Trust Policy

CEIAG Policy

Approver: Trust Board
Review Cycle: Annual

Revision History

Date	Version	Short Description of Changes	Approved by:
Oct 09	1.0	Adopted	Governors
Dec 12	2.0	Rewritten in light of the Education Act 2011	Governors
Jan 15	3.0	Adopted	Governors
Jan 18	4.0	New version	Governors
Jun 21	5.0	Updated	Governors
Apr 23	5.1	Updated, appendices C & D added	EEC
Jul 24	5.2	No changes	EEC
Apr 25	5.3	Updated to reflect current Trust Structure	Trust Board

This Policy Applies To:

Secondary Schools
Centralised Trust Employees
Trustees & Governors

Document Management Information

Applicable to:	All secondary schools
Development and Consultation:	Developed in line with statutory guidance from the DfE
Dissemination:	Available on the Trust website and internally on the staff hub, staff will be notified via latest news
Implementation:	To be used in the planning and management of careers advice
Training:	Relevant staff will have training in line with the requirements for their role
Review Frequency:	Annually
Based on:	Version 5.2
Policy Author:	Trust Compliance Officer
Executive Policy Owner:	Chief Operating Officer
Approval by:	Trust Board
Version	5.3
Approval Date:	23 April 2025
Next Review Due:	April 2026
School based policy	Schools should adopt the template provider access statement and publish this on their website

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

Updated to reflect current Trust Structure

1   Context

1.1   The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Years 7-13. In Coast and Vale Learning Trust's (the Trust) context this applies to our students in Years 7-13. Although not all settings offer education beyond year 11. Careers guidance must be presented in an impartial manner and promote the best interests of learners. Careers guidance must include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

1.2   This policy has been drafted with due regard to the DfE statutory guidance document "Careers guidance and access for education and training providers".

1.3   The CEIAG Policy should be read in conjunction with:

- The Gatsby Benchmarks for CEIAG (Appendix C)

- Child Protection Policy

- Equalities Policy

- Data Protection Policies

- Work Placement (where offered)

- School's Provider Access Policy

2   Policy Aim:

2.1   The Trust aims to provide outstanding careers education, information, advice and guidance in order to ensure that each young person has high aspirations and is fully prepared for their next steps in learning, training or employment beyond their time at our schools. Activities related to CEIAG run through our whole school Raising Aspirations Strategy.

3   Roles and Responsibilities

3.1   The Trust Board

3.1.1 Are responsible for providing clear guidance to school leaders on careers. This requirement is met by this policy on Careers Education Information and Guidance (CEIAG). The approval of the policy has been delegated to the Educational Effectiveness Committee.

3.1.2 Will ensure that each Local Governing Committee in secondary settings will have a lead who takes a strategic interest in careers education and guidance and encourages employer engagement.

3.1.3 make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds – as relevant to the setting) and students aged up to 25 with an education, health and care plan

3.1.4 must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships – the Baker Clause this is done via the Provider Access Policy

3.2 Local Governing Committees

3.2.1 Approve the School's Provider Access Policy

3.2.2 Are responsible for monitoring careers activities at a school level. Will support school leaders to monitor the impact of the eight Gatsby Principles and this policy.

3.3 Trust Executive Leadership Team

3.3.1 Responsible for writing and updating the CEIAG Policy on an annual basis.

3.3.2 Responsible for developing a strategic careers plan and this is developed inline with the Gatsby Benchmarks.

3.3.3 Supporting schools to measure the impact of the benchmarks.

3.4 Headteachers

3.4.1 Ensures that there is a Careers Leader who has the skills, commitment and backing from the senior leadership team, including protected time that enables the Careers Leader to carry out their role effectively.

3.4.2 Ensures that careers is appropriately funded in their budgets.

3.4.3 Ensures that there is a Provider Access Policy that is reviewed annually based on the DfE template. This should be done in the Autumn term, approved by the Local Governing Committee and uploaded to the School's website by 31 December.

3.4.4 Ensure that the school website has the details of the careers programme, who the careers lead is and what their contact details are and that this is kept up to date.

3.4.5 Work with the Trust Executive Leadership Team to translate the strategic plan into an operational document for their school. This document should show how the careers programme will be implemented and how its impact will be measured

3.4.6 Work with the Careers lead to embed the eight Gatsby Benchmarks and ensure that learners are given access to a range of colleges and training providers to understand about apprenticeships and Technical qualifications in line with the Benchmark number seven and the Baker Clause.

3.5 School Senior Leaders with Responsibility for Curriculum Design

3.5.1 Monitoring takes place throughout the academic year. Monitoring is undertaken by the Deputy Headteacher and other school leader with a delegated responsibility for CEIAG.

3.5.2 Recommendations and additions to the CEIAG strategy should be submitted to the Deputy Headteacher or other school leader with a delegated responsibility for CEIAG.

3.5.3 responsible for the effective deployment of resources to maximise the use of the careers budget.

3.6 Careers Lead in Schools

3.6.1 Have a good working understanding of the statutory guidance on careers as referenced in 1.2 available from DfE websites.

3.6.2 Is using the Gatsby Benchmarks to help assess and shape the careers offer in their school.

3.6.3 Works with colleagues to ensure that the principles and ethos of the Gatsby Benchmarks are embedded across the school

3.6.4 Uses the CDI framework to support colleagues with the delivery of CEIAG throughout the curriculum

3.6.5 Annually reports to the Headteacher / Trust Executive Leadership Team / EEC on progress towards the benchmarks.

3.6.6 Ensure the careers offer includes impartial and accurate information about technical qualifications from a variety of education and training organisations in line with the "Baker Clause".

3.6.7 Works with the Headteacher to assess the impact this policy and the eight Gatsby Benchmarks re having.

3.7 All Staff

3.7.1 Contribute to CEIAG through their roles as mentors, subject teachers or Heads of Year. Staff are provided with support materials to assist with the delivery of CEIAG activities throughout the academic year. These can include guidance sheets, updates on national strategies, option booklets and briefings during weekly training sessions.

4 Commitment:

4.1 To develop a whole school approach to CEIAG by providing a planned programme of activities within and outside the curriculum by:

- Providing a comprehensive curriculum programme relating to clear learning outcomes for careers education, defined by the CDI framework – (Appendix D)

4.2 The Trust's secondary schools will allow access to independent and impartial careers guidance from a well-qualified and independent careers advisor.

- Supporting learners to make a successful transition to Post-16 or Post-18 pathways through pastoral and mentoring systems.

- Strategically managing and coordinating the services from commissioned and publicly funded free at source providers to ensure best use of resources.

- Achieving, and maintaining currency of, a nationally accredited Quality in Careers Standard.

5   Careers Education, Information, Advice and Guidance Policy and Procedures

5.1   Rationale for CEIAG

5.1.1 "*Academies have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions.*" The Education Act 2011

5.1.2 "*You're only going to get youngsters to achieve well - particularly in the average to low ability range - if you show them what the end result of their studies will be.*" Sir Michael Wilshaw, OFSTED March 2014

5.2   Links with other policies

5.2.1 The policy for CEIAG supports and is itself underpinned by a range of key policies such as those stated on page 1 of this policy.

5.3   Gatsby Benchmarks

5.3.1 The Trust is committed to all schools meeting the eight Gatsby Benchmarks. Details of how this is to be met with be in the Strategic plan developed by the Trust Executive Leadership Team as well as how their impact will be measured.

5.3.2 The eight 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 4: Encounters with employers and employees

- Benchmark 6: Experiences of workplaces

- Benchmark 7: Encounters with further and higher education (the Baker Clause)

- Benchmark 8: Personal guidance

5.4 Student entitlement

5.4.1 All schools within the Trust will contract an external, matrix accredited, independent and impartial careers guidance service, who supports students to aim high in their career goals and aspirations. The school will appoint a Senior Leader / Senior Teacher to facilitate the delivery of high quality careers education.

5.4.2 Teachers and Senior Leaders will support students' career development in a number of ways including**:**

- Information and discussion in lessons, mentor groups and assemblies to help students make decisions about their future.

- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions and enrichment activities during Immersion days and a post- results service.

- Careers information and online careers programmes such as the National Careers Service.

- Information and updates on notice boards, plasma screens, displays and websites.

5.5 Parent/Carer entitlement

5.5.1 **Parents have access to careers advisers in a variety of ways including:**

- Individual meetings

- Drop-in sessions and results service

- Careers information and IT based careers programmes

- Information will be available to parents/carers via website and social media as appropriate

5.6 Equality and Diversity

5.6.1 We have a commitment to advancing and achieving equality of opportunity for all learners / carers / associated persons, staff, governors and visitors.

5.6.2 We believe that all people are of equal value. We will promote equality of opportunity, celebrate diversity and challenge stereotypes. Careers programmes are designed to meet the needs of all learners. Activities such as careers interviews and employability masterclasses are differentiated and personalised to ensure all learners progress in their career learning and development, and to strengthen their motivation, aspirations and attainment at the school.

5.7 Place within the Curriculum and Mentor Time

5.7.1 The careers curriculum has been devised following the guidance of the CDI National Framework (Appendix D) for all year groups and is delivered as part of the Personal Development curriculum. This is supplemented by the following curriculum activities;

- Programme of assemblies,

- Mentor group sessions,

- Enrichment workshops (C.V preparation, career pathway research and college and apprenticeship applications).

5.8 Related outside activities and opportunities

5.8.1 Inset for staff includes a number of outside agencies such as, local colleges and other providers.

5.8.2 Careers cafes, careers fairs and other events, which include a wide variety of companies and apprenticeship providers, may also attend offering advice and guidance.

5.8.3 Schools may also organise specific events for parents/carers and students to provide specialist support.

5.9 Monitoring and tracking of young people

5.9.1 The Senior Leader with responsibility for CEIAG will at the end of Year 11 (and 13 in settings with post-16 education), the school tracks student's intended destinations, courses and where they attend in the next academic year. Agreements are in place with external Post -16 and post-18 providers to inform the school of students applying and attending their colleges or training institutes. The Trust has data-sharing protocols with North Yorkshire County Council to ensure the exchange of relevant progression data in the best interests of young people.

5.10 Provision of external and Independent careers guidance

5.10.1 The school invites an external, matrix accredited, independent Careers Advisor to conduct careers interviews. This service is quality assured annually. The Careers Advisor produces a bespoke Careers Action Plan for each student. Students are also encouraged to access online careers guidance from the National Careers Service and the National Apprenticeship sites.

5.11 Other formal and informal partnerships

5.11.1 The Trust schools will have a range of formal and informal partnership arrangements including with Post 16 providers, colleges, employers, Higher Education and Training Providers.

5.12 Information resources

5.12.1 Schools will ensure that a range of careers information, in a variety of formats, is displayed in a place that it is accessible to all learners. Resources are managed by the Careers Advisor to ensure that they are up to date and meet the needs of all students.

5.13 Budget

5.13.1 Headteachers should ensure that funding is allocated to develop CEIAG provision in the school's annual budget and is planned in the context of whole school priorities. Maximum use will be made of quality assured "free at source" material, as the currency of careers materials is very short.

5.14 Staff development

5.14.1 All staff have a minimum of 1 hour per year dedicated to CEIAG updates. Specific needs are identified by the Deputy Headteacher and will be planned and delivered by the CEIAG team. This provision will be reviewed on an annual basis.

Appendix A: Learner Entitlement: Investing in your future

The careers education and guidance programme at the Trust seeks to support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations by providing an external, independent and impartial careers guidance service.

As a student at the Trust you are entitled to a careers education and guidance programme which:

- Is personal to you and always puts your interests first, motivates and inspires you to consider all opportunities open to you within and outside Trust schools
- Helps you to gain the skills you need to make your career ambitions a reality
- Provides the support you need to be successful
- Helps you access any additional support you might need
- Is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
    - Protects and respects your personal information and shares it only with your consent

    - Always puts your interests first

- We will support your career development in a number of ways including:
    o Information and discussion in lessons and assemblies to help you make decisions about your future
    o Activities and events such as careers fairs
    o Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning, enrichment activities and results days
    o Careers information and I.T based careers programmes
    o Information and updates on notice boards, plasma screens

Appendix B – Parents Entitlement: Investing in your Child's Future

Research has consistently shown that parents and carers are the most influential factor in learner's decisions about the future. Your support and encouragement will influence their choices and the guidance you provide will be invaluable to their achievements and career pathways. This might feel a little daunting the jobs of the future may be very different from your own experiences and choices. In fact, they may not even been invented yet. Parents are welcome to attend their child's careers meetings

There are some practical steps you can take to support your child;

- Talk to them about their current educational attainment and estimated grades. Encourage them to aim high (the skills shortages of the future will be in higher-level jobs).
- Discuss where they want to be and research how to get there. There are useful resources in school and on the internet to help you to start this conversation with your child.
- Encourage them to seek out the advice and experiences they need to help them achieve their goals.

The school will provide:

- Information and discussion in lessons and assemblies to help your child to make decisions about their future.
- Activities and events such as "careers fairs".
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning, enrichment activities and post-results support.
- Careers information and online careers support.
- Information and updates on notice boards, mentor notices, plasma screens and the school website.

Appendix C – Gatsby Benchmarks for CEIAG

Benchmark 1: A stable careers programme[1]

> **Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.**

> • Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
>
> • The careers programme should be published on the school's or college's website in a way that enables students, parents, school/college staff and employers to access and understand it.
>
> • The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.

This benchmark provides a foundation for the other seven benchmarks. A stable careers programme allows schools and colleges to meet their legal or contractual careers requirements by offering a range of high-quality and inspiring, progressive careers activities that enable students to make well-informed decisions about education, training, apprenticeship and employment opportunities. The careers programme should have strong backing from the governors and senior leadership team and be embedded in school or college structures through the development of a strategic careers plan.

The careers programme should inform young people, teachers, parents and employers what each student can expect from their careers education and guidance, in each year at the school or college. Schools and colleges should identify and agree learning outcomes for students taking part in the activities organised under the eight Gatsby Benchmarks. Schools and colleges can consider using the Career Development Framework, published by the Career Development Institute, to shape career learning outcomes within the careers programme.

Careers Leaders are the critical factor in the development and implementation of an effective strategic careers plan and of a progressive careers programme, developed in line with the Gatsby Benchmarks. Every school and college should appoint a named person to the Careers Leader role: a dedicated professional who is a member of the senior leadership team, or works directly with them, and who is responsible and accountable for the delivery of the school or college careers programme. Careers Leaders should be well supported by the senior management team and by their peers. This role is distinct from the careers adviser or college careers services, who provide personal guidance to students and offer specific expertise on the labour market, educational pathways and progression routes and

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[1] Taken from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf any references to sections or page numbers in this appendix refer to the source document and does not necessarily correspond to the sections or pages in this policy.

career decision-making. The Careers & Enterprise Company has published a guide, 'Understanding the role of the Careers Leader', that defines the responsibilities of the role. They can be summarised under four main headings:

- Leadership – a good leader who takes responsibility for developing, running and reporting on the school or college careers programme.

- Management – a skilful manager who is able to plan careers activities, manage the careers budget and, in some cases, manage other staff involved in the delivery of careers guidance.

- Coordination – a careful coordinator of staff from across the school or college and from outside.

- Networking – a good networker who can establish and develop links with employers, education and training providers and careers organisations.

Schools and colleges have the autonomy to shape the Careers Leader role in line with their priorities but should consider evidence about what works and examples of good practice. Research with 750 Careers Leaders identifies that the amount of time spent on careers leadership and the allocation of a budget are both factors associated with achieving a higher number of Gatsby Benchmarks. Schools and colleges should allocate sufficient time and resource for Careers Leaders and discuss priorities to ensure that the time is used to best effect.

The department is funding The Careers & Enterprise Company to develop the Careers Leader role through training, resources, peer learning, business connections and wider networks. An independent evaluation showed that the department's investment in this training has improved practice in schools and colleges. In addition, The Careers & Enterprise Company are developing free online learning modules which will include, online Careers Leader induction and modules for key education stakeholders (including governors and school and college leaders) covering careers awareness. Schools and college leaders should meet staff following completion of Careers Leader training to discuss how they are going to implement their learning and improve provision in the school or college.

The Careers & Enterprise Company's Enterprise Adviser Network has built a national network of Enterprise Coordinators co-funded with the Local Enterprise Partnerships (LEPs) to help schools and colleges increase engagement with employers. Enterprise Coordinators work with clusters of up to 20 schools and colleges, connecting them with local employers and careers providers and supporting achievement of the Gatsby Benchmarks. In addition, each school or college in the Network is supported by an Enterprise Adviser – a senior volunteer from business – who can provide strategic support in developing a careers and enterprise plan and build employer networks. All schools and colleges are encouraged to sign up.

Careers Hubs build on the support that the Enterprise Adviser Network provides, by co-ordinating activity and building capacity across schools and colleges in the Hub.

Evidence published by CEC in October 2022 shows that schools and colleges in Careers Hubs outperformed those outside of Hubs on every benchmark. The department requires maintained schools and expects academies and colleges to publish the following information about their careers programme on their websites:

- The name, email address and telephone number of the Careers Leader;

- A summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme;

- How the school or college measures and assesses the impact of the careers programme on students;

- The date of the school's or college's next review of the information published.

This information should relate to the delivery of independent careers guidance in accordance with legal or contractual requirements and the expectations set out in this statutory guidance. In particular, schools and colleges should demonstrate how they are working towards meeting all eight Gatsby Benchmarks, as part of a summary of the careers programme that includes aims, objectives and activities provided for each year group. Schools should also incorporate the policy statement on provider access that they must publish under section 42B of the Education Act 1997 (Annex A).

Regular feedback on the careers programme should be invited from students, parents, teachers and employers. This should feed into overall development plans for the school or college to make it easier to evaluate and improve the careers programme to meet the needs of students.

Benchmark 2: Learning from career and labour market information

> **Every student, and their parents (where appropriate), 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 the best use of available information.**

> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
>
> • During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options.
>
> • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Schools and colleges should inform students whether courses they are considering lead to good or poor career outcomes, by referring students and their parents to

impartial sources of information that allow direct comparisons between different courses. The Get the Jump campaign on the National Careers Service website promotes the full range of exciting opportunities available to young people to help them work out their next move. Information about apprenticeships, T levels and HTQs, including course finder tools, is available on gov.uk. The department's ambition is to update the National Careers Service website to become a single source of government-assured careers information. Discover Uni is the official source of information and guidance on higher education in the UK. The site allows users to search for and compare information and data for individual undergraduate courses across the UK, alongside researching other sources of advice they may need such as application and funding information.

Schools and colleges should use labour market information (LMI) including job roles, pay and vacancies to highlight trends and explore what different sectors might look like in the future. This will equip students to understand the potential opportunities and challenges within each industry and begin preparing for the world of work. LMI can broaden horizons and promote social mobility by helping students to identify careers with good prospects that they may not have considered. Schools and colleges should share information about a diverse range of progression pathways, including technical routes, to strengthen the capacity of students to make effective choices and transitions. Organisations like Local Enterprise Partnerships (find your LEP on the CITB website), Chambers of Commerce and local authorities can help schools and colleges to access and interpret local LMI. Careers advisers are expert at interpreting LMI and using this with students to enable them to make effective career decisions.

The government-funded 'LMI for All' service connects and standardises existing national sources of high quality and reliable LMI with the aim of informing careers decisions. This data is made freely available via a single access point for software developers to use in websites and applications to bring the data to life for a range of audiences. It is not a careers website in its own right. The service provides two widgets - Careerometer and Skillsometer - which are free and easy to embed directly onto a school or college website. These widgets have been designed for students (but can be used by others) and provide an easy way to access LMI. The National

Careers Service uses this LMI to inform more than 850 job profiles on its website.

The Department for Work and Pensions (DWP), through the Jobcentre Plus 'Support for Schools' programme, provides information to schools and colleges (including mainstream secondary, SEN and PRU schools as well as sixth form and FE colleges), their students, teachers and parents on the local labour market and employer expectations. Jobcentre Plus school advisers look to respond to local schools and colleges who identify students at risk of leaving education without entering employment or further education or training.

The initiative is designed to facilitate school-to-work transition, training or further study for young people better suited to a vocational qualification, such as traineeships or apprenticeships, instead of a traditional academic route, to help them fulfil their career ambitions.

Benchmark 3: Addressing the needs of each pupil

> **Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.**

> • A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
>
> • Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.
>
> • The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
>
> • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school Colleges should collect and maintain accurate data for each student on their education, training or employment destinations.

The school or college should tailor careers activities and educational goals to the needs of each student, taking account of their prior knowledge and skills, the choices and transitions they face and any additional support that may be needed to overcome barriers to progression. Schools and colleges should challenge the stereotypes and disparities that exist across different courses and jobs to ensure that students from all backgrounds, including those with SEND, consider the widest possible range of careers. This includes using LMI, destinations patterns and employers in a range of jobs to address, for example, gender differences in the takeup of STEM subjects or in the proportion of students pursuing apprenticeships.

Schools and colleges should keep comprehensive and accurate careers education records. This helps students, parents, teachers, Careers Leaders and careers advisers to maintain consistent advice and keep track of agreed actions and next steps. Students can draw on their careers experiences to showcase their skills and develop a compelling story for applications and interviews. The careers education record is most effective when integrated with academic and welfare records to give a more complete picture of progress.

Compass+ makes it easier to target and personalise support by allowing schools to record and track individual student careers interventions. It offers student-level data and integrates with school's management information system data for effective and targeted careers programme planning and delivery.

Schools and colleges should collect and analyse education, training and employment destinations data for all students. This data may help schools and colleges to identify pathways, subjects or courses with low take-up that could be addressed by changes to the careers programme.

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school or from the end of KS4, whichever is sooner. To collect individual level data, schools can:

- collect the data themselves by contacting former pupils. Schools will need to be aware that the collection, retention and later use of pupils' contact details will involve the processing of personal data, for which schools will need to satisfy themselves they have the proper legal basis.

- establish an effective data-sharing agreement with their local authority. Local authorities (LAs) have a statutory duty to track and support all 16- and 17year-olds in their area. This duty extends to young people with SEND up to the age of 25. Schools and colleges have a corresponding statutory duty to collect and share data with LAs to support this. They do not need consent to collect or share this data with LAs. LAs are not required to share data on former pupils with schools but have broad powers under which they may be able to share information on 16- and 17-year-olds if schools request it. The Statutory guidance for local authorities on their duties relating to the participation of young people in education, employment or training states that LAs should agree data sharing agreements with education providers and other public bodies that set out the information they will provide, when it will be provided and how they will ensure that data is passed securely. Timely and effective collaboration between schools and LAs can result in positive action to support young people who are NEET.

Schools can also use institution level data from Longer Term Destination Measures experimental statistics to track their former students at aggregate level and to assess their careers provision. The longer-term measure shows the destinations of former students one, three and five years after completing key stage 4, at institution level. The time lag between this activity and publication of the data is seven years (due to the five years of destination activity and the time required to process this data).

To understand their leavers' education, training or employment destinations, colleges can collect the data themselves by contacting former students. Colleges will need to be aware that the retention and later use of pupils' and students' contact details will involve the processing of personal data, for which colleges will need to satisfy themselves they have the proper legal basis. 16-18 destination measures show the percentage of students continuing to sustained education, apprenticeships or employment in the year after completing 16 to 18 study.

Destinations data can also help schools and colleges to build and maintain alumni networks which will be valuable for giving students encounters with employers and employees (Benchmark 5) and encounters with further and higher education (Benchmark 7). The Destinations data good practice guide for schools sets out more information on what destinations data is, how it differs from the destination measures accountability tool that the department publishes in performance tables, and how both can be used to help schools improve their careers provision. Government is updating this guide and adding information for colleges.

Targeted support for vulnerable and disadvantaged students

Looked after children and previously looked after children, care leavers and pupils from Gypsy, Roma and Traveller backgrounds may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The Careers Leader should engage with the school's designated teacher for looked after and previously looked after children to 1) ensure they know which students are in care or who are care leavers; 2) understand their additional support needs and 3) ensure that, for looked after children, their personal education plan can help inform careers advice. For these students, careers advisers should also, in coordination with the school's designated teacher, engage with the relevant Virtual School Head or personal adviser (a statutory local authority post that provides support to care leavers up to the age of 25) to ensure a joined-up approach to identifying and supporting their career ambitions.

Schools should continue to work with local authorities, particularly children's social care and Virtual School Heads for looked-after and previously looked-after children, to identify students who need targeted support or who are at risk of not participating post-16. As per the Education and Skills Act 2008, local authorities have a statutory duty to identify and support young people who are not in education, employment and training, more details of this can be found in our statutory guidance on participation. The statutory guidance places duties on local authorities to help support their participation-related duties including:

- to collect information to identify young people who are not participating, or who are at risk of not doing so, to target their resources on those who need them most. The information collected must be in the format specified in the National Client Caseload Information System (NCCIS) Management Information Requirement;

- to work with schools to identify those who need targeted support or who are at risk of not participating post-16;

- to lead the September Guarantee process which aims to ensure that all 16 and-17-year-olds are offered a suitable place in education or training;

- to pay particular attention to young people who are NEET, working with local partners to develop provision and referring those who are eligible for support.

Schools will need to agree how these students can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the students, such as careers advisers, social workers and Virtual School Heads for looked-after and previously looked-after children. Schools should also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation costs, such as care leavers or those on free school meals.

All pupil referral units, alternative provision academies and free schools should have high aspirations for these students, some of whom may lack confidence and need

encouragement to broaden their horizons. They should help students to explore career options and understand the variety of pathways into work including degrees, traineeships and apprenticeships. Transition to post-16 provision is a crucial stage but not an end in itself, and it is important for students to have a "line of sight" to a future career. Providers of alternative provision should work in partnership with their commissioning schools and local authorities, as well as careers advisers and post-16 providers, to provide support and advice on transitional pathways into further education or training and pathways beyond education into employment. In doing so, they should consider the particular needs of the student in alternative provision and what different or additional support they may need to succeed on leaving school. Providers of alternative provision, and pupil referral units should work closely with post-16 providers on transition to post-16 education and training.

Careers guidance for students with special educational needs or disabilities (SEND)

The overwhelming majority of students with SEND, including those with high levels of needs, can access fulfilling jobs and careers with the right preparation and support. They should all be supported with a careers programme that follows the Gatsby Benchmarks. We recognise that some of the benchmarks need different interpretation in Special Schools and for some SEND students in mainstream schools and colleges. Vocational profiling will help to identify the young persons' interests, skills and talents and it is a way of opening doors to what is possible. The Careers & Enterprise Company has published a range of free resources for schools and colleges working with students with SEND which includes a Gatsby Benchmark toolkit for SEND, teacher guides and practical advice for schools and colleges on how their careers programme can support children and students with SEND. Send Gateway have published a resource pack to support Key Stage 4 students with SEND to secure good transitions. Compass for Special Schools is a free digital tool for special schools and specialist colleges to evaluate their careers provision against the Gatsby Benchmarks. A number of Special Schools are also working towards or hold the national Quality in Careers Standard.

The Careers Leader should work closely with the relevant teachers and professionals in their school or college, including the Special Educational Needs Coordinator and inclusion teams, and the careers adviser, to identify the guidance needs of all students with SEND and put in place personalised support and a transition plan. This may include helping students with SEND and their families to understand the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for students with education, health and care plans) or routes into higher education. The transition plan should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. disability rights, supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. micro-enterprise) can also be especially relevant for some students with SEND.

The Careers & Enterprise Company has a SEND Community of Practice, via Careers Hubs, that aims to support schools and colleges working with students with SEND through the sharing of good practice and the development of resources.

The Careers & Enterprise Company Enterprise Adviser Network connects schools and colleges with employers to provide meaningful encounters with the world of work for students. Encounters with employers can be transformational for students with SEND, particularly hands on experience in the workplace, and schools and colleges should facilitate this where possible. It can be especially powerful to hear from adults with disabilities who have succeeded in their careers. The opportunity to experience lots of different work sectors can be particularly helpful. Schools and colleges should prepare students well for these experiences, so they know what to expect and what is expected of them, match them carefully to each employer and provide any special support the student may need to benefit fully from the experience.

Schools should make use of the SEND local offer published by the local authority. Where students have education, health and care plans, their annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment. Schools should ensure these reviews are informed by good careers guidance, including impartial personal guidance provided by a qualified careers adviser. The Career Development Institute provides accredited training for qualified careers advisers who work with students who have SEN or disabilities. Schools must cooperate with local authorities, who have an important role to play through their responsibilities for SEND support services, education, health and care plans and the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the 0-25 Special Educational Needs and Disability Code of Practice.

Information sharing

Local authorities (LAs) have statutory functions in relation to supporting young people's participation in education and training. To identify and support those who need help to re-engage or to find work they rely on information that schools and colleges hold on their students. Under section 72 of the Education and Skills Act 2008, schools and colleges are under a statutory duty to provide information to local authority services in order for them to deliver their relevant duties, and to track and maintain contact with these young people. For example:

- basic information such as the students name, address and date of birth;

- other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: students' contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, students' post-16 and post-18 plans and the offers they receive of places in post-16 or higher education.

If a school or college is asked by an LA for information needed to fulfil their statutory duty, about young people living in the local area, then they are under a corresponding statutory duty to give it to the LA. Additional advice can be found via the Information Commissioner's Office resources.

Schools and colleges (including academies and other state-funded educational institutions) must also notify local authorities whenever a 16- or 17-year-old leaves

an education or training programme before completion as per section 13 of the [Education and Skills Act 2008](#). This notification must be made at the earliest possible opportunity to enable the local authority to support the student to find an alternative place. It is for schools and local authorities to agree local arrangements for ensuring these duties are met.

Benchmark 4: Linking curriculum learning to careers

All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

• Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

When careers is embedded in curriculum subjects or courses, there are more opportunities for students to explore where their education could take them in the future. In schools, each subject should support students to identify the essential skills they develop and to identify the pathways to future careers. Schools should ensure that students study the core academic subjects at GCSE – English, maths, science, history or geography, and a language – the English Baccalaureate (EBacc). Schools should support students to understand that these are the subjects which provide a sound basis for a variety of careers beyond the age of 16 and can also enrich students' studies and give them a broad general knowledge that will enable them to participate in and contribute to society.

In colleges, the study programme model offers excellent opportunities for developing the broader skills that employers need, such as team working. As part of their study programme, colleges are expected to ensure that every student is exposed to the workplace or other work-related activity. This activity should be tailored to the needs of the student and their longer-term aims and should include emphasis on how their subjects can help to gain entry to occupations and be successful within these occupations.

Schools and colleges should make clear to students the importance and powerful labour market value of securing a good standard in maths and English. If students do not achieve a grade 4 or above in these GCSE subjects by the end of key stage 4, they will be required to continue working towards this aim or a pass in Level 2 Functional Skills if they have achieved a grade 2 or below, as part of their 16-19 study programme – the department has made this requirement a condition of funding.

Schools and colleges should ensure students have the opportunity to learn about how different STEM subjects can lead to a wide range of career paths. The Careers

& Enterprise Company have worked with STEM learning to produce a series of STEM toolkits and STEM Learning have produced resources linking STEM curriculum to careers.

In schools, Careers Leaders should support teachers to build careers education and guidance into subjects across the curriculum. Useful starting points could include identifying teachers with industry experience who can help to lead this work, bringing employers into subjects where there is a need to raise aspirations or challenge stereotypes and identifying subjects which link more easily to career pathways or employability skills. Each curriculum department may wish to devise schemes of work or lesson plans which show how careers will be embedded into their teaching. The Careers & Enterprise Company has produced 'My Learning, My Future', a suite of resources that can be used and applied by subject teachers through lessons, homework and extra-curricular sessions. The resources span over 20 subjects at key stage 3 and 4.

In colleges, subject staff can be powerful role models, drawing on their industry experience to attract students towards their specialist field and the careers that flow from it. Colleges should ensure that all subject specialist teachers are competent to support the career development of students through their subject teaching.

Career learning can also be provided as a subject in its own right, alongside embedding careers into subject disciplines. Many schools currently deliver careers, employability and enterprise lessons through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education and citizenship education, which includes finance education. Citizenship supports the development of knowledge and understanding about society and democracy, finance and the economy, employer and employee rights and responsibilities. The Skills Builder Universal Framework shows how to build essential skills into the school or college curriculum. The Career Development Institute's Career Development Framework of learning outcomes provides a useful resource that can both underpin the PSHE curriculum and support Careers Leaders to map career development outcomes across the curriculum.

Benchmark 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, and should include students' own part time employment where it exists.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter[2] with an employer.

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[2] A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.

> • Every year, alongside their study programme, students in colleges should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
>
> • Colleges should record and take account of students' own part time employment and the influence this has had on their development.

The reforms announced in the Skills for Jobs white paper will revolutionise post-16 education and reshape the training landscape. The further and technical education system will be realigned around the needs of employers, so that students are trained for the skills gaps that exist now, and in the future, in sectors the economy needs, including construction, digital, clean energy and manufacturing.

The Skills for Jobs white paper confirms the expansion of our existing reforms to increase the number of people studying high-quality technical education, including the rollout of T Levels. Endorsed by business, T Levels are high-quality, Level 3 classroom-based technical programmes that equip students with the knowledge, attitude and practical skills to thrive in the workplace. Meaningful engagement with employees and employers is central to T Levels as they include a mandatory industry placement of at least 45 days which must take place in a physical workplace setting. This helps young people to put their technical and employability skills into practice and learn what a real career is like. It also allows employers to get early sight of new talent in their industry.

The department has put in place support for schools and colleges and employers to ensure the successful rollout of T Levels. This includes significant investment to support schools and colleges to build their capacity and develop the strong networks needed with local, regional and national employers across all sectors to deliver industry placements. It also includes a comprehensive package of support for both schools and colleges and employers. This includes the Industry Placements Delivery Guidance, which equips schools and colleges and employers with the key information and resources needed to deliver high-quality placements; The Student Guide, which provides students with advice and resources to help them prepare for their industry placement; and the Employer Support Package, which includes guidance, materials and hands-on support for employers across all sectors.

Every careers programme should have a strong employer focus with opportunities for students to meet businesses and gain insights into a range of different industries and sectors of the economy. Schools and colleges should engage fully with national, regional and local employers and professional networks to ensure real-world connections and meaningful encounters with employers. Visiting speakers should reflect different levels within an organisation, and individuals who have followed a variety of pathways into employment including technical and academic routes.

Research from Education and Employers shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their careers. Students with access to meaningful employer encounters build up a rich picture of the world of work and are well prepared to take up workplace opportunities. There should be a clear focus on enterprise and employability skills, experience, and qualifications that employers want.

Schools and colleges should help students gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This should include the opportunity for students to develop entrepreneurial skills for self-employment.

Schools and colleges should work with The Careers & Enterprise Company to identify an Enterprise Adviser who can support them to connect to the labour market. Enterprise Advisers can draw on their business background to help schools and colleges to bolster existing relationships with employers and create innovative opportunities for students to meet local employers.

Schools and colleges should offer a varied range of employer encounters to students, progressive through the age range and tailored to individual need, but this could mean in practice:

- alumni activity;

- business games and enterprise competitions;

- careers fairs;

- employer encounters with parents;

- employer involvement in the curriculum;

- employer mentoring;

- employer talks;

- mock interviews;

- CV workshops;

- mock assessment centres;

- speed networking or careers carousels.

These encounters could be arranged to take place virtually for example, through a virtual tour of a workplace, a virtual careers fair, via a virtual internship, or an employer video calling the school or college for an employer talk.

The demand for STEM skills is growing, particularly for sectors such as engineering, construction and manufacturing. Mathematical and quantitative skills will be increasingly required in the future, not just for traditional STEM routes, but for a wide range of future careers. Schools should make sure one of the encounters their students experience before year 11 is with a STEM employer or workplace, or one of their careers events is focused on STEM. The Careers & Enterprise Company has several resources related to STEM including a series of STEM careers toolkits.

Jobcentre Plus can play a role in facilitating links between schools and employers through the 'Support for Schools' programme. Jobcentre Plus works with many

employers that are keen to engage with schools, support careers fairs, or provide work experience or work taster opportunities.

Benchmark 6: Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.

• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

• By the age of 18, or before the end of their study programme, every student should have had at least one further experience of a workplace, additional to any part-time jobs they may have.

This benchmark is less about work experience and more about experiences of the workplace. The focus, particularly pre-16, is on giving pupils a more realistic idea of the workplace to help their exploration of career opportunities and expand their networks. This is especially valuable to pupils from more deprived backgrounds where experience of work in the family, or in the local community, may be limited to low skilled occupations.

For older students, the technical education reforms, set out in the Skills for Jobs white paper, will equip students with the skills, knowledge and behaviours to get a foot on the career ladder. Employers will have a critical role in providing students with first-hand experience of their chosen occupational area in an authentic setting over a long period of time. For example, industry placements will be a mandatory and critical part of every T Level and demonstrate a shift from traditional work experience to a longer, more substantial period of time in the workplace.

In addition, employers have an important contribution to make to careers programmes in schools and colleges, including providing shorter work visits, work shadowing or work experience opportunities that introduce students to the world of work. This includes virtual experiences of the workplace, which can be used to complement in-person experiences, but are not suitable for T level industry placements.. There is evidence that experiences of the workplace give students a more realistic idea of the expectations and realities of the workplace. Students have opportunities to see a work environment, talk to employers about their roles and observe work processes. This is particularly valuable for students from disadvantaged backgrounds who may not have access to a diverse range of career role models.

Schools and colleges should encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon and learn from these experiences. Experiences of the workplace should be designed to meet the needs of students and the local context, while bearing in mind the demands of delivering the full curriculum. Schools and colleges should interpret the benchmark flexibly and could provide short, light touch experiences of the workplace for students up to the age of 16. Following the raising of the participation age in education or training to age 18, the department has placed more emphasis on high quality and meaningful

experience of the workplace as a strongly recommended element of 16-19 study programmes, and a mandatory part of T Levels, via the industry placement.:

- By the age of 16, experiences of the workplace could include:

  o job shadowing;

  o workplace visits;

  o volunteering;

- For 16- to-18-year-olds experiences of the workplace could include:

  o internships and holiday placements;

  o work experience that takes place during in school or college term time;

  o longer work placements;

The Careers & Enterprise Company has made available a range of resources that help schools, colleges and employers to plan and implement meaningful experiences of the workplace aligned to school and college priorities. These include the Make it Work guide and training webinar for Careers Leaders, and a Step by Step Guide which schools and colleges can use to support employers who are interested in providing a young person with an experience of their workplace, either physically or virtually.

Schools and colleges should pay particular attention to work placements for students with SEND. They can be particularly helpful where students find it difficult to imagine a work context, and counter low aspirations. It might be useful to consider using vocational profiling to help students to understand what they're interested in and why. When arranging these placements, schools and colleges should carefully match the placement to the abilities, needs and aspirations of the student. Schools and colleges may need to work with the employer to put in place additional support in the work placement for some students with SEND. The Careers & Enterprise Company have produced resources to support employers working with young people with SEND. Additional support might be needed to help ensure the student is fully prepared for the work placement so that the experience is valuable.

Schools and colleges must decide whether adults working with pre-16 work experience students need to obtain a Disclosure Barring Service (DBS) certificate by consulting the regulated activity section in Part three of the statutory guidance, Keeping children safe in education. The department encourages schools and colleges to reduce barriers so employers can offer a wide range of work experience and placements by following the Work Experience Guidance. This includes advice

on whether risk assessments are necessary and makes clear that the placement provider (employer) has primary responsibility for the health and safety of the student and should be managing any significant risks. Schools and colleges, or others organising placements, need to check the employer has risk management

arrangements in place, along with appropriate policies and procedures to safeguard and promote the welfare of children.

Benchmark 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 technical and academic routes and learning in schools, colleges, universities and in the workplace.

•   By the age of 16, every student should have had a meaningful encounter[3] with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.

•   By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

•   By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.

With large scale reforms to technical education and skills, set out in the department's Skills for Jobs white paper, it has never been more important to ensure that students are made aware of the full range of education and training options. Schools and colleges must explain technical education routes alongside academic routes and should not attempt to promote HE as a better or more favourable route than FE or apprenticeships. Schools with sixth forms should take care that their own sixth form is not promoted disproportionately compared to alternative academic and technical study options. The focus should be on the individual student and what is best for them. It is important that students realise that all of their educational choices have implications for their longer-term career. Schools and colleges should encourage students to consider what career options different educational choices open up and close down. A study of secondary teachers' views on post-18 options shows that teachers are much more confident talking about Bachelor's degrees than any other form of higher education. Schools will need to work hard to counteract that bias, including by supporting staff to develop an understanding of all academic and technical routes. The department committed in the Skills for Jobs white paper to build careers awareness into every stage of professional development for teachers.

Under raising the participation age (RPA) requirements, all young people in England are required to continue in education or training until at least their 18th birthday. Schools must make sure that students are clear about this requirement and what it means for them. In particular, they must be clear that students are not required to stay in school. They can choose how to participate which might be through:

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[3] A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

- full time study in a school, college or training provider;

- an apprenticeship, traineeship or supported internship;

- full time work or volunteering (20 hours or more) combined with part time accredited study.

The Moments of Choice research commissioned by The Careers & Enterprise Company suggests that leaving decision-making to the last minute results in young people becoming overwhelmed. Students should have opportunities throughout their school and college life for meaningful encounters with a range of education and training providers. This will help students to learn about education, training and career paths throughout their school and college life. The Careers & Enterprise Company has published a guide to achieving Gatsby Benchmark 7 which includes practical ideas from schools and colleges. This includes advice on how to make sure all encounters, including virtual experiences, are meaningful. Provider encounters can be age-specific, depending on the desired learning outcomes, and should be part of a progressive careers programme. Younger year groups can begin with a light-touch introduction to careers while older students and their parents will benefit from specific events and visits that familiarise them with the full range of pathways leading up to when significant education or training choices are about to be made. Students with an education, health and care plan should have formal opportunities to discuss education, training and career opportunities as part of their annual review, from year 9 onwards.

In consultation with a careers adviser, schools and colleges may recommend good quality websites and apps, whether national or local in scope, provided they present the full range of opportunities in an objective way. The National Careers Service website provides information and advice on a wide range of education, training and career options, including Find a Course which allows users to search for education and training opportunities across England.

Schools and colleges can work together, including through Careers Hubs and other networks, to help put pathways in context and deliver activities across multiple benchmarks. They can invite careers advisers, employers or providers to co-design or deliver part of the curriculum, use labour market information to showcase growth sectors in the local area, or deliver careers fairs. To ensure students understand the breadth of pathways available, schools and colleges can consider inviting a range of employers and providers to talk to students about their careers and the routes into them. It can be powerful for students to hear from a range of professionals, including alumni and local employers, who have taken many different routes and qualifications to get to their positions, including apprenticeships and higher technical qualifications.

Students value highly the opportunity to attend open days at further and higher education institutions to help narrow down choices and reaffirm commitment to applying to attend further or higher education. Schools and colleges should help and advise students attending such open days.

The original provider access legislation came into force in January 2018 and placed a new legal duty on all maintained schools and academies to publish a policy

statement setting out opportunities for providers of technical education and apprenticeships to access year 8-13 pupils, and to make sure the statement is followed. Through the Skills and Post-16 Education Act 2022, we strengthened the provider access legislation to specify that schools must provide at least six encounters. More information in the provider access legislation section (page 40-53).

Benchmark 8: Personal guidance

> **Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level.[4] These should be available for all students 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.**
>
> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.

Personal guidance is the opportunity for students to make sense of the careers activities they have experienced across the other benchmarks and reflect on what this means for their career plans, with the assistance of a qualified careers adviser. Careers advisers can help students to identify ambitious education, training and career options, and progression routes, by exploring potential opportunities with the student, supporting them in assessing their abilities, interests and achievements, enabling them to reach an informed career decision and empowering them to move forward. Students can gain self-development and careers management skills, develop plans for the future and set goals to achieve them.

Personal guidance interviews work best when the school or college can contextualise them with information about the students' academic performance and careers education. Schools and colleges should integrate personal guidance within the careers programme and wider pastoral and student support system so that other staff, such as form tutors or their equivalent, can consider students' ongoing career planning as part of their overall personal, social and educational development.

Careers advisers working with students with SEND should draw on the outcome and aspirations in the education, health and care plan, where they have one, to focus the discussion. Using a person-centred approach like vocational profiling can contribute to these discussions. Similarly, when working with looked after children or care leavers, their personal education plan or pathway plan should be used to help focus the discussion. It is good practice for these students to have a named adviser who can build a relationship with them and better understand their individual needs.

The Gatsby Foundation has published a collection of research on personal guidance, including a qualitative review of personal careers guidance in secondary schools in England. The review emphasises the importance of senior leaders

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[4] The school or college should ensure that access to an adviser trained to level 6 in a career development subject is available when needed.

ensuring sufficient time is allocated to careers advisers to perform their duties to a high standard. The CDI guidance recommends that at least 45 minutes are allowed for every personal guidance interview.

The Career Development Institute (CDI) has published a [briefing paper which explains the role of the careers adviser within personal guidance](#) and a [blueprint of learning outcomes for professional roles in the career development sector](#). Schools and colleges should make sure that careers advisers (internal and external) providing personal guidance to students are trained to the appropriate level. The main Level 6 and 7 qualifications for careers advisers are the Qualification in Career Development (QCD) at Level 7, (which replaces the earlier Qualification in Career

Guidance (QCG) and Diploma in Career Guidance), the Level 6 Diploma in Career Guidance and Development and the Level 6 Higher Apprenticeship: Career Development Professional.

The Career Development Institute's (CDI) [commissioning guide](#) provides practical information and advice to help schools and colleges commission independent careers guidance for students. The department recommends that schools and colleges view the [UK Register of Career Development Professionals](#), held by the CDI, to search for a careers adviser who can deliver a particular service or activity. Registration shows that a careers adviser is qualified to at least Level 6 in a career development subject, abides by the CDI Code of Ethics and undertakes regular professional development. The CDI monitors adherence to these criteria. The CDI also manages the Careers in Careers j[obs board](#) for the career development sector.

As an indicator of quality, schools and colleges can commission personal guidance from both self-employed careers advisers and organisations which hold the [matrix Standard](#), including organisations who deliver the National Careers Service. All holders of the matrix Standard have undergone an assessment of their delivery of advice and support services on careers, training and work.

Appendix D – CDI Framework

The Framework[5]

Developing yourself through careers, employability and enterprise education				
Area of learning	**KS2**	**KS3**	**KS4**	**16-19**
Self-awareness	describe what you are like, what you are good at and what you enjoy doing *Children describe themselves to their e-pen pals, they keep learning diaries, they do card sorts to identify personal attributes that 'like me', 'not much like me'*	describe yourself, your strengths and preferences *Pupils complete a range of self-assessment exercises and record the results in their e-portfolios*	recognise how you are changing, what you have to offer and what's important to you *Pupils complete an occupational interests questionnaire and discuss the results with their mentor/tutor/coach*	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work *Students write a statement of their career values for their personal e-portfolio they are keeping*

Self-determination	talk positively about how you look after yourself and make things happen *Children draw or write about the things they would use or wear in a job they would like to do and talk to someone about it*	tell positive stories about your wellbeing, progress and achievement *Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their stories for clues about what they like today*	explain how you use positive versions of your own story to manage your wellbeing, progress and achievement *Pupils set personal and learning targets to build on their strengths*	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing *Students co-construct a personal statement for an application they are making (e.g. through UCAS) with the aid of a trusted adult*
Self-improvement as a learner	identify what you like about learning from careers, employability and enterprise activities and experiences *Using 'Circle Time' children talk about what is different about learning from a visitor rather than a teacher*	explain how you have benefited as a learner from careers, employability and enterprise activities and experiences *Pupils review their experience of interviewing a visitor and what they learnt from the answers to their questions*	review and reflect upon how you have benefitted as a learner from careers, employability and enterprise activities and experiences *Pupils who have had placements in similar working environments compare and contrast what they learnt from their work experience*	be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner *Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers, employability and enterprise activities*

Learning about careers and the world of work				
Area of learning	KS2	KS3	KS4	16-19
Exploring careers and careers development	be aware that people's careers are different and they develop in different ways *'Who am I?' quiz. The teacher reveals ten clues, one at a time, about a career of someone known to the children. They discuss different career patterns and structures*	describe different ways of looking at people's careers and how they develop *Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and difference between them.* *Employees support the teacher in delivering* *traditional career learning activities*	explain key ideas about career and career development *Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers.* *This could be through a series of careers talks presented in a 'speed dating' exercise*	reflect on changing career processes and structures and their effects on people's experience and management of their own career development *Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions.* *This may be through inspirational career talks*

Investigating work and working life	be aware that people feel differently about the different kinds of work they do *Children interview visitors about what they like most and what they like least about their jobs.* *A themed set of careers talks e.g. given by members of the medical profession*	identify different kinds of work and why people's satisfaction with their working lives can change *Pupils explore the purpose of work clothes/ uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day).* *Students use comprehensive website video clips to support a teacher/employer led discussion*	explain how work is changing and how this may impact on people's satisfaction with their working lives *Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years. Employers are invited in to a humanities lesson and support the teacher when discussing local changes to work and the impact on society*	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future *Students interrogate the key ideas coming out of think tanks such as the Future Work Forum.* *Employers are invited in to debate the topic* *'life-work balance' as part of the Critical* *Thinking programme*
Understanding business and industry	describe a local business, how it is run and the products and/or services it provides *Conduct a project on shops and*	describe the organisation and structure of different types of businesses *Pupils create a visual aid that shows the contractors and*	explain different types of businesses, how they operate and how they measure success *Pupils compare and contrast their experience in two different enterprise*	explain how what businesses do, the way they operate and the way they measure success is changing *Students complete a work experience*

	businesses in the high street. A local business is invited to talk to year 6 children about their business	*suppliers linked to their own school.* *Pupils invite the site manager in to talk about the processes involved in contracting with businesses*	*simulations - one based on a shareholder model and the other on a co-operative model.* *An employee from both models prepares and delivers a talk and question session with the teacher*	*assignment into changing organisational structures and follow this up by pooling information about trends.* *Students use a range of comprehensive websites for researching success measures such as McKinsey's '7's*
Investigating jobs and labour market information (LMI)	describe the main types of employment in your area: past, present and emerging *Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.*	be aware of what labour market information (LMI) is and how it can be useful to you *Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.* *Pupils use comprehensive websites to research local LMI*	be able to find relevant labour market information (LMI) and know how to use it in your career planning *Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.* *Pupils use comprehensive websites to research local LMI and use this information when*	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans *Students investigate trends in HE admissions and consider possible implications for their own plans.* *Students access HE/ Careers/ Skills Fairs to gather further*

			considering part time work	information about the different pathways available
Valuing equality, diversity and inclusion	be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly *Children write their own accounts of news stories about discrimination and exploitation at work*	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you *Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination* *Employability workshops are delivered as part of the PSHE curriculum*	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues *Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'* *Careers talks are part of an employer-led curriculum learning experience*	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others *An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace.* *Employer led career learning activity as part of preparation for a work placement.*
Learning about safe working	know how to keep yourself safe when you are working and what the law	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to	be aware of your responsibilities and rights as a student, trainee or	recognise different levels of risks and understand your responsibilities and

practices and environments	says to protect workers from being exploited *Children run a 'safety in the classroom' or* *'safe travel to school' campaign*	minimise health and safety risks to you and those around you *Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of school age children.* *A local employer talks about the* *importance of the laws and as an employer what are their responsibilities to their employees*	employee for following safe working practices *Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop.* *An HR consultant provides a talk on rights and responsibilities at work*	rights as a student, trainee or employee for observing safe working practices *A trade unionist explains the role of trade unions in helping to make work places safer.* *An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement*
Developing your career management, employability and enterprise skills				
Area of learning	**KS2**	**KS3**	**KS4**	**16-19**
Making the most of careers information, advice and guidance	be aware of the help that is there for you and how to make good use of it *Year 7 pupils tell Year 6 children in a class blog about life in secondary*	identify and make the most of your personal networks of support, including how to access a wide range of careers information, advice and guidance and distinguish between objectivity and bias *Pupils provide a guide to 'making the most of information, advice*	build and make the most of your personal networks of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias	develop and make the most of your personal networks of support and show that you are a proactive and discerning

	school identify key qualities and skills that employers are looking for	*and guidance' in their school to support their thinking and decision making especially at key transition points.* *Employers are invited to deliver career learning activities to get the most out of developing networking skills*	*Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.* *Pupils are introduced to employers through facilitated network meetings*	user of careers information, advice and guidance *Students brainstorm where and how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview. Students as part of an aspirations programme are linked with a business mentor to support them*
Preparing for employability	Children write a job description for a babysitter and hold mock interviews show that you can use your initiative and be enterprising *Identify key qualities and skills that employers are looking for*	recognise the qualities and skills that help to make a young person employable and provide evidence for those you have demonstrated both in and out of school *Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Employers provide an introduction to what are employability skills as part of the career*	show how you are continuing to develop the qualities and skills you will need to improve your employability *Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated. Employers provide CV workshops demonstrating the latest*	explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers *Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work.*

		–led curriculum *Pupils are taken as a group to a workplace to see the skills in action*	*thinking in CV presentation, what they expect to see and what they will not accept.* *Employers are involved with the work experience programme, preparation, placement and debrief* *Some pupils have part-time jobs*	*Employer mentors support students in reviewing and reflecting on the development of employability skills. Employers offer part time jobs or work shadowing to support the development of employability skills*
Showing initiative and enterprise	show that you can use your initiative and be enterprising *Children take part in a design, production and marketing game, e.g. making and* *selling varieties of crackers for different occasions*	recognise when you are using the qualities and skills that entrepreneurs need *Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign. Short term enterprise activities are delivered and supported by local employers show that you can manage a personal budget and contribute to household and school budgets*	show that you can be enterprising in the way you learn, work and manage your career *Working with local employers, pupils attend a session on techniques to successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle.* *Local employers provide longer-term business competitions to develop enterprising and entrepreneurial skills*	develop and apply enterprise qualities and skills in your approach to learning, work and career planning *Students design two revision timetables for themselves – one taking up 15% less time than the other. They carry out a risk assessment of cutting down on the time available.* *Students seek volunteering opportunities help to*

				develop enterprise and employability qualities and skills
Developing personal financial capability	show that you can make considered decisions about saving, spending and giving *Children compare terms and conditions on a range of children's savings products*	show that you can manage a personal budget and contribute to household and school budgets *Pupils take part in a simulation that challenges them to manage a household budget.* *Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages*	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training *Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Pupils attend careers fairs to research the implications of choosing one pathway over another*	show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work *Students investigate the personal financial implications of working for themselves*
Identifying choices and opportunities	know how to make good use of information about post-primary options for you *Children make a podcast of their impressions of*	know how to look systematically at the choices and opportunities open to you when you reach a decision point *Pupils produce subject posters giving the facts about qualifications, skills and jobs*	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and

	secondary school after attending a 'taster day'	*they can gain by studying particular subjects.* *Employers are invited in to co-deliver curriculum learning and provide an insight into their own experiences*	progression pathways through to specific goals *Pupils draw up a list of questions to ask 'stallholders' that they want to meet at a forthcoming careers fair/skills show*	volunteering options that are open to you *Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution.* *Using comprehensive websites and attending careers/skills fairs students gather information from employers, FE, HE and the voluntary sector*
Planning and deciding	know how to make plans and decisions carefully *Children make a T-chart listing pros and cons of a choice they are considering.*	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need *Pupils engage in target-setting and review activities with their tutors and subject teachers*	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you *Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive)*	know how to make career enhancing plans and decisions *Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy*

Handling applications and selection	know how to make a good impression when you want people to choose you *Children write a personal manifesto for a mock election*	know how to prepare and present yourself well when going through a selection process *Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.* *Employers co-deliver a curriculum learning activity on presentation skills*	know your rights and responsibilities in a selection process and strategies to use to improve your chances of being chosen *Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.* *Students take part in a mock interview in preparation for their forthcoming work experience interview and placement*	know how to prepare for, perform well and learn from participating in selection processes *Students practise how to perform well when completing a group problem-solving exercise as part of a selection process. Students take part in a mock-interview session and are linked to a mentor to prepare them for their next steps*
Managing changes and transitions	know how to handle transitions including those that are challenging *Children use 'Google maps – street view' to trace their journey*	show that you can be positive, flexible and well-prepared at transition points in your life *Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school*	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment *Pupils say what should be in an induction*	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions *Students critique the personal transition curve model by seeing if its stages correspond*

	from home to their new school		*programme for young people going into the sixth form, a college, work-based learning or an apprenticeship*	*to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions*

Equality Impact Assessment Form

1. Title of policy, project or practice being reviewed or planned

CEIAG Policy

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

The policy is being updated to reflect the schools current practice and following additional resources and funding made available by finance from the opportunity areas programme.

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

This policy is applicable to all students.

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Characteristics / Group	Yes (brief explanation)	No
Age (staff only)		*
Disability		*
Gender		*
Gender reassignment		*
Marriage / civil partnership		*
Pregnancy / maternity		*
Race / ethnicity		*
Religion / belief		*

Sexual orientation		*

5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

N/A

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