



The Vyne Community School

Careers Information Advice and Guidance (CEIAG) Policy

Reviewed: November 2025
Next Review: November 2026

1. Introduction

The Vyne Community School is committed to delivering high-quality, impartial Careers Education, Information, Advice and Guidance (CEIAG) that empowers every student to make informed, ambitious and realistic decisions about education, training and employment. CEIAG is embedded across the curriculum, enriched by strong partnerships with employers, training providers and further education, and supported by parents and carers. Roles and responsibilities for staff, students, parents/carers and partners are clearly defined. We continuously monitor, evaluate and improve our programme to ensure effectiveness, equity and compliance.

This policy aligns with current statutory requirements and expectations, including the Department for Education (DfE) statutory guidance 'Careers guidance and access for education and training providers' (updated 8 May 2025), the updated Gatsby Benchmarks (from September 2025), the Provider Access Legislation (PAL) requirements for encounters in Years 8–13, and the Ofsted Education Inspection Framework (EIF) for Personal Development. It also takes account of the government's direction of travel on expanding access to meaningful experiences of workplaces.

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

1. Demonstrate Respect in all we do.
2. Strong achievement and outcomes for all.
3. High Expectations of all to be excellent in all we do.
4. Recognise and celebrate effort and achievement.
5. Develop independent, resilient students with self-belief to tackle any challenges in future life.

Our CEIAG programme reflects and advances this vision by broadening horizons, challenging stereotypes, and ensuring every student can access the full range of pathways (academic, technical and vocational).

3. Policy Objectives

- The CEIAG programme at The Vyne equips students to make informed, ambitious and realistic decisions about their next steps. Drawing on the updated Gatsby Benchmarks of Good Career Guidance, our objectives are to:
- Provide a stable, structured careers programme understood by students, parents/carers, staff and governors, and linked to school improvement.
- Ensure access to accurate, up-to-date and impartial information on education, training and employment pathways, including apprenticeships, T Levels and HTQs, underpinned by relevant labour market information (LMI).
- Address the needs of each young person through tailored support, targeted interventions (including for SEND and disadvantaged learners) and effective tracking.
- Embed careers learning in the curriculum so all subjects routinely highlight skills, progression routes and careers relevance.
- Provide meaningful encounters with employers and employees across a range of sectors, reflective of regional and national skills priorities.
- Offer progressive experiences of workplaces (e.g., visits, virtual tours, tasters, placements where feasible) to develop understanding and networks.
- Secure meaningful encounters with further education, higher education and independent training providers so students understand the full range of options.
- Deliver impartial personal guidance from a qualified careers adviser at key decision points (by age 16; signposting post-16), prioritising vulnerable learners.
- Develop employability skills (communication, teamwork, problem-solving, decision-making and self-management) and raise aspirations for all.

4. Roles and Responsibilities

Governing Body: Approves the policy; receives an annual impact report (destinations, Gatsby self-assessment, stakeholder feedback); assures statutory compliance including Provider Access Legislation and website publishing duties.

Headteacher & Senior Leadership Team: Prioritise CEIAG within school improvement; provide staffing/time/budget; champion provider access and curriculum links; monitor impact and equality of access.

Careers Leader – G. Scott (g.scott@vyne.hants.sch.uk): Designs, coordinates and quality assures the programme; oversees Unifrog and tracking; manages partnerships; reports to SLT and governors.

Careers Adviser (Qualified): Provides impartial 1:1 guidance and group sessions; records agreed actions; contributes to SEND reviews and transition planning.

Curriculum Leaders & Teachers: Embed careers in subjects; highlight LMI and progression routes; challenge stereotypes and broaden participation.

SENCO & Pastoral Team: Ensure reasonable adjustments and targeted support for SEND, disadvantaged and vulnerable students; coordinate multi-agency support.

Employers/Providers/Colleges/Universities: Offer encounters, talks, projects, workplace visits/placements; align with PAL and Gatsby expectations; provide feedback.

Parents/Carers: Engage with events and resources; support informed decision-making at key points.

Students: Participate fully in the programme; prepare for encounters; use Unifrog and other tools to research and record learning.

5. Implementation Guidelines

5.1 Programme Structure (Years 7–11)

A progressive programme is delivered through curriculum subjects, PSHE/tutor time and enrichment. Students and staff use Unifrog to log activities, explore pathways and manage applications; destination and impact tracking is maintained securely.

5.2 Encounters and Experiences

- **Employers & Employees:** All students, from Year 7, have at least one meaningful employer encounter each year across different sectors.
- **Experiences of Workplaces:** By age 16, students will have had meaningful experiences of workplaces (visits, virtual tours, tasters; placements where feasible). The school prepares for the Government's direction of travel to guarantee two weeks' work experience for every young person.
- **Further & Higher Education / Training Providers:** By age 16, students will have meaningful encounters with a range of learning providers (sixth forms, colleges, universities and independent training providers).

5.3 Provider Access Legislation (PAL)

In line with statute, pupils must be offered encounters with approved providers of technical education and apprenticeships. As an 11–16 school, The Vyne will deliver the four mandatory encounters across Key Stages 3 and 4 and will signpost and facilitate access to two further encounters post-16 via local partners. Minimum offer and timing windows are:

Key Phase	Mandatory Encounters	Timing Window
Years 8–9	2 (mandatory for all pupils to attend)	Any time in Y8 or between 1 Sept and 28 Feb in Y9
Years 10–11	2 (mandatory for all pupils to attend)	Any time in Y10 or between 1 Sept and 28 Feb in Y11
Years 12–13*	2 (school must put on; optional for pupils)	Any time in Y12 or between 1 Sept and 28 Feb in Y13

*As an 11–16 school, we facilitate access to these encounters through local post-16 partners during transition and follow-up.

Operational details (request process, facilities, safeguarding and evaluation) are set out in the Provider Access Statement (Appendix A) published on the school website.

5.4 Personal Guidance, Inclusion and Safeguarding

All students can access 1-to-1 careers guidance from a qualified adviser; at least one interview is provided by age 16, with priority access for vulnerable learners and at decision points (options, post-16). CEIAG is inclusive and accessible to all; we actively challenge stereotypes, make reasonable adjustments and provide targeted support for SEND, disadvantaged and other vulnerable groups. All encounters and placements follow safeguarding procedures (including visitor protocols and KCSIE). Data is processed lawfully in line with UK GDPR and the Data Protection Act 2018.

6. Collaboration with Parents and Carers

We recognise the vital role of parents and carers in decision-making. The school runs CEIAG events and information sessions, shares high-quality LMI and resources, and communicates the programme and evaluation approach on the website so families can support conversations at home.

7. Monitoring, Evaluation and Review

Effectiveness is monitored through student voice, staff and provider feedback, participation data, Compass/Compass+ self-assessment against the Gatsby Benchmarks, and destinations analysis (intended, immediate and sustained). Findings inform improvement planning and equality impact review. A member of SLT oversees CEIAG and reports to SLT and governors.

We produce an annual CEIAG report summarising activities, participation, outcomes and destinations, shared with students, parents/carers, staff, governors and relevant stakeholders. We publish on our website the programme summary, the Careers Leader's contact details, how impact is measured, and the date of next review. This policy is reviewed annually by the Careers Leader with the governing body.

Appendix A – Provider Access Statement (Summary)

Purpose: To meet our legal duty to provide encounters with approved technical education and apprenticeship providers and ensure pupils hear about all routes.

Requests for Access: Email the Careers Leader with proposed content, preferred dates, safeguarding/staffing needs and technical requirements. Encounters occur within the standard school day to ensure equitable access.

Facilities & Safeguarding: Suitable rooms/IT provided. Visitors follow safeguarding/visitor protocols; materials must be impartial and age-appropriate.

Evaluation: Short feedback forms for students and providers; findings inform programme improvement and governor reporting.

Appendix B – Alignment to the Updated Gatsby Benchmarks (Overview)

Benchmark 1 – A stable careers programme: Published CEIAG programme; website information (Careers Leader details, impact measures, review date); annual report to governors; improvement cycle using Compass/Compass+.

Benchmark 2 – LMI: Access to current labour market information for students and parents/carers; sequenced use of LMI in each key stage; Unifrog research and logging.

Benchmark 3 – Addressing needs: Targeted support for SEND, disadvantaged and vulnerable learners; personal guidance prioritised at key points; participation tracking and destination monitoring.

Benchmark 4 – Curriculum links: All subjects explicitly connect learning to careers and progression; staff CPD to strengthen careers in the curriculum.

Benchmark 5 – Employer encounters: Annual meaningful employer encounters from Year 7; diverse sectors aligning with regional/national skills priorities; student preparation and reflection.

Benchmark 6 – Workplaces: Progressive experiences of workplaces (visits/virtual/placements where feasible); preparation and debrief; adherence to H&S and safeguarding.

Benchmark 7 – Further and higher education: Encounters with sixth forms, colleges, universities and independent training providers; support for transition and applications.

Benchmark 8 – Personal guidance: At least one 1-to-1 guidance interview by age 16; signposting post-16; records integrated with CEIAG tracking and SEND planning.