Careers Education Information Advice and Guidance Policy

Hampton Gardens

Policy last reviewed:	March 2026
Next review due:	March 2027
Member of staff responsible:	Atul Karia, Deputy Head of School
Ratified by:	Hampton Gardens Local Governing Body

HAMPTON GARDENS: Careers Education Information Advice and Guidance Policy

1. Statement of Principle

Intent: Careers education, information and guidance allows students to be supported in important decisions that will affect their future, and provides them with a wealth of information to help them make an educated choice. According to the Careers and Enterprise Company, schools which enhance their careers provision in line with the Gatsby Benchmarks see higher school engagement from pupils, higher self-esteem in pupils, and better overall attainment for pupils, as they have a clear goal in mind, and a path of how they are going to reach it. All students at Hampton Gardens will have access to such information, advice and guidance, and will leave with key employability and enterprise skills, which will be hugely beneficial to them in applying for T-Levels, universities, apprenticeships, or employment. Our aim is for every child to fulfil their potential and be inspired to achieve their goals in the future. It is with these objectives in mind that our CEIAG programme has been developed, whilst working towards successfully meeting the eight Gatsby Benchmarks. The Hampton Gardens Careers provision aims to equip students with the skills and knowledge to become their best selves, enabling them to explore a wide range of career and educational opportunities after leaving school.

2. Introduction

2.1 In September 2012, the Department for Education outlined the statutory duty of all schools to provide independent and impartial careers guidance for pupils in years 8 to 13. From January 2018, every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in years 8 to 13 to inform them about approved technical educational qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for this provider access.

2.2 There has been a wealth of publications providing a framework for CEIAG provision, which highlight the importance of meeting the eight Gatsby Benchmarks:

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

2.3 It is an expectation that schools should be using these benchmarks to improve careers provision and that these should be met by the end of 2030. For the Employer Encounters Benchmark, schools should begin to offer every young person seven encounters with employers – at least one each year. Some of these encounters should be with STEM employers.

2.4 All students are provided with access to high quality, impartial and unbiased information about further education providers, and options post 16 and post 18. Effective delivery of CEIAG, including provision for building resilience, self-development, and work-related learning, will enable students to have a greater understanding of the requirements for their career interests and it is intended that

this will have an important impact in terms of raising their aspirations, and ultimately raising achievement.

2.5 The CEIAG programme of delivery, content, and evaluation, is managed by the CEIAG Co-ordinator. Details of this programme are published on the school's website.

3. **Objectives**

3.1 All students have an entitlement to a high quality CEIAG provision. At Hampton Gardens, we help students achieve the following learning outcomes:

- Understand and develop their potential, and to overcome barriers to progression
- Investigate and research careers and job opportunities
- Develop an understanding of the world of work
- Understand the requirements and possibilities within Further and Higher Education
- Gain knowledge of apprenticeships and vocational pathways, in particular T-Levels and BTECs
- Are aware of and understand the raising of the participation age
- Recognise, develop and apply skills for enterprise and employability
- Engage with people, ideas, challenges and applications from the business world
- Arrange for encounters with staff from the work place to illustrate the careers available
- Have experience of working practices and environments
- Know how to access unbiased, impartial up-to-date careers information, advice and guidance
- Have opportunities for a personalised careers guidance interview with a professionally accredited careers adviser
- Have opportunities to learn about STEM (Science, Technology, Engineering and Maths) related careers

3.2 **How the learning outcomes will be achieved:**

3.2.1 All students from Year 7 onwards will have access to a comprehensive and impartial programme of careers and work-related learning activities. This will include formal delivery of dedicated CEIAG topics via lessons, external visits, internal presentations, and collapse days. In addition, there will be information evenings for students and parents/carers.

3.2.2 Experience of work is an integral part of the programme and will take place during enrichment week for students in Year 10 (work shadowing) and Year 12. This will enable students to have a greater understanding of the requirements in the workplace, and will help them to effectively plan at key transition stages. We are trailling a 2 week placement from 2026

3.2.3 Additionally, students are entitled to an interview with our externally contracted independent careers adviser, who helps students make informed and unbiased decisions regarding post 16/18 option choices and progression routes.

3.2.4 All students will be provided with equality of opportunity in access to all CEIAG provision.

3.2.5 By the end of Year 9 students will have two mandatory opportunities to meet with providers of Vocational Technical/Apprenticeship qualifications and then by the end of Year 11 students will have another two mandatory opportunities to meet with providers of Vocational/Technical/Apprenticeship Qualifications.

3.2.6 In Year 12 students will be invited to opportunities where providers of Vocational Technical/Apprenticeship qualifications.

4. **Staff Development**

Designated members of staff will be encouraged to attend relevant training to develop existing methods or to integrate new initiatives.

5. **Parental involvement**

The school encourages and promotes parental involvement through its CEIAG programme, which includes a number of parent information events such as Careers Fairs and information on Higher and Further Education. Parents working in local business also contribute to school activities. Parents are invited to comment on the CEIAG programme. Contact details for the CEIAG Co-ordinator can be found on the school website.

6. **Resourcing**

An annual CEIAG budget is set and agreed between the Head of School, Trust Finance Director, and the CEIAG Co-ordinator.

7. **Links to Other Policies and Documents**

The following policies and documents should also support the CEIAG process: -

- Equality and Diversity
- SEND Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- School Development plan
- Partnership agreements with external agencies

8. **Review and Evaluation Procedures**

8.1 The CEIAG Co-ordinator will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Discussions with the Deputy Head, with oversight of CEIAG
- Completion of the Compass Audit
- Teacher, student, employer and parental responses to events and topics; including work experience/work shadowing
- Analysis of the destination data and student tracking documentation
- Career guidance interviews and mentoring feedback

8.2 The CEIAG policy will be reviewed annually by the CEIAG Co-ordinator in accordance with school policy, and to reflect future statutory requirements and recommendations.

APPROVED BY GOVERNORS:

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SIGNATURE **NAME** **DATE 11 March 2026**