

Careers Education, Information, Advice and Guidance (CEIAG) Policy



Policy prepared by:	Mrs C Tomey, Assistant Headteacher
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Responsible Officer:	Mrs C Tomey, Assistant Headteacher

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1 Rationale for Work-Related Learning

- 1.1 A young person's career reflects the progress they make in learning and work. At Laurence Jackson School, Careers Education refers to a range of actions to educate people on the potential careers available, the different routes to qualification, develop career management skills and explore their own career potential.
- 1.2 It is part of the vision and mission of the school that all students have access to a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

2 Vision and Commitment

- 2.1 This policy covers the Careers Education, Information, Advice and Guidance given to all students at Laurence Jackson School. Here, we are committed to delivering high-quality, impartial and inclusive Careers Education, Information, Advice and Guidance (CEIAG) to support all students in developing the knowledge, skills and attitudes to make informed decisions about their future. Our vision is for every student to leave our school inspired and equipped to pursue their ambitions, confident in navigating their next steps in education, employment or training. You may wish to refer to 'Appendix 1 – The Big Picture' for a summarised view.
- 2.2 We are committed to raising aspirations and achievement, enhancing student engagement and wellbeing, ensuring the number of NEETs remains low and the number of positive destinations is high and strengthening our employer and community partnerships.
- 2.3 Laurence Jackson School endeavours to follow best practice guidance from the career's profession, from other expert bodies such as Ofsted and from Government departments. CEIAG is as much about aspiration and inspiration as it is about advice. Laurence Jackson School believes in every student considering a broad ambitious range of careers and in developing high aspirations.

3 Aims

- 3.1 The CEIAG policy aims to meet all students' needs at Laurence Jackson School. Activities are adapted and personalised to ensure progression in their career learning and development and to strengthen their motivation, aspirations and attainment at school.
- 3.2 **The CDI's Career Development Framework** describes the six career development skills which people need to have positive careers. Laurence Jackson School observes the learning aims outlined in this framework and aims to help students grow throughout their lives, explore their possibilities, manage their career, create opportunities, balance their life and work and see the big picture.



4 Careers Entitlement

4.1 All students at Laurence Jackson School are entitled to:

- Access a stable careers programme from Year 7 onwards
- Receive impartial and up-to-date information on post-16 options
- Participate in meaningful encounters with employers and FE/HE providers
- Receive personalised guidance from a qualified Careers Adviser
- Explore a broad range of pathways including apprenticeships and vocational training
- Develop employability skills through a structured curriculum and workplace experiences (See Appendix 2 + Appendix 3 for further information on workplace activities and experiences)

5 Curriculum and Careers Education Provision

5.1 The Careers Education Programme is delivered through:

- Learning for Life Lessons, form time, assemblies and off-timetable events throughout the year (e.g. an annual Careers Conference and Making Opportunities Conference)
- Dedicated career sessions
- Interactive employability workshops, employer encounters and sector-specific visits
- 1:1 guidance meetings by a Level 6 qualified professional, particularly in Year 11.
- A Work Experience Programme

5.2 All subjects are expected to deliver work-related aspects of their curriculum, giving real world career examples of the subject content.

6 Promoting Equality and Challenging Stereotypes

6.1 Laurence Jackson School is committed to ensuring all students progress into their chosen career path. We acknowledge that certain groups of students may need extra help and / or guidance and these groups will be targeted and given differentiated CEIAG as appropriate. Groups may include pupil premium; those in danger of not being in education, employment or training (NEET); most able; students who learn English as an additional language (EAL); looked after children; young carers and students with special educational needs and disabilities (SEND) / learning difficulties and disabilities (LDD).

6.2 Laurence Jackson School promotes CEIAG that:

- Encourages all students, regardless of background or ability, to explore a wide range of opportunities.
- Challenges gender and cultural stereotypes in career pathways
- Celebrates diversity in the world of work and supports inclusive practices.

Laurence Jackson School works to address stereotypes and inequalities that could exist across different courses and jobs, by offering targeted activities which actively challenge stereotypical thinking and raise aspirations. This is to ensure that students from all backgrounds, gender and diversity groups consider the widest possible range of careers.

6.3 Activities targeted at specific groups take place throughout the year, for example:

- Apprenticeship Assembly and IAG sessions
- Higher Education (Universities, degree apprenticeships) / College / Training Providers Open Events and Visits
- Individual Careers appointments with a qualified, independent and impartial Careers Advisor (Progress Careers)
- Visiting Speakers
- Employer Visits
- Career Convention
- Mock Interviews
- Extra-Curricular
- STEM Events

7 Impartial Career Guidance

Laurence Jackson School affirms its commitment to impartial careers guidance provided by a Level 6 or above qualified professional, registered with the **Career Development Institute**. All advice is student-centred and free from bias.

Progress Careers plays a key role in supporting Laurence Jackson School to provide high-quality and impartial careers support. A summary of their role is outlined below:



- **Independent and impartial career guidance:** Progress Careers provides qualified careers advisers who offer impartial 1:1 guidance interviews, ensuring students receive advice that is in their best interests and free from institutional bias.
- **Gatsby Benchmark Alignment:** Deliver on Gatsby Benchmark 8 (Personal Guidance) by delivering structures and timely career meetings for students in Year 11
- **Labour Market Information:** Progress Careers delivers up-to-date local and national labour market information to help students make informed decisions about their futures.
- **Targeted Support for Key Groups:** They provide focused support for students at risk of becoming NEET (Not in Education, Employment or Training), as well as those with SEND or other vulnerabilities.

8 DfE and Gatsby Benchmarks

The Department for Education (DfE) provides statutory guidance for schools and colleges on providing careers guidance. The guidance outlines the benefits of using the Gatsby benchmarks as a framework to help schools plan their Careers Education and Laurence Jackson School accepts these benchmarks as indicators of effective careers education, information, advice and guidance. The Gatsby benchmarks form the basis of our provision and we endeavour to ensure we meet all requirements and set targets, based on areas for development.

The Gatsby benchmarks are:

Benchmark 1	A stable careers programme
Benchmark 2	Learning from career and labour market information
Benchmark 3	Addressing the needs of each pupil
Benchmark 4	Linking curriculum learning to careers
Benchmark 5	Encounters with employers and employees
Benchmark 6	Experience of workplaces
Benchmark 7	Encounters with further and higher education
Benchmark 8	Personal guidance

9 Enterprise / STEM Activities

Enterprise and STEM activities will run alongside all other career activities to ensure students get as much information and advice from as many different sources as possible. Activities will be planned as they arise and may include:

- External speakers
- Enterprise competitions
- Young enterprise
- Liaising with companies to work specific projects
- Specific STEM related career events

10 Management, staffing and CEIAG delivery

Role	Name	Contact
Assistant Headteacher	Charlotte Tomey	01287 636361
Careers Education Coordinator + Career Adviser	Helen Mitchinson	careers@laurencejackson.org

The programme is managed and developed by an Assistant Headteacher, supported by the Careers Education Coordinator, who is responsible to the Assistant Headteacher. The Careers Lead is responsible for:

- Providing strategic oversight.
- Ensuring the regular evaluation and monitoring of the CEIAG provision.
- Leading on the CEIAG strategy across all year groups.
- Keeping up to date on statutory DfE guidance regarding CEIAG.
- Overseeing service level agreements and statutory reporting.

The Careers Education Coordinator supports the Assistant Headteacher with the delivery of the careers programme, careers administration and work-related learning. The Careers Education Coordinator coordinates The Work Experience Programme, and more information for this compulsory part of our curriculum can be accessed in Appendix 1.

This area of school is supported by a link governor. The Governing body are responsible for:

- Ensuring that the school has a clear policy on Careers Education, Information, Advice and Guidance and that it is clearly communicated.
- Monitoring and supporting the implementation and impact of the CEIAG programme.
- Holding the Careers Leader accountable for quality and statutory compliance.

CEIAG is contributed to by the following staff groups in school:

- Form Tutors
- Subject Leaders
- Subject Teachers
- Learning for Life Subject Lead
- Pastoral Leaders and Year Managers

Careers information is centrally managed and stored in the Careers Office, which is accessible to all students during designated times throughout the school day. Students may also request additional resources or support directly from the Careers Team or by accessing the careers section of our website.

11 Student Involvement in CEIAG

We also work to ensure that all students, including those with additional needs and from disadvantaged background, are active participants in shaping, evaluating and benefitting from high-quality careers provision. This is categorised into the following:

- **Student Voice and Leadership –**

Careers Ambassadors are students from years 7-11 who work with the careers team to:

- Promote CEIAG events across the school
- Support the organisation of employer encounters and career conferences
- Provide feedback to SLT on the careers provision

- **Inclusive participation for SEND and disadvantaged students –**

- Careers activities and employer encounters will be differentiated as needed
- Students may receive additional support via 1:1 guidance and tailored experiences.
- Close partnership with the SENDCo and external agencies ensures meaningful pathways
- Guaranteed access to encounters, mentoring opportunities and college taster days
- Targeted tracking and personalised support to ensure no missed opportunities
- Prioritised for funded trips and workshops

- **Evaluation and feedback –**

- All students are encouraged to complete post-event evaluations.
- All students are encouraged to complete the Future Skills Questionnaire annually.
- Student feedback will directly influence planning and continuous improvement of provision.

12 Stakeholder engagement

We maintain active relationships with:

Stakeholder	How relationships are maintained
Parents and carers	We engage parents/carers as key partners in supporting and enhancing their child's career journey. This includes the following areas: • Communication and access to information - Regular communication via Parental Bulletin, e-mails, social media and the school website; A dedicated parent and carer area within the Careers section of our website, providing tailored guidance, resources, and updates to support their child's career journey; parent/career information evenings; access to the school careers team for queries and support; they are also welcome to contact the Careers Team directly for up-to-date information, guidance, or specific enquiries. • Involvement in careers activities - invited to speak about their careers during events such as Careers Week/Career conference; encouraged to support the Work Experience Programme, mock interviews and workplace visits via their employer networks. • Guidance and support – Academic review evenings include CEIAG input and access to external providers and colleges; meetings with the careers team at SEND Coffee Mornings to ensure clarity on support and progression; careers guidance as part of Year 11 EHCP review meetings. • Consultation and feedback – parent/carers feedback requested on CEIAG effectiveness to inform evaluation.
External Guidance Provider (Progress)	Partnership agreement with Progress Careers; referrals for targeted support; service level review meetings; planning meetings.

Careers) and Local Authority	
Further/High Education Providers	Collaboration on joint events such as careers conference, taster days, transition programmes, assemblies, open day promotion, on-site talks, university outreach sessions, coordination of activities for raising aspirations.
Training providers and apprenticeship services	Career conference; assemblies; compliance with Provider Access Legislation to ensure equal access.
Employers	Work experience placements; employer talks; mock interviews and CV workshops.
Business Partnerships	Engagement with national and local initiatives (e.g. The High Tide Foundation/NYBEP) to broker employer-student connections; participation in structures programmes like virtual employer encounters, workplace visits and sector weeks.

13 Tracking and Monitoring

10.1 The CEIAG programme is reviewed annually by the Careers Leader.

- Evaluation is informed by:
 - Student voice and parent feedback
 - Destination data (NEET % and positive destinations)
 - Compass+ audit and Gatsby Benchmark ratings
 - External quality standards (e.g. Quality in Careers Standard where applicable)
 - Internal Leadership Reviews

Improvement targets are set and integrated into the annual Careers Action Plan, which links to wider school priorities.

14 Provider Access Policy

Laurence Jackson School adheres to the Baker Clause, ensuring providers of apprenticeships, technical education, and higher education can access students for the purpose of informing them about their offer. Details are outlined in our **Provider Access Policy**, available on the school website.

Appendix 1: Careers at LJS – The Big Picture

Our Vision

Inspiring and equipping ever student

LJS is committed to delivering high-quality, impartial and inclusive guidance to support informed decision making for future education, employment or training.

Raising Aspirations & Wellbeing

The vision focuses on enhancing student engagement and personal wellbeing while ensuring high numbers of positive student destinations after school.



Student Entitlements



A stable programme from Year 7

Every student is entitled to access our careers programme, starting in their first year at LJS.

Impartial Post-16 Information

Students receive up-to-date details on all pathways, including A Levels, V Levels, T Levels, apprenticeships and higher education.

1:1 professional guidance

Personalised sessions are provided by a qualified professional to ensure unbiased, student-centred advice.

How our Careers Education is delivered

Integrated classroom learning

Delivered through our Learning for Life curriculum, form time, and within individual subjects to show real-world career examples.

School Events

Includes assemblies, off-timetable events, Career Conference and Making Opportunities Conference.

Interactive Experiences

Students engage in employability workshops, employer encounters and sector-specific workplace visits.

Work Place Activities at KS3

All students in KS3 will benefit from a variety of 'Work Place Activities'. These typically take place in the school day and are delivered on school-site by visiting professionals. The purpose of these is to help students learn about jobs, develop important work skills and prepare for their future progression.

Work Experience in KS4

A compulsory step into the professional world is our Year 10 Work Experience Programme. This focuses on developing self-confidence and core employability skills.

Students take the lead in finding their own placements, supported by parents / carers and school preparation sessions.

Professional preparation including writing CVs, interview techniques and employability skills are focused on in our Making Opportunities Conference prior to Work Experience.



Partnering with parents / carers

- Stay informed via our website, Facebook and ClassCharts
- Get involved as an expert. Parents / carers are invited to speak in school or to support us through their own employer networks.
- Collaborative guidance – Parents / carers play a vital role in supporting work experience and speaking to their children about their career-related learning

Key Contacts



Charlotte Tomey
Assistant Headteacher

Helen Mitchinson
Careers Education Coordinator

careers@laurencejackson.org
01287 636361

Appendix 2: KS3 Work Place Activities

At Laurence Jackson School, the KS3 Workplace Activities Programme is an important part of our careers education provision. The programme is designed to introduce students to the world of work, raise aspirations, and help them develop the knowledge, skills and behaviours needed for future success. It is planned and coordinated by an Assistant Headteacher, supported by the Career Education Coordinator, in partnership with curriculum departments, employers and training providers.

Each encounter will provide students with an opportunity to:

Find out about a specific job role or sector	Learn about routes to qualification / employment	Complete a structured workplace activity, set by the employer	Receive employer feedback	Reflect on their work
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Equal Access

All students, regardless of gender, culture, social background, special educational needs, disability, or physical ability, are entitled to equal access to our KS3 Workplace Activities Programme.

Purpose and Aims

Through a range of workplace-related activities, students gain an understanding of different career pathways and develop essential employability skills.

Key Learning Outcomes

Workplace activities in Key Stage 3 are valued as meaningful learning experiences that contribute to students':

Increased awareness of careers and employment opportunities

- Understanding of different sectors and job roles
- Development of self-confidence and aspiration
- Acquisition of essential employability skills
- Improved communication and teamwork skills
- Personal and social development
- Ability to make informed decisions about future learning and career pathways

Student Participation	Student Preparation
Students in Years 7, 8 and 9 will participate in a range of workplace-related activities KS3. These may include: • Employer encounters • Careers fairs and careers events • Enterprise and employability workshops • Workplace visits and industry tours • STEM and sector-specific activities • Curriculum-linked employer engagement activities	Prior to participating in workplace activities, students will receive guidance appropriate to the nature of the event. This may include: • Information about the organisation or sector involved • Expected standards of behaviour and conduct • Health and safety information where applicable • Guidance on asking questions and engaging professionally • Reflection activities to maximise learning outcomes

Student Responsibilities

Students are expected to:

- Participate fully and positively in all workplace activities
- Demonstrate respect and professionalism when engaging with visitors and employers
- Follow all school and venue expectations
- Complete any preparatory or follow-up activities required
- Reflect on and evaluate their learning experiences

Health and Safety

The school is committed to ensuring that all workplace activities are conducted safely and appropriately.

School Responsibilities

The school will:

- Ensure activities are suitable for the age and needs of students
- Complete appropriate risk assessments where required
- Obtain parental/carers consent for off-site visits where necessary
- Provide safeguarding and health and safety information before activities
- Ensure all visiting speakers and organisations comply with school safeguarding procedures

Employer and Provider Responsibilities

Employers, providers and partner organisations will be expected to:

- Deliver accurate and impartial information about careers and opportunities
- Provide safe and appropriate learning experiences
- Follow safeguarding expectations when working with students
- Support students in developing their understanding of the workplace

Parental/Carer Responsibilities

Parents/carers are encouraged to:

- Support their child's participation in workplace activities
- Discuss careers and future aspirations at home
- Return consent forms for visits and activities when required
- Encourage positive engagement with employer-led opportunities

Monitoring and Evaluation

The impact of the KS3 Workplace Activities Programme is regularly reviewed through student feedback, employer evaluations, staff reflections, and destination tracking. This ensures activities continue to meet the needs of students and support the school's careers programme.

Appendix 3: The KS4 Work Experience Programme

Work Experience Programme

At Laurence Jackson School, the Work Experience Programme is an essential component of our careers provision, designed to meet the diverse needs of our students. It is planned and implemented by the Careers Education Co-ordinator, in close collaboration with external agencies, local employers, and parents/carers.

Equal Access

All students, regardless of gender, culture, social background or physical ability, are entitled to equal access to the Work Experience Programme.

Purpose and Aims

Work experience supports the Careers and Work-Related Learning department's overarching aim of preparing students for the opportunities, responsibilities, and experiences of adult life. It plays a vital role in equipping students with the skills and experiences necessary for success beyond school.

Key Learning Outcomes

Work experience in Key Stage 4 is valued as a meaningful learning experience that contributes to students':

- Development of self-confidence
- Acquisition of employability skills
- Engagement with careers education and guidance
- Personal and social development
- Ability to build relationships beyond the school environment

Student Preparation

Students will receive a comprehensive briefing which includes guidance on:

- Finding and organising a placement
- Expectations and conduct during placement
- How to complete their Work Placement Diary

Student Responsibilities

It is the responsibility of students to secure their own placement, with support from parents/carers. Preparation is embedded into the **Year 10 Making Opportunities Conference**, as well as the form time curriculum. These sessions include:

- Writing CVs and letters of introduction
- Interview techniques
- Preparing for the work environment
- Understanding employer expectations

After the placement, students are expected to evaluate their experience and send a formal letter of thanks to their employer.

Participation

The work experience programme is **compulsory** for all Year 10 students.

Health and Safety in Work Experience

To ensure student safety and welfare, the school and employers must follow rigorous procedures and responsibilities:

School Responsibilities

The school will:

- Ensure all placements are appropriate for the age and ability of students
- Confirm that each student has parental/carer consent
- Deliver safeguarding and health and safety briefings prior to placement

Employer Responsibilities

Employers will be required to:

- Provide formal consent for student participation
- Supply accurate placement details (including PPE requirements)
- Share a valid Employer Liability Insurance certificate
- Deliver a health and safety induction on the student's first day
- Appoint a named supervisor and point of contact for the student

Student Responsibilities

Students will:

- Identify and secure a suitable work placement
- Complete and return all required documentation within deadlines
- Adhere to all health and safety requirements of the placement and school
- Conduct themselves professionally and represent the school with maturity

Parental/Carer Responsibilities

Parents/carers will:

- Support their child in sourcing and securing a placement
- Oversee the completion and return of paperwork by stated deadlines
- Complete the school's online visits consent form, declaring any relevant medical conditions

Key Contacts

If you have questions or need support with placements, please contact:



Miss H Mitchinson, **Careers Education Co-ordinator** – careers@laurencejackson.org



School Office, asking for Miss Mitchinson – 01287 636361