

(CEIAG)

Careers Education Information Advice & Guidance



Policy prepared by	N.Atkins - Designated Career lead
Responsible committee	OAT governing body
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Date approved by committee	
Date ratified by LGB (if required)	
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Careers Statutory Guidance

The Academies career policy has been updated to reflect the government's policy priorities and to meet the statutory guidance. Changes include:

- An overview of the changes to the [Gatsby Benchmarks of Good Career Guidance](#) following extensive research led by the Gatsby Charitable Foundation
- Detailed information on the amendments to the descriptive and measurable elements of the 8 benchmarks
- Department for Education (DfE)'s expectations of what schools, colleges and independent training provider (ITP)'s should do to meet the updated benchmarks
- Preparing for the future introduction of a guarantee of 2 weeks' worth of work experience for every young person
- Signposting and links to resources, support and further information

Wodensborough Careers policy

Wodensborough Academy believes that it is every child's entitlement to receive high quality Careers advice and guidance (CEIAG), break down barriers to opportunity and prepare them for the 'world of work' and to improve their 'life chances'. Therefore, it is important that a broad and balanced curriculum underpins careers education to ensure that pupils can access further education, apprenticeships and training.

We provide Careers Education Information Advice and Guidance (CEIAG) from year 7 – 13 through our stable careers programme and support the transition of our learners into further education, apprenticeships, internships, training and employment. Support and after care is provided for our year 11, 12 and 13 leavers, tracking them through destinations data.

The **Quality in Careers Standard** is the *single national quality award* for overall **careers education and guidance provision** in secondary and special schools, colleges and Independent Training Providers. The Academy have sustained the Quality in careers standard and gained the Careers Quality Mark which is a measure of the quality of careers. This is renewed every 3 years.

The quality of the Academies careers programme is measured by the self- audit 'compass tool' recognised by the Careers and Enterprise Company used to embed the 8 Gatsby Benchmarks:

8 Gatsby Benchmarks (revised and updated 2025- further detailed in the Appendix)

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil

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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

The policy

Linked documents to support the CEIAG policy: *'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'*. DfE, January 2018

Our policy is divided into sections (A-I)

Section A: Policy and management

Section B: Review and evaluation

Section C: Programme of careers education

Section D: Information

Section E: Experience of the 'World of Work' (revised changes)

Section F: Individual guidance, personal planning and transition support.

Section G: Working with parents and carers

Section H: Equality and Diversity

Section I: Learner Voice

Section K: Provider Access

SECTION A: POLICY AND MANAGEMENT.

A.1: Policy statement:

- The policy is reviewed in line with the published DfE guidance 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, July 2021)
- The policy ensures a commitment to providing high quality IAG for pupil's year 7-13 pupils through the stable 'careers education programme' meeting all pupils needs.
- The policy ensures that all pupils can access 'careers education' a
- The policy ensures that careers guidance is impartial and supportive in helping pupils to make 'good' choices about their futures.
- The policy ensures that CEIAG is linked to the school development plan and has clear intended outcomes.
- The Academy aims to raise aspiration, promote equality of opportunity, celebrates diversity and challenges stereotypes.
- The Academy provides CPD for staff to contribute to the personal development curriculum.
- The Academy aims to increase employer engagement opportunities to enable meaningful encounters to take place, enhancing pupils' experiences.
- The policy will be reviewed every 2 years in line with National expectations; outcomes will be reported to the governing body.

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A.2: Communication and entitlement of the policy:

- Communication to key Staff is delivered through meetings with clear agenda and minutes.
- There are a variety of communication methods used to engage all pupils including SEND, ARC, HI, AP
- We aim to communicate with our External partners regularly and in a timely fashion.
- We report to Governors and communicate progress through designated forums.
- We aim to communicate with our parents and carers using a variety of methods and use the calendared opportunities to meet with them face to face.

A.3: Defined roles and Academy responsibilities

- **The Designated Careers Leader** for the Academy is **N.Atkins** – who leads, designs, coordinates, and evaluates the career programme. There is collaboration with external providers in order to meet Gatsby benchmarks, which are logged, monitored and evaluated termly.
- **The Enterprise Coordinator** of the Academy is **K.kaur**
- **The connexions advisor** who provides personal guidance for the most Vulnerable is **A.Danks**
- **The National Lead for Enrichment and Careers** is **R.Mcathy**.
- **Governors** – Ensure policy implementation
- **Headteacher and SLT**- Leadership and Strategic oversight
- **Subject staff**- Embed careers and link to learning, support pupil encounters
- **SENCO**- tailored support
- **STEM**- coordinated STEM activities
- **WEX**- coordination of work experience, health and safety, monitoring and evaluation
- **WO6**- Head of WOA6- Preparing for employment.
- **Young Carers and Looked After Children**
- **Pastoral leads**- provide ongoing support
- **Families** – engagement in information events.
- **Connexions**- provide IAG and personal guidance for targeted pupils.

A.4: CEIAG strategy:

- To ensure that all those involved in careers delivery are aware of the revised 'GATSBY BENCHMARKS' (2025)
- To ensure that quality assurance and accountability processes are in place considering the updated statutory guidance and the revised benchmarks.
- To ensure that ongoing training and advice is available to keep staff and policies updated.
- To ensure that there is an appropriate budget available to access IAG and maximise opportunities for pupils.
- To ensure that the careers strategy is communicated with SLT, governors and the EA supporting the Academies development plan (ADP)
- There are key strategic objectives that will enable the operational action plan to be implemented
- That the key strategic plan links to other strategies such as attendance, PP, SEND and curriculum
- To develop greater involvement with parents and carers
- More attention and individual support for all students in particular SEND and disadvantaged students
- To implement 2 weeks of work experience (WEX) for all- 1 week in year 7-9 years plus 1 week in years 10 and 11 years to meet the modern work experience guidance (2025)

A.5: Service level agreement

- Connexions advisors are appointed to work with targeted pupil groups in year 11 and those with an EHCP.
- Connexions advisors work with the Careers Leader to reduce NEETS
- Connexions advisors are invited to attend careers events in year 11 and results day.

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- Alternative Provision (AP) pupils will be fully supported by connexions, apprenticeship advisors, Career Leader and Alternative provision lead.

A.6: Working relationships between parents/carers.

- Calendared parent's evenings provide face to face communication to enable the discussion of academic and/or vocational progress
- Calendared IAG events support parent's evenings; external partners, colleges, apprenticeship providers and Universities attend to support parents, carers, and pupils.
- Calendared forums provide opportunities for parents to impact change supporting the Academies aims to move towards being a 'good' school and be accredited with the Careers Quality Award.
- Social media: Facebook provide opportunities to share information and celebrate successes
- CEIAG Newsletters will be available to provide IAG and celebrate success and outcomes.

A.7: Working relationships, IAG, assessment, reporting, and training:

- There is 1 Link Governor dedicated to careers to support in the promotion of employer engagement.
- The SEN team- signpost pupils with SEND to appropriate support if required. The provision will support both SEND and K pupils on all college visits and external visitors in school.
- The ARC lead supports pupils with Autism and provides support with college transitions
- The Hearing-impaired provision (Deaf Academy) ensures that pupils and parents receive IAG through alternative methods of communication (BSL/SSE); one to one, face to face, text messaging; supporting college and transition visits.
- Heads of school support in monitoring the quality careers during form time.
- Pastoral teams provide ongoing face to face support daily, signposting pupils to the career's leader
- Form tutors provide IAG through Smart Start careers (form time) following a stable careers programme.
- Drop down days add additional IAG.
- The WEX coordinator supports students in finding placements working with employers ensuring health and safety checks are completed.
- Unifrog is the digital platform in place to support WEX and other aspects of the career's curriculum.
- Aspire and Shine groups have access to universities, and external enterprise opportunities.
- Mentors & coaches provide interventions to identified pupils building confidence and resilience.
- Opportunities for pupils in all years to become house and career captains.
- The 'Alumni' encourages past pupils to keep in touch with the Academy and its students; peer to peer IAG.

A.8: Training & current practice:

- Training and CEIAG events contribute to the development of the stable careers programme, supporting CPD.
- The dedicated CEIAG lead is level 6 qualified and now working towards a level 6 personal guidance qualification
- Subject audits are conducted annually to identify strengths and provide future development, CPD.
- The Academy has achieved the Quality Award for careers; re accreditation in 2025.
- Unifrog training is provided for all staff

SECTION B: REVIEW & EVALUATION

B.1: Review and evaluation of the policy:

- There is an annual review and evaluation of the CEIAG policy and the 8 Gatsby standards.
- The Academy development plan (ADP) provides clear aims and objectives for the next academic year
- Pupil voice is used to evaluate smart start and careers activities
- Post 16 events are evaluated and shared

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B2: Destination statistics, inspections.

- At Wodensborough we follow the statutory guidance; 'Duty to participate in education or training after 16'
- IAG is provided to enable all pupils to decide on their future destinations to include apprenticeship, supported internships and voluntary work.
- Pupils at risk of becoming NEET are identified and signposted for additional support from connexions Sandwell and benefit from the 'September Guarantee'.
- Information sharing follows the GDPR rules
- The school adheres to the privacy notice which is the normal means of offering young people and their parents the opportunity to ask for personal information not to be shared (GDPR)
- Internal impact documents feed into the Academy development plan informing future actions.
- Destinations data is analysed by pupil characteristics, SEN, FSM and PP & young carers.
- Destinations data from former pupils is analysed to identify successful transitions.
- Pupils progress and data is tracked with connexions and post 16 provider support (in the first two terms; October to March) to identify pupils who become NEET or at risk.

B3: Review and evaluation of the programme

- The [Careers Impact internal leadership review](#); based on the Careers Impact maturity model is used by the Careers leader to drive forward the careers strategy and inform action plans.
- Pupil voice is used systematically to collate information about careers and IAG events
- 'Parent Voice' is used to gather feedback regarding the quantity and quality of IAG received.
- Staff voice is used to provide feedback on career activities.
- Parent voice is used as part of the Academies parent survey.
- 'Teaching and Learning' teams provide feedback through QUAD walks.
- Pastoral teams provide feedback from form tutors.
- The Careers Leader collates all feedback to identify strengths and weaknesses and inform the next steps/training needs.
- Compass + questionnaires is used to identify opportunities to improve careers education
- Destination measures are used to provide clear and comparable information on the success of the Academy helping pupils to take qualifications that offer them the best opportunity to continue in education, training or employment.
- The Academy ensures that they maintain contact with the local authority who publish key stage 4 and 5 data and performance tables. Gatsby benchmark 3 provides further details and accountability.
- NEET figures released for year 11 leavers October having left the school in summer of the previous year is compared to National data, local data and similar schools both nationally and locally.

SECTION C: Planned programme of careers education

C1: Programme of careers & delivery

- The careers programme is published on the website from year 7 to 13
- Clear learning outcomes are shared with smart start staff.
- Regular IAG updates are provided for staff internal communications.
- Training and induction days provide opportunities for CPD throughout the year.
- 'Smart Start' has a dedicated day for the delivery of careers education as well as calendared assemblies throughout the year and drop-down days.

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C2: Programme content (Gatsby – stable careers programme)

- Statutory guidance drives the careers programme.
- Gatsby benchmarks are used to measure progress (See appendix for full details)
- Pupils are encouraged to develop employability skills
- Work experience provides opportunities to develop employability skills and experience the world of work
- The careers programmes are published on the Academy website and displayed within the Academy.

C3: Assessment methods

- ‘Pupil Voice’ and the ‘future skills questionnaire’ is used to gather feedback from all pupils.
- Google questionnaires are used during the academic year to assess trips/events/activities.
- Teacher voice will be used to measure the quality of resources for delivery.
- Destination data will be used to measure outcomes.
- The compass + tool will monitor & measure the progress of the 8 Gatsby benchmarks.
- Parents evening surveys through ‘parent voice’ will provide information about careers education.
- Verbal feedback through ‘lunch with a leader’ activities will take place termly.

C4: The careers programme (Gatsby)

- The careers programme is personalised to match pupil’s careers aspirations and curriculum needs
- The programme is differentiated to meet the needs of all pupils including SEND/K/HATS/HL/ARC pupils
- Where appropriate the programme will be delivered one to one (vulnerable groups)
- All pupils will complete the compass + questionnaire.
- All delivery will remain ‘impartial’
- College, University, apprenticeship, training provider visits are planned for -through the provider access agreement.
- The programme will provide opportunities for external partners to assist in delivery.
- The programme will provide opportunities for STEM ambassadors to enrich the curriculum
- The programme will encourage enrichment activities.
- The programme will support the transition from KS2 and KS3.
- The programme will support the transition from KS3- KS4- KS5.
- The programme will provide opportunities for pupils in alternative provision (AP) to engage.
- The programme will include pupils in the study centre (SC) and the hub.

SECTION D: INFORMATION

D1: Information, advice and guidance (IAG)

- The CR8 ‘choices’ programme supports pupils in year 8 pupils to make informed decisions in relation to their creative and technological options.
- Year 9 pupils are supported to make informed GCSE choices through parent events, IAG, options booklets and assemblies.
- Subjects make clear links to further education routes, apprenticeships, and employment within lessons and focus weeks.
- KS4 pupils; those in year 11 are provided with IAG from a variety of sources.
- Pupils in alternative provision (AP) have opportunities to engage with the careers programme through shared resources. Regular visits are made to AP providers by the AP and CL
- Careers will be embedded into the wider curriculum to expand CEIAG opportunities.
- The Academies website and social media shares information for both pupils and parents to access.

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D2: IAG and access to services

- Smart Start careers is integral to the tutor programme
- Carers lessons in KS5: WOA6 will help pupils to understand how to access services in school and learn more about internships and 'preparing for adulthood'; the next steps, and pathways into post 16 education.
- Unifrog support the WEX programme; pupils, parents, staff can access.
- Additional support is provided for pupils with special educational needs or disabilities (SEND)
- SEND pupils and those with Education, health and care plans (EHCP) are be made aware of internships where appropriate and opportunities to take part in work experiences.
- Partnerships with disability organisations continue to be developed
- Work with Jobcentre Plus will continue to play a role in supporting an effective transition from school to work for young people through developing greater links between Jobcentre Disability Employment Advisers.

D3: Pupils skills and access to media

- Pupils will be given opportunities to practice the skills that they have acquired – eg- writing a CV and becoming successful in a placement at college. External providers will support in developing these skills.
- Pupils now have access to Unifrog through individual accounts that can be accessed in and out of school, enabling them to take responsibility for their career journeys.

D4: Parents/careers and IAG

- Prospectus, option booklets, letters, Texts, telephone, face to face will be used to make contact and pass on information to parents
- Social media is used as a tool to share information to parents
- The Academy will produce termly CEIAG newsletters
- Parents, options and career events will provide opportunities for face-to-face discussions with connexions, IAG advisors, staff.
- Career events will run alongside parents evening to provide parents with the opportunity to discuss relevant courses/qualifications with external further education professionals.

D5: Provision and management of information

- Information will be managed and reviewed by the designated careers leader on a termly basis. Impact documents form part of the review.
- An annual interim review to the policy will be conducted to make any adjustments to the 2-year action plan to consider any feedback from parents, pupils, external providers and governors and any government changes.
- A full review will be undertaken every 2 years to the policy to ensure that the policy is current and reflects changes in market trends.

SECTION E: EXPERIENCE OF THE WORLD OF WORK.

E1: The world of work

Currently:

- Pupils in year 10 will have the opportunity to undertake a work experience placement for a week **2nd -6th March** This is calendared on the Sandwell WEX calendar. WEX placements are recorded on Unifrog to provide a communication pathway between the pupil and employer and a platform to log pupil experiences.
- Pupils in WOA6 can undertake WEX throughout the academic year as part of their 'preparing for employment'

The DfE ([September 2025](#)) have stated that all students in Key Stages 3 and 4 will be guaranteed two weeks of meaningful work experience. There is an expectation that this would involve multiple encounters with the employers

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and experiences with the world of work (as opposed to a block of time which is the current model). These experiences should be delivered in a flexible, innovative format that meet the needs of today's students. Future changes will ensure that this expectation is met.

Future changes:

- To implement the governments vision for WEX-2 weeks of work experience – 1 week in year 7-9 and a further week in year 10 and 11.
- To plan for a modern work experience and understand 'Equalex'. A progressive approach; Introduce and inspire, investigate and explore, apply and demonstrate.
- To ensure that experiences should be aspirational and inspirational giving young people the opportunity to access a wide range of career opportunities aligned to their interests and talents.
- To take into consideration local skills, needs and national growth sectors.
- To be insight driven and designed around data, engagement and outcomes

SECTION F: IAG, PERSONAL PLANNING AND TRANSITION SUPPORT.

Impartial careers advice

- Connexions and the careers co coordinator will provide timely impartial (IAG) careers advice to pupils
- The raising achievement team will track and monitor year 10 & 11 pupils progress, identifying attainment gaps.
- Connexions will provide personal guidance to an identified year 11 group: vulnerable.
- The Careers Leader (CL) and vice principal (VP) will provide IAG to year 9 pupils in relation to GCSE options
- The CL and WEX coordinator provide guidance to pupils in year 10/12/13 for work experience processes.
- Pupils in KS5 will receive regular ongoing IAG both internally and externally, with a dedicated timetabled lesson.

SECTION G1: Working with parents and carers.

Parental engagement.

- We will aim to provide impartial CEIAG advice to parents to highlight future career benefits
- We will aim to maintain appropriate working relationships with parents and carers.
- The CEIAG policy statement will be communicated to parents through the website and on all CEIAG materials.
- We provide parents with labour market information (LMI), local prospectus and wellbeing through CEIAG newsletters, and website updates.
- Work related activities will be communicated to our parents through work experience procedures.
- Parents and careers will be provided with IAG at parents and options evenings
- Parents and carers will be informed about the parity of academic and vocational qualifications and routes into FE and apprenticeships and new qualifications such as T levels.
- Parents and carers will be made aware of financial support for their child's learning, particularly those in WOA6 who are eligible to apply for bursaries.
- The Academy will use the Gatsby 'Talking Futures' campaign to equip parents and carers with the tools they need to have supportive conversations with their children about education and careers.

SECTION H: EQUALITY AND DIVERSITY

- The Academy will continue to develop its strong ethos on diversity and challenge stereotypes and support the Equality Act 2010.
- The Academy will continue to raise the aspirations of all pupils, and promote equality of opportunity

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- The Academy identify Looked after children and young carers as well as those with special educational needs and those with vulnerabilities to support their needs.
- The CEIAG programme will enable pupils to have timely IAG through a 'drop in' systems and where needed appointments. These appointments will include parents where needed.

SECTION I: Learner Voice

- Pupil voice is used at every opportunity to inform future planning as well as measure success.
- Lunch with a leader explores opportunities to further develop our career offer and to check that pupils understand what good quality careers look like.
- Following 'smart start' careers topics, questionnaires will evaluate the programme.
- Learners in all year groups including WOA6 complete the 'future skills' questionnaires
- Google questionnaires will be used where appropriate.
- Compass plus will be used across the Academy to capture data needed to inform future planning.

SECTION K: Provider Access

The provider access policy complies with the Academies legal obligations under Section 42B of the Education Act 1997 and can be found on the Academies website. This policy is reviewed annually.

As a minimum requirement the Academy will provide a minimum of 6 encounters that are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training. This is in line with the updated ***Provider Access Legislation (2023)***.

To meet legislation, the Academy will:

- Ensure there are 2 encounters for all pupils to attend that take place any time during the school day of year 8 or between 1 September and 28 February during year 9. These are **mandatory**.
- Ensure there are 2 encounters for all pupils to attend that take place any time during the school day of year 10 or between 1 September and 28 February during year 11. These are **mandatory**.
- Ensure there are 2 encounter opportunities for pupils to attend by choice that will take place any time during the school day in year 12 or between 1 September and 28 February during year 13
- The Academy will encourage all pupils to experience these encounters.
- The Academy will work collaboratively with providers to ensure that they inform pupils about technical qualifications, apprenticeships and careers relating to them and to be able to answer pupils' questions.