal and social development that this policy will contribute.

Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme.
- To enable all students to learn from information provided by the career and labour market.
- The CEIAG programme should be individual and address the needs of each student.
- To link the curriculum learning to careers learning.
- To provide students with a series of encounters with employers and employees.
- To provide students with experiences of workplace(s).
- To ensure that students have a series of encounters with further and higher education.
- To provide each student with the opportunity to receive personal guidance.

(See appendix 1 – Gatsby Benchmarks)

School Responsibilities

The school has a series of statutory duties:

- All registered pupils from Years 7 to 11 will receive independent careers advice and guidance. This guidance will be impartial, with no bias towards any specific education or employment pathway, and will include a range of options, including academic and technical routes. All advice provided will be in the best interests of each pupil.
- There must be an opportunity for education and training providers to access pupils in Year 7 –Year 11 to inform them about approved technical qualifications or apprenticeships. (see provider access section and Appendix 3)
- The school must have a clear policy setting out the way providers will be given access to pupils. (Appendix 3.) This policy and these arrangements must be published on the school website.
- The school will base its careers provision around the Gatsby Benchmarks. (Appendix 1).

- Whittington Green School believes that good CEIAG connects learning to the future. It motivates students by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted). (See Appendix 2)

All Teachers and Subject Staff

All teachers ensure that, within each subject and at every key stage, pupils understand how their learning supports future pathways.

This includes:

- Linking curriculum content to relevant careers
- Demonstrating how subject-specific knowledge and skills apply to a range of career pathways
- Highlighting progression routes, including further education, training and employment
- Developing pupils' understanding of employability and transferable skills

Careers Leaders

The Careers Leaders will:

- Lead and embed a whole-school careers programme aligned to the eight Gatsby Benchmarks, which is communicated to pupils, parents, staff, governors and external partners, and published on the school website
- Support staff to integrate careers into the curriculum, including progression routes and relevant pathways
- Develop and implement strategies to engage parents and carers in careers education
- Establish and maintain partnerships with employers, education and training providers, and careers organisations
- Work with key staff, including the SENCo and Careers Adviser, to identify and meet the needs of pupils with SEND through personalised support and transition planning
- Ensure appropriate support and planning for looked-after children (LAC) and previously looked-after children
- Review the Provider Access Policy annually in line with statutory requirements
- Quality assures the careers programme, including evaluation from pupils, staff, parents and employers, and analysis of destination data
- Further develop opportunities for workplace experiences in line with Gatsby Benchmark 6, ensuring all activities meet safeguarding and health and safety requirements

Senior Leadership Team (SLT)

The SLT will:

- Ensure careers provision is embedded within whole-school strategic planning and aligned with the School Improvement Plan
- Monitor and evaluate the impact of careers provision, using this to inform continuous improvement
- Ensure all staff understand and deliver impartial careers guidance as part of their role
- Provide sufficient staffing, training and resources to deliver an effective careers programme
- Ensure compliance with Provider Access Legislation, including access for providers to engage with pupils (Years 8–13)
- Ensure all work experience and employer engagement activities meet safeguarding and health and safety requirements

Governor Responsibilities
The governing body will ensure that there will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement and can hold the school to account on the career provision. They should make sure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) that is meeting all the statutory requirements and that this is clearly communicated to all stakeholders.

The governing body will also check that procedures are in place to allow a range of educational and training providers to access pupils in Years 7 – 11 to inform them of all post-16 routes including approved technical education qualifications and apprenticeships

The governors of Whittington Green will review this policy every year.

Provider Access
This section outlines the school's arrangements for managing access for education and training providers to inform pupils about their offer. This is in line with the school's statutory duty under Section 42B of the Education Act 1997.

All pupils in Years 7–11 are entitled to:

- Learn about technical education qualifications and apprenticeship opportunities as part of a careers programme that presents the full range of post-16 options
- Encounter a range of local providers through events such as assemblies, options evenings, group sessions and taster activities
- Receive clear information on how to apply for both academic and technical pathways

The school will work in partnership with providers to identify appropriate opportunities for them to engage with pupils and share information about relevant pathways

Access Arrangements **-** Appendix 3 sets out how education and training providers can contact the school to request access to pupils and/or parents.

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Evaluation and Review
The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through triangulation of student, parent, employer surveys.
- Feedback from external visitors to the school such as the Careers and Enterprise Company or Enterprise Advisors.
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The Gatsby Benchmarks **Appendix 1**

The updated Gatsby Benchmarks retain the original framework but place greater emphasis on strategic leadership, inclusion, meaningful experiences and the use of data. Careers education is now expected to be embedded across the whole school, with shared responsibility among staff and a stronger focus on impact and student outcomes.

Benchmark	Focus of the Benchmark	Changes
1. A stable careers programme	A planned, structured careers programme for all students.	Careers must be **embedded in whole-school strategy.** **There should be** Clear roles for: • SLT • governors • careers leader Programme must be **evaluated and improved using data** Careers is now a **whole-school responsibility**, not just one person.
2.Learning from career and labour market information	Students learn about jobs, trends, and opportunities	Use Labour Market Information (LMI) to: • **inform planning** of career encounters and the careers curriculum**.**, not just provide information • Link LMI to: o local opportunities o student aspirations There is a shift from sharing information → to using the information strategically to make careers education and encounters more meaningful.
3.Addressing the needs of each student	Careers support tailored to individuals	Strong focus on personalised approach to careers and the needs of individual students such as SEND and disadvantaged learners. Data should be Tracked to show: • participation • aspirations • outcomes Much stronger focus on **equality and personalisation** with personalised careers provision.
4.Linking curriculum learning to careers	Teachers link subjects to careers	The Careers curriculum and offer is an all staff share responsibility Careers links should be: • **planned and consistent**, not occasional bolt on opportunities. Careers learning is embedded across the curriculum
5.Encounters with employers	Students meet employers and learn about jobs	The Encounters must be **regular and varied** and can Include: o talks for employers/employees/businesses.

and employees		○ projects ○ mentoring (Galliford Try/Brilliant club) Focus on **quality and variety**, not just quantity
6.Experiences of workplaces	Work experience opportunities through their school career.	There is a move toward **2 weeks of meaningful experiences** through KS3 and KS4. • Experiences must: ○ include preparation and reflection ○ involve active participation No longer just a **single placement in Year 10**
7.Encounters with further and higher education	Students learn about post-16 and post-18 routes	Ensure **equal exposure to all pathways**: • academic • technical (apprenticeships, T Levels) Meet **provider access requirements** (Baker Clause - legal requirement that says: Schools must allow providers of technical education and apprenticeships to speak to students about their options.) Focus on **impartiality and awareness of all options**
8.Personal guidance	One-to-one careers guidance interviews	Guidance should: • happen at key decision points • be available to all students Advisers should be **appropriately trained/qualified** Work closely with: • SENCO • pastoral staff Stronger expectation of **quality and accessibility**

Monitoring and Evaluation plan **Appendix 2**

The careers programme at Whittington Green School is delivered through a variety of activities including timetabled lessons in Years 7 to 11, as part of the PSHE programme delivered in afternoon registrations by form tutors, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Whittington Green School are:

- Learning walks
- Feedback Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities used at Whittington Green School are:

- Analysis of whole school careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Feedback Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leaders will review the Careers provision annually and will be audited utilising the Compass tool.

Provider Access Policy Statement **Appendix 3**

Introduction

This statement sets out the school's arrangements for managing access for education and training providers to inform pupils about their education and training offer.

This is in line with the school's statutory duty under Section 42B of the Education Act 1997 and reflects the requirements of the Skills and Post-16 Education Act 2022 and current DfE statutory guidance.

The school will ensure all encounters are impartial and present a balanced view of academic and technical pathways.

This statement is published on the school website in line with statutory requirements.

Pupil Entitlement

This policy applies to pupils up to Year 11. The school works with post-16 providers to support students' transition to further education, ensuring compliance with provider access legislation before students leave at the end of Year 11.

All pupils in Years 7–11 are entitled to:

- Learn about the full range of post-16 pathways, including academic, technical and vocational routes
- Receive information about apprenticeships, T Levels and further education opportunities
- Hear from a range of education and training providers through planned encounters
- Understand how to apply for a range of education and training options

Provider Access Requirements

The school ensures that all pupils have access to multiple, meaningful encounters with approved providers of technical education qualifications and apprenticeships.

This includes:

- At least two encounters during Key Stage 3 (Years 8–9)
- At least two encounters during Key Stage 4 (Years 10–11)

These encounters:

- Take place during the normal school day
- Are mandatory for pupils to attend (where required by legislation)
- Provide opportunities for pupils to ask questions and interact with providers
- Are planned to be meaningful and aligned with learning outcomes
- Must ensure equal access for all learners, including SEND and disadvantaged students.

Management of Access Requests

Providers wishing to request access should contact:

Careers Leader: Nuscha France
Email: info@wgs.derbyshire.sch.uk
Telephone: 01246 456014

The school will consider all requests and work collaboratively with providers to identify appropriate opportunities within the careers programme. Requests will be considered based on:

- Alignment with the careers programme
- Safeguarding requirements (including DBS checks where appropriate)
- Educational value
- Relevance to student needs and labour market information

Whittington Green School is committed to ensuring that no provider is unfairly disadvantaged and that all requests are considered in line with the principles of impartiality, equality and transparency.

Any complaints regarding provider access or the handling of requests under this policy should be made in the first instance to the Careers Leader using the contact details provided above.

If the complaint is not resolved, it may be escalated through the school's formal complaints procedure, available on the school website, or raised with the governing body.

Opportunities for Access

Opportunities for provider engagement may include:

- Assemblies
- Careers events and fairs
- Options evenings
- Curriculum-linked activities
- Small group sessions or workshops
- Workplace visits and work experience

Access will be planned to ensure all pupils receive a balanced and impartial view of pathways.

Facilities and Support

The school will provide:

- Suitable space for presentations or discussions
- Access to ICT and presentation equipment
- Support from staff where appropriate

All arrangements will be agreed in advance to ensure sessions are effective and meet safeguarding requirements.

Safeguarding

All provider visits will be conducted in line with the school's safeguarding and health and safety policies. Providers will be supervised by a member of staff at all times.

Monitoring, Review and Compliance

The school will:

- Monitor provider access as part of the wider careers programme evaluation
- Ensure all pupils receive their entitlement
- Review this statement annually

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- United Cast Bar
- Henry Boot
- Chesterfield College
- Brookfield 6th Form College
- Eckington 6th Form