CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY (CEIAG) 2025 - 2026

Approved by:	Ratified by the Governing Body	**Date:** October 2025
Effective Date:	June 2020	
Last reviewed on:	September 2025	
Next review due by:	September 2026	
Reviewed by:	Miss K Hayward, Mr A Rutter and Mr L Davis	
Website:		
Yes/No	Yes	

Rationale

CEIAG has an important contribution to make to the education of all students, in order for them to make an effective transition from school to adulthood and employment. The school will provide a range of opportunities for students to learn about work, the world of work, the skills required for work, and the Qualification Pathways available to them. Well thought-through decisions about learning and work, informed by effective CEIAG, can increase participation in learning and, in turn, raise attainment and support further progression.

Sandy Secondary School uses the Gatsby Benchmarks to underpin the CEIAG provision:

The eight Gatsby benchmarks of Good Career Guidance

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

Purpose and Aims

The main purpose of CEIAG policy is to help facilitate the effective provision of CEIAG across the school. It is intended to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The school is committed to not just fulfilling its statutory requirements in this area, but providing all students with exceptional support, information, advice and guidance throughout their time at Sandy Secondary School.

The aim of CEIAG is to enhance the provision made so that students are prepared firstly for the transition to the next stage of education, training and/or employment, as well as supporting them towards their ultimate career pathway. This will be achieved through:

- Contexts that help raise motivation and attainment
- Helping students to follow courses that are appropriate to their needs
- Helping students with their self-awareness and self-development
- Improving understanding of the world of work
- Helping students practice career exploration skills and gain an understanding of the full range of options
- Ensuring appropriate provision and guidance is given throughout Years 7-13
- Successful transition to the next stage of education and employment
- Empowering students to plan and manage their own futures
- Offering a responsive service that allows time for face-to-face guidance
- Providing comprehensive and unbiased information, advice and guidance
- Helping students to develop career management skills, e.g., excellent job/course applications and how to make effective decisions
- Actively promoting equality and challenging gender stereotypes

- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Meeting the Gatsby Benchmarks which were revised in 2025 by supporting individual aspirations, improving attainment, and ensuring positive destinations
- Meeting the needs of specific groups including looked after children, young guardians, children from economically deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise, and employability
- Developing learners' employability skills by embedding the Big 6 (communication, teamwork, problem-solving, leadership, planning and organising and financial literacy), creating an awareness of the real world and transferability of skills through the use of business contexts in schemes of learning
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in more environmentally friendly ways
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- Working with parents/guardians, alumni and education, community, and business partners to meet students' career development needs.

Methods

The methods by which the CEIAG will be delivered to accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum (enterprise projects, external visits to colleges/universities, careers taster days, etc.)
- Promoting awareness of the world of work (visitors from business, work experience placement, annual careers fair, and workshops)
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement (Armed Forces days and visitors, visitors from other educational institutions and working with Sixth Forms, skills show visits, etc.)
- Promoting awareness and understanding of work, industry, the economy, and community (dedicated careers lessons as part of Form Time and collapsed timetable days)
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance (option evenings, careers fair, visits and independent one-to-one career interviews)
- Enabling students to make considered decisions regarding future choices
- To prepare students for transition to Further Education or employment with training.

In addition to the above, the school will maintain and develop effective links with key partners, including the careers guidance service (SEMLEP), local universities, enterprise organisations, other educational establishments, and local industry and business leaders (through local networks or national programmes).

Each curriculum area also identifies subject-specific opportunities for raising awareness of career related,

or educational opportunities, and includes these in lesson planning. This is evidenced through:

- Schemes of work, which should recognise the importance of Careers Education
- Lesson plans which should include work related learning opportunities, where appropriate
- Departments displaying subject links to occupations and progression routes.

Specifically, impartial and independent IAG is provided to students through a number of on-going delivery methods:

- FE tasters and assemblies
- University Tasters, Higher Education Fairs, University talks
- Access Associates Programme (University student visits)
- Industry specific talks and presentations
- Form Time activity programme using various activities to include websites such as the "National Careers Service", UCAS, and Apprenticeship websites.
- Regularly updating the Sandy Secondary School website/Careers section
- Interviews and meetings with relevant House Staff to explore options for individual students.
- Formal "face-to-face" advice and guidance interview with the CEIAG Coordinator
- Further guidance from external agencies such as University of Bedfordshire and 4YP to be available where necessary
- Group work for specific pathways (apprenticeships)
- Display boards

Resources available to students at Sandy Secondary School during their school career:

- National Careers Week
- MK Apprenticeship Show
- Workplace & University visits such as the University of Hertfordshire and Northamptonshire
- Personal Wellbeing and Independent Learning lessons
- Careers Fair
- Assemblies led by local employers, former students and career experts
- Alumni visits
- Career insight talks
- Employer visits to lessons
- Support with employability skills
- Mock interviews
- Regular live local apprenticeship opportunities
- Impartial information on Post 14, 16 and 18 course choices

Review

We will continue to evaluate the programme to strive to improve effectiveness against the learning outcomes. The Strategy to implement the CEIAG Policy will also continually be reviewed to ensure we are offering the best possible provision using the Gatsby benchmark tool.

Each academic year the Executive Principal and the Head of School, along with the Careers Leader, will write an Action Plan to be incorporated into the School Development Plan. The Action Plan will be reviewed annually and the provision on offer to students will be audited utilising an adapted version of the National Foundation for Education Research CEIAG Audit tool.

http://www.nfer.ac.uk/publications/99944/99944_home.cfm

Guidance

This policy has been written with regard to the updated (Spring 2025) Duty on schools to provide independent and impartial Careers Guidance and Inspiration for Students and the accompanying Departmental Advice document:

https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers_.pdf

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