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

The Vyne Community School

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## 1. Introduction

The Vyne Community School is committed to delivering high quality, impartial Careers Education, Information, Advice and Guidance (CEIAG) that enables every student to make informed, ambitious and realistic decisions about education, training and employment. CEIAG is embedded across the curriculum, enriched by partnerships with employers, training providers and further education, and supported by parents and carers. The school will monitor, evaluate and continually improve its careers provision so that it remains effective, equitable and relevant.

This policy should be read alongside the school's published careers programme, the Provider Access Policy Statement, the Safeguarding and Child Protection Policy, and relevant policies relating to data protection and complaints.

### 1.1 Legal framework

This policy is informed by relevant legislation and statutory guidance, including:

- Education Act 1997, including sections 42A and 42B relating to independent careers guidance and provider access
- Education and Skills Act 2008
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Skills and Post 16 Education Act 2022
- The School Information (England) Regulations 2008
- Department for Education statutory guidance 'Careers guidance and access for education and training providers' (updated 23 June 2026)

## 2. Vision and Values

### 2.1 Our school vision

Our vision is to provide an ambitious, high quality education for every student whatever their starting point, delivered in a positive, respectful environment where everyone feels safe and is valued, developed and supported to achieve their full potential both academically and more widely as a member of our community.

### 2.2 Our five strands

- Demonstrate respect in all we do.
- Strong achievement and outcomes for all.
- High expectations of all to be excellent in all we do.
- Recognise and celebrate effort and achievement.
- Develop independent, resilient students with self belief to tackle future challenges.

Our CEIAG programme reflects and advances this vision by broadening horizons, challenging stereotypes, raising aspirations and helping every student to understand the full range of pathways available to them, including academic, technical and vocational routes.

## 3. Statement of Intent and Policy Objectives

The CEIAG programme at The Vyne equips students to make informed, ambitious and realistic decisions about their next steps. Drawing on the Gatsby Benchmarks of Good Career Guidance and current statutory guidance, the school aims to:

- Provide a stable, progressive careers programme that is understood by students, parents and carers, staff and governors, and linked to whole school priorities.
- Ensure access to accurate, up to date and impartial information on education, training and employment pathways, including apprenticeships, technical routes, vocational routes and academic routes.
- Use relevant labour market information to help students understand opportunities, skills needs and progression routes locally, regionally and nationally.
- Address the needs of each young person through tailored support, targeted intervention and effective tracking, with particular attention to students with SEND, disadvantaged students and those at risk of becoming NEET.
- Embed careers learning in the curriculum so that all subjects highlight skills, pathways and progression routes.
- Provide meaningful encounters with employers and employees across a range of sectors.
- Offer meaningful experiences of workplaces, including visits, projects, tasters and work experience or related activity where feasible.
- Secure meaningful encounters with further education, sixth form, higher education and independent training providers so that students understand the full range of options open to them.
- Provide access to personal guidance from a qualified careers adviser at key decision points and according to individual need.
- Develop essential employability skills, career readiness and the confidence needed to move successfully into post 16 education, training and employment.

## 4. Roles and Responsibilities

### 4.1 Governing Body

The governing body approves this policy, reviews regular updates on the impact of CEIAG provision and ensures that statutory duties are met, including duties relating to independent careers guidance, provider access and website publication.

### 4.2 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team ensure that CEIAG is appropriately prioritised within school improvement, resourced effectively and monitored for impact and equality of access.

### 4.3 Careers Leader

The Careers Leader designs, coordinates and quality assures the careers programme, manages partnerships, oversees tracking and destination monitoring, supports staff and reports to senior leaders and governors.

### 4.4 Careers Adviser

The qualified Careers Adviser provides impartial personal guidance, supports students at transition points, records agreed actions and contributes to planning for vulnerable learners and students with SEND where appropriate.

### 4.5 Curriculum Leaders and Teachers

Curriculum leaders and teachers support careers learning through their subject areas by making explicit links to skills, pathways and progression, using relevant labour market information where appropriate and challenging stereotypes.

### 4.6 SENCO and Pastoral Team

The SENCO and pastoral staff help identify students requiring targeted or additional support, ensure appropriate adjustments are made and contribute to effective transition planning.

### 4.7 Parents and Carers

Parents and carers are encouraged to engage with careers information, events and guidance so that they can support informed decision making at key points.

### 4.8 Students

Students are expected to participate fully in the careers programme, prepare for encounters and guidance meetings, and make use of available information and digital tools such as Unifrog to support their planning.

## 5. Programme Delivery

### 5.1 Stable and progressive careers programme

A progressive CEIAG programme is delivered through curriculum subjects, tutor time and PSHE, enrichment, employer encounters, provider talks and personal guidance. The programme is structured across Years 7 to 11 with clear learning outcomes and is published on the school website. The school uses Unifrog to support research, pathway exploration, activity logging and aspects of application management.

The programme is reviewed regularly through Compass+, student voice, staff and provider feedback, and destination information so that provision remains relevant and aligned with the needs of students and the priorities of the school.

### 5.2 Learning from career and labour market information

Students and parents and carers have access to current labour market information to support informed decision making. This is delivered through curriculum learning, tutor time, careers activities, online resources and Unifrog.

By the time students make key decisions about options and post 16 destinations, they should have had opportunities to understand how labour market information can inform their choices, including information about sectors, job roles, skills demand, progression routes and qualifications.

### 5.3 Addressing the needs of each student

Careers provision is tailored to the needs of all students. The school challenges stereotypes, raises aspirations and ensures that students from all backgrounds can consider the widest possible range of pathways.

Targeted support is provided where appropriate, including for:

- students with SEND
- disadvantaged students
- students with low engagement or attendance
- students at risk of not progressing to post 16 education, employment or training
- other vulnerable groups identified through pastoral, attendance or safeguarding information

The school maintains secure records of participation, guidance and destinations in line with data protection requirements. These records are used to identify gaps, monitor equality of access and inform further intervention.

**5.4 Linking curriculum learning to careers**

Careers learning is embedded across the curriculum. Subject areas make appropriate links between classroom learning, future study, essential skills and employment pathways. This includes drawing attention to where subjects lead, the knowledge and skills they develop, and how they relate to real world contexts.

Staff are supported to strengthen careers links through ongoing development and curriculum planning so that careers education is not confined to discrete events alone.

**5.5 Employer encounters and experiences of workplaces**

Students are supported to take part in meaningful encounters with employers and employees across a range of sectors from Year 7 onwards. These may include talks, workshops, assemblies, projects, mock interviews, enterprise activity and curriculum linked encounters.

Students also access experiences of workplaces through visits, virtual experiences, tasters and work experience or related activity where feasible. The school continues to develop this area in line with national expectations so that students benefit from meaningful exposure to the workplace.

**5.6 Encounters with education and training providers**

Students receive impartial information about the full range of post 16 routes, including sixth form, college, apprenticeships, technical education, vocational study and other approved pathways. Where appropriate, students also encounter higher education providers so that progression routes beyond post 16 are understood in context.

The school's arrangements for provider access are set out in the separate Provider Access Policy Statement published on the school website.

**5.7 Provider Access Legislation**

As an 11 to 16 school, The Vyne will provide the four mandatory encounters required under Provider Access Legislation across Years 8 to 11. These encounters will take place within the statutory timing windows and will enable students to hear directly from providers of technical education and apprenticeships.

Operational details relating to requests for access, facilities, safeguarding arrangements and complaints are contained in the separate Provider Access Policy Statement.

**5.8 Personal guidance**

All students have access to personal guidance from a qualified careers adviser. Every student will have at least one formal guidance meeting by the age of 16, with additional guidance available at key transition points and according to individual need.

Information about personal guidance and how to access it is communicated to students, parents and carers and other relevant stakeholders, including through the school website.

**5.9 Inclusion, safeguarding and data protection**

CEIAG is inclusive and accessible to all students. The school makes reasonable adjustments where needed and ensures that guidance, encounters and experiences are suitable and accessible.

For students with EHCPs, annual reviews from Year 9 onwards will include consideration of preparation for adulthood, including education, training and employment pathways. All encounters, visits and placements will follow safeguarding procedures, including visitor protocols and the principles set out in Keeping Children Safe in Education.

Any personal data gathered as part of the careers programme will be processed and stored lawfully in line with UK GDPR, the Data Protection Act 2018 and school policy.

**6. Collaboration with Parents and Carers**

The school recognises the important role of parents and carers in helping students make informed decisions. Parents and carers are encouraged to engage with careers events, options information, labour market information, post 16 guidance and website resources.

The school communicates key information about the careers programme and routes available so that families can support conversations about future plans with confidence.

**7. Monitoring, Evaluation and Review**

The impact of the careers programme is monitored through student voice, parent and carer feedback, staff and provider feedback, participation data, Compass+ self assessment and destination information.

Evaluation focuses on the impact of careers education on students' knowledge, confidence, aspirations, career readiness and progression, rather than on participation in activities alone. Findings are used to inform improvement planning and targeted support.

The Careers Leader produces an annual CEIAG review for senior leaders and governors summarising provision, key developments, outcomes and priorities for improvement. This policy will be reviewed annually each November and updated earlier where legislation, statutory guidance or school provision changes require this.

**8. Careers Information on the School Website**

The school publishes the following information on its website:

- the name and contact details of the Careers Leader
- a summary of the careers programme and how students, parents and carers, staff and employers can access it
- information about how the impact of the careers programme is measured and reviewed
- the date of the next review of the published careers information
- the separate Provider Access Policy Statement

**9. Review and Approval**

This policy is reviewed annually by the Careers Leader and approved by the governing body each November. It may be updated earlier where changes to statutory guidance, legislation or school practice make this necessary.

**Appendix A - Alignment to the Gatsby Benchmarks**

- **Benchmark 1 – A stable careers programme:** The school publishes and reviews a progressive CEIAG programme.

- **Benchmark 2 – Learning from career and labour market information:** Students and parents and carers access current labour market information through planned activities and resources.

- **Benchmark 3 – Addressing the needs of each student:** Provision is inclusive and targeted support is provided according to need.

- **Benchmark 4 – Linking curriculum learning to careers:** Subject areas make explicit links between learning, skills and future pathways.

- **Benchmark 5 – Encounters with employers and employees:** Students experience meaningful encounters with employers and employees across a range of sectors.

- **Benchmark 6 – Experiences of workplaces:** Students access workplace experiences through visits, tasters, projects and work experience or related activity where feasible.

- **Benchmark 7 – Encounters with further and higher education:** Students encounter colleges, sixth form, training providers and, where appropriate, higher education providers.

- **Benchmark 8 – Personal guidance:** Students have access to personal guidance from a qualified careers adviser, including at least one formal meeting by age 16.