



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

Reviewed by: Trustees' Teaching and Learning Committee

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1.0 Introduction and Rationale

1.1 Good careers education connects learning to the future and helps young people to develop the knowledge, confidence and skills that they need to make successful transitions into further learning and work, and to help them manage their careers and sustain employability. This helps to support social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. Furthermore, through good careers guidance we aim to widen horizons, challenge stereotypes and raise aspirations. Careers education at KLB supports our wider vision to be a school where we guide and encourage our students to thrive and make their positive contribution to an ever-changing world. This policy reflects our values enabling our students to show ambition, courage and respect for our wider community.

1.2 Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 7-13 “Careers guidance and access for education and training providers” DfE May 2025 Careers education is delivered within programmes of Personal, Social, Health and Economic Education (PSHEE), tutor time, assemblies, visitors and through the wider curriculum, particularly with aspects of work-related learning at Key Stage 3 and 4.

1.3 Statutory guidance from the DfE, updated in May 2025, states high quality careers guidance helps:

1.3.1 young people make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work

1.3.2 break down barriers to opportunity

1.3.3 improve skills needed for success in work

1.3.4 improve national productivity and grow the economy

1.4 Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress.

1.5 Additionally, Careers Education combined with effective information, advice and guidance is critical to young people’s educational career in:

1.5.1 avoiding disengagement during Key Stage 3;

1.5.2 choosing KS4 options;

1.5.3 helping to avoid underachievement or disengagement during Key Stage 4;
and

1.5.4 choosing appropriate post-16 and post-18 destinations including raising awareness of the benefits of apprenticeships, T Levels and other approved technical education qualifications

1.6 Careers education also draws on and contributes to the whole school curricular development of students' employability skills as defined by the CBI, which are listed below;

1.6.1 Self-management;

1.6.2 Team working;

1.6.3 Business and customer awareness;

1.6.4 Problem solving;

1.6.5 Communication and literacy;

1.6.6 Application of numeracy; and

1.6.7 Application of information technology.

2.0 Purpose

2.1 This policy sets out the nature and aims of the Careers Programme at Katharine Lady Berkeley's School.

2.2 The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the "Gatsby Benchmarks" (see Appendix 1);

2.2.1 To enable all students to develop the self- knowledge and skills that they need to empower them (students) to plan and manage their own futures;

2.2.2 To increase opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

2.2.3 To provide a minimum of two encounters* with a provider of technical education or apprenticeships for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.

- 2.2.4 To provide a minimum of two encounters* for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
 - 2.2.5 To provide a minimum of two encounters* for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.
 - 2.2.6 To prepare for the future introduction of a guarantee of 2 week’s work experience for every young person across key stage 3 & 4.
 - 2.2.7 To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.
 - 2.2.8 To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
 - 2.2.9 To ensure knowledge of the changing UK economy and jobs market, including impact of technological change (for example AI).
 - 2.2.10 To actively promote equality of opportunity and to challenge stereotypes.
 - 2.2.11 To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.
 - 2.2.12 To respond to the needs of each student and to support their progress.
- * A “meaningful encounter “is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

The following procedures have been put in place to implement this policy:

3.0 Staffing

- 3.1 All staff are integral to CEIAG. Careers focused sessions are delivered by relevant staff and the school contracts an Independent Careers Advisor to provide impartial and independent careers advice and guidance. This is available to all students. Students in year 11 and years 12 & 13 are entitled to one individual careers guidance meeting, this will be recorded using Unifrog so that guidance can be accessed by the student and staff. Access to Unifrog is continued for 3 years after a student leaves KLB to maximise future success.

4.0 Delivery

4.1 The careers programme includes careers education sessions through PSHEE, tutor time, career research activities such as Unifrog, as well as individual interviews and work-related learning, including one week's work experience in year 10. This is enhanced through encounters with employers, colleges, apprenticeship providers and universities including careers fairs, virtual communications and employer led workshops. Further detail of the Careers Programme for Year 7 to 11 can be found on the Careers page on the school website under 'School Life'.

5.0 Leadership

5.1 The role of the Career Leadership includes

- 5.1.1 responsibility for the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4, making best use of available time & resources;
- 5.1.2 responsibility for the organisation and administration of work experience at Key Stage 4;
- 5.1.3 liaison with students, the Independent Careers Adviser, tutors, parents and trustees;
- 5.1.4 identification and promotion of links with local and national employers and their organisations and co-ordinates engagement and encounters with said employers;
- 5.1.5 assisting in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Leadership Team, Heads of Year, tutors, parents, and the wider pastoral team.
- 5.1.6 evaluating events and the contributions of outside agencies to ensure the Career Education aims are met;
- 5.1.7 liaises with local colleges, work-based education and training providers as appropriate (see Appendix 2 – Provider Access Policy);
- 5.1.8 working with the relevant Head of Year to identify appropriate opportunities for supplementary local college and work-based education as appropriate;
- 5.1.9 sourcing and maintaining an effective collection of published and online material, including training provider prospectuses, and computer-based resources, to assist students in making informed career choices;

5.1.10 preparing, delivering and supporting careers related aspects to contribute to relevant schemes of work at key stages 3 and 4, including the development of skills that employers value; and

5.1.11 organising the annual Careers Convention in the Autumn every year to which local employers and further education and higher education providers will be invited.

5.2 The Head of Sixth Form has the responsibility of supporting students in making decisions concerning Higher or Further Education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.

5.3 Careers information, advice and guidance is very much a whole school activity – every member of staff, when approached, should respond with appropriate guidance and support.

5.4 Links with local and national employers and other organisations such as the GFirst LEP (Gloucestershire Local Enterprise Partnership), the CEC (Careers and Enterprise Company) and National Careers Service will be pursued in order to enhance the careers information, advice and guidance which is available to the students.

6.0 Links with the Local Authority

6.1 The school will work with the Local Authority, including sharing information such as destinations data. In particular, in accordance with Section 13 of the Education and Skills Act 2008, the school will notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion.

7.0 Links to other policies

7.1 The policy for CEIAG supports and is itself underpinned by a range of key school policies, including;

7.1.1 Curriculum

7.1.2 Teaching and Learning

7.1.3 Safeguarding

7.1.4 SEND

7.1.5 Equal Opportunities

8.0 Evaluation

8.1 The quality of careers education is evaluated through;

8.1.1 analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment;

8.1.2 surveys of students in the school and also through exit surveys towards the end of Year 11 and Year 13;

8.1.3 feedback from students each year through completing questionnaires using Unifrog

8.1.4 feedback from employers;

8.1.5 feedback from parents using surveys and focus groups; and

8.1.6 reporting to SLT and the trustees including progress towards meeting the Gatsby Benchmarks using the Compass self-evaluation tool or equivalent.

Appendix 1

The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, trustees and employers.
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will have the support of an informed adviser to make the best use of the available information.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This could be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes,
6	Experiences of workplaces	Every student should have first- hand experiences of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities and to expand their networks.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Ref: Statutory Guidance: Careers guidance and access for education and training providers (The duty to secure independent and impartial careers guidance for young people in schools- DfE January 2023

Appendix 2

Katharine Lady Berkeley's school: Provider Access Policy

1.0 Introduction

- 1.1 This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2.0 Pupil entitlement

- 2.1 All pupils in years 8 to 13 are entitled:

2.1.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

2.1.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

2.1.3 to understand how to make applications for the full range of academic and technical courses.

- 2.2 For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

- 2.3 These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

2.3.1 share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers

2.3.2 explain what career routes those options could lead to

2.3.3 provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)

2.3.4 answer questions from pupils.

3.0 Meaningful provider encounters

3.1 One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

3.2 Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

3.3 Destinations data for our students is accessed on our website

4.0 Management of provider access requests

4.1 Procedure

4.1.1 A provider wishing to request access should contact Helen Isaacs, work related learning lead, hisaacs@klbschool.org.uk or 01453 842227.

5.0 Opportunities for access

5.1 The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

5.2 Note that this table does not cover the complete Careers Programme. For this please see the website. <https://klbschool.org.uk/school-life/careers/>

	Term 1-2	Term 3-4	Term 5-6
Year 7	Enterprise Assembly in Term 2	Introduction to Unifrog	
Year 8	Unifrog tutor time	UK labour market assembly Career workshops through our January careers fair	Unifrog tutor activity
Year 9	Careers Convention. A school based evening event where typically about 70 -80 local businesses, FE & HE providers set up stands and answer questions from students & parents. Unifrog tutor activity	Apprenticeship talk – external provider ahead of options Options assembly Languages careers event – external provider UK labour market & Careers assemblies	Unifrog tutor activity

Year 10	Careers Convention See above. Introduction to work experience Careers Adviser assembly on post 16 options. Unifrog tutor activity – work experience	National Careers & Apprenticeship week events ASK Apprenticeships assembly and Q & A session. UK labour market & Careers assemblies	Work experience preparation sessions Local labour market assembly Unifrog tutor activity
Year 11	Careers Convention See above Post 16 provider assemblies (2023) Unifrog tutor activity Rotary interviews Mock interview practice for the whole year group usually aided and assisted by Tyndale Rotary. Careers interviews Post 16 evening.	Apprenticeships Workshop. National Careers & Apprenticeship week events Post 16 taster sessions. Careers interviews Post 16 interviews UK labour market and Careers assemblies	
Year 12	Careers Convention See above Unifrog tutor activity	Apprenticeships: Assembly and workshops University speakers	UCAS Conference Future planning day: HE options; employers; apprenticeships University visits (Birmingham and Oxford) Work experience placements

Year 13	Careers Convention Higher & degree apprenticeships assembly Interview sessions Workshops on applications for HE & higher apprenticeship applications Careers interviews	Careers interviews	
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6.0 Premises and facilities

6.1 The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

6.2 Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

6.3 Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Area, which is managed by the school librarian. The Resource Area is available to all pupils at lunch and break times.

7.0 Complaints:

7.1 Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

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