

CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

Approved by:

Local Governing
Board

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Careers Education, Information Advice and Guidance Policy

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Rationale

CEIAG makes a major contribution in preparing young people for the opportunities, responsibilities, and experiences of life, in order to help them make a successful transition to adulthood.

High quality provision should include the following elements from the Gatsby Benchmarks:

1. A stable career 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. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

The programme should also be regularly monitored, reviewed and evaluated using the Compass self-audit tool, feedback from students, staff, parents/carers and other stakeholders.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims

Our aim is to help students, through careers work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Raise aspirations and increase motivation to enhance their opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills
- Provide opportunities for students to explore a variety of post-16 pathways including further and higher education
- To not become NEET individuals (Not in Education Employment or Training)

Statutory Duties

We will fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial careers information. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employer engagement providers and all pupils having access to a Unifrog account.
- Publishing the arrangements for training providers to access students on our website.
- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Governing Body

In line with Section 42A of the Education Act 1997, the governing body must: -

- Ensure all registered pupils of the school are provided with independent careers information and guidance from year 8 onwards.
- Ensure careers information is presented in an impartial and unbiased manner
- Ensure careers information includes the range of education of training options and apprenticeship opportunities
- Ensure careers information and guidance promotes the best interest of the pupils to whom it is given
- Provide clear advice and guidance to the Headteacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

All Governing bodies have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. The Governing body is encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the Governing body. The nominated individual from the Governing body should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- SEN/ Learning support policy
- Equality and Diversity policy
- School Improvement Plan
- Safeguarding policy
- Health & Safety policy

Commitment

CEIAG is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority at Downham Market Academy. We are committed to ensure every student receives maximum benefit from the programme of careers education activities and we do this by using a whole school approach involving parents, carers, external CEIAG providers, employers and any other agencies or individuals deemed appropriate.

- **Organisation, management and staffing**
The careers provision is managed on a day-to-day basis by the Head of Careers who reports directly to the Acting Head of School who has the overall management of careers strategy through the school improvement plan. The Head of Careers develops links with PSHE to ensure careers elements are delivered through the programme to all year groups.
- **Staff development and CPD**
All opportunities for staff to take part in careers CPD are discussed at SLT level, with time allocation during INSET and in half termly staff training updates for careers and PSHE. External careers training opportunities are only offered with express agreement from the Head Teacher and at his discretion.
- **Resources**
An annual budget is set and agreed by SLT. All monetary requests are made by purchase order through the ELA Financial Procedures.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -11.
- Employer Engagement and Work-Related Learning for Years 7 -11
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self-improvement as a learner
 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments
 - **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities

- **Access to a qualified specialist source of impartial careers guidance.** The guidance adviser should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 8 -11 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](http://NationalCareersService.gov.uk), [icanbea](http://icanbea.com) and [Amazing Apprenticeships](http://AmazingApprenticeships.com)

Outcomes, Monitoring, Review and Evaluation

Monitoring, reviewing and evaluating the careers programme is the responsibility of the Head of Careers and is carried out in order to ensure that quality and consistency of the careers programme is maintained throughout the whole school. The outcomes are

measured against the Gatsby Benchmarks and the CDI (Careers Development Institute) Framework so ensuring continuous improvement. The methods of measuring these outcomes can include parent and student surveys, staff feedback, destination data analysis and completing Compass+ (Gatsby Benchmarking tool) three times across the academic year

Partnerships, Stakeholders and Employer Engagement

At DMA we work in partnership with the following agencies:

- County Council in respect of their provision of Destination Data and their Transition Team in provided specialised support for a targeted group of students.
- As an Opportunity Area we are allocated an Enterprise Co-ordinator and Enterprise Advisor who we work with in conjunction with local employers to ensure that our students achieve the expected employer engagement.
- Further and Higher education providers in order to explore student's aspirations when leaving DMA and providing up to date information of their offer, as well as off site experiences and taster days.
- NEACO to provide students opportunities to engage with higher education.
- Training providers who can offer specialist information to students ie. Futures First, Form the Future and Young Enterprise.
- Local companies and businesses
- Unifrog
- The local Job Centre in order to provide LMI information and support

Engaging with Parents/Carers

At DMA we recognise that parents and carers can have the most important influence on a young person's career choices. We understand the importance of involving parents and carers in specific discussions to ensure that the best possible outcomes can be secured. Our website has a section for parents and carers, which has all up to date information from work experience opportunities to post 16 information. All careers information is sent out via Edulink to all parents as deemed necessary. Heads of Year and SLT are often available at parents' evenings to also respond to any concerns and queries that parents or carers may have.

Communication

Students receiving individual emails of necessary information via the school email system and have year group Personal Development Teams where key information is recorded and saved. The Head of Careers networks through the Enterprise Coordinator in order to communicate with local businesses and other partners, as well as engaging via the telephone and face-to-face at regular business network events or careers fairs. Through the Provider Access Policy Statement, all businesses and education providers are able to approach the school in order to inform students about all pathways that are available to them. All information is placed on the DMA website.

Vulnerable Groups

Some students, who are deemed to have additional needs, will be identified by DMA and each case will be supported to access the careers provision as required. The Head

of Careers will work with the SENDCo to determine what the needs are to ensure that a tailored provision is supportive and effective to the individual.

APPENDIX 1 | Definitions of terms used in this policy

Government Definition

"Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services."

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools*: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG) - IAG can be delivered by a number of people in and out of the school environment – for example:- careers leaders, tutors, teachers, house managers, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, careers fairs, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

APPENDIX 2 | Learners' Entitlement

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and

how this affects the choices you make

- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education, apprenticeships and jobs
- Be able to make effective applications for apprenticeships, jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons during PSHE, activities or opportunities
- Access to a dedicated Careers professional based on the school site
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school
- A range of experiences of work and opportunities to meet employers inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise Programme
- Given extra help if you have additional / special needs

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

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, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, 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 best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student 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 student should have opportunities for guidance interviews with a career 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.

APPENDIX 4 | THE CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.



CDI Career Development Framework and the Gatsby Benchmarks (Figure 3)

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.		Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.		
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
6. Experiences of workplaces	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

