THE HOWARD PARTNERSHIP TRUST

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

Date of review: November 2026	Responsible body: The Howard Partnership Trust
Review Period: Annual	Trust/Committee: Standards & Performance
Next due for review: November 2027	Executive Lead: Executive Director of Education
Status: Non-Statutory	Publication: External

This policy complies with the statutory guidance (Careers guidance and access for education and training providers, January 2023) and has been written with reference to the following related legislation, guidance and policies:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Skills and Post-16 Act 2022
- Education (Careers Guidance in Schools) Act 2022
- Skills for Jobs: Lifelong Learning for Opportunity and Growth (Department for Education, 2021)
- Personal, social, health and economic (PSHE) education (Department for Education, 2020)
- Careers strategy: making the most of everyone's skills and talents (Department for Education, 2017)
- Updated DfE Statutory Guidance: Careers Guidance and Access for Education and Training Providers (June 2026)
- Good Career Guidance: The Next 10 Years (Gatsby Foundation)
- Careers Impact System and Compass+ (Careers & Enterprise Company)
- THPT Equality Policy
- THPT RSE and Health Education Policy
- THPT SEND Policy
- THPT Safeguarding and CP Policy
- This policy is linked to each THPT school's Provider Access Policy.

Aims/Purpose:

The purpose of Careers Education, Information, Advice and Guidance (CEIAG) in THPT schools is to support pupils to acquire the skills, ambitions and opportunities they need to succeed in fulfilling careers, achieve positive employment destinations, improve their life opportunities and be able to contribute to the local and wider community and to a productive and successful economy. Pupils benefit from an inclusive, broad, quality, planned curriculum or programme of activities to help them make choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives and to fulfil their potential. This policy is framed to help support the Raising of the Participation Age (RPA) and to benefit the pupils in receipt of the pupil premium funding.

Objectives

The CEIAG programme in each THPT school is designed to meet the needs of its individual pupils. Each programme is differentiated to ensure progression through activities which is appropriate to pupils' stages of career learning, planning and development. Strong careers programmes continue to be linked with better destinations and reduced NEET rates, especially for disadvantaged learners.

The aims of the CEIAG Policy are as follows:

- Ensure equitable access to high-quality careers guidance for all pupils regardless of background or need.
- Provide targeted support for disadvantaged pupils, pupils with SEND, care-experienced children, young carers and learners at risk of becoming NEET.
- Actively engage parents and carers in supporting career learning and informed progression decisions.
- Develop pupils' knowledge of future labour market trends, digital technologies, sustainability and the impact of artificial intelligence on employment.
- Use destination data and programme evaluation to continuously improve careers provision.
- Support pupils to develop the skills, knowledge and attributes required to manage their careers throughout their lives.
- Link each area of the curriculum to careers education
- Provide pupils with meaningful encounters with employers and employees
- Provide meaningful employer encounters and workplace experiences that help pupils understand the world of work and make informed decisions about future education, training and employment pathways.
- Ensure pupils engage with a range of further and higher education providers

The DfE funded resources will be used to support these:

- The Careers & Enterprise Company (CEC) to support schools and colleges to develop careers programmes in line with their careers requirements and the Gatsby Benchmarks
- National Careers Service to provide free, impartial careers information, advice and guidance to students, parents and teachers through a website, web chat service and telephone helpline

Gatsby Benchmarks

The Trust schools use the Gatsby Benchmarks framework, including further benchmark toolkits for schools working inclusively with students with special educational needs or disabilities (SEND). THPT schools are committed to implementing and continuously developing provision in line with the Gatsby Benchmarks and the principles outlined within Good Career Guidance: The Next 10 Years. Schools will utilise Compass+ and other recognised quality assurance tools to evaluate and improve the effectiveness of careers provision.

The 8 Gatsby Benchmarks are:

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

Whole school provision values:

- Careers at the heart of education and leadership
- Inclusion and impact for each and every young person
- Meaningful and varied encounters and experiences
- Focus on the use of information and data
- Engagement of parents and carers

Provider Access

All pupils in years 7-11 are entitled to independent careers opportunities. This advice must be shared in an impartial manner, showing no bias towards a particular institution, education or work option. There must be an opportunity for education and training providers to access pupils in years 7-11 to inform them about approved technical qualifications or apprenticeships. This information is shared by each school in their Provider Access policy.

The provider access legislation states that the minimum requirement is to provide six encounters during year 8 – 13. Pupils are entitled to:

- 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.
- To access a range of local independent education and training providers about the opportunities they offer, including technical education qualifications (including T Levels and HTQs) and apprenticeships – through options events, assemblies and group discussions and taster events for all year 8 to 13 pupils.
- To understand how to make applications for the full range of academic and technical courses. 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. 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.
- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers.
- Explain what career routes those options could lead to.
- 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).

CEIAG is integrated into pupils' experience through the whole curriculum and is based on a partnership with pupils and their parents/carers. The framework for CEIAG focuses on the learning outcomes provided by the CDI (Career Development Institute). Each school within THPT is a member of the Career Development Institute and is bound to its professional code of ethics. The CEIAG

programme promotes equality of opportunity, inclusion and anti-racism and is differentiated to meet the needs of all pupils. The programme follows the entitlement statements for each educational phase. THPT schools will review provider access arrangements annually to ensure compliance with statutory requirements and will monitor participation to ensure pupils receive a balanced understanding of academic, technical and vocational pathways.

Operational

Careers education, information, advice and guidance is strategically led by the THPT Personal Development Lead. Each THPT school has a designated Careers Leader who is responsible for the overall planning, implementation and review of the programme, with support from the CEIAG SLT Lead. This will empower leaders and align programmes with whole-school development plans. Careers Leaders will champion appropriate professional development and engage with Careers Hubs, the Careers and Enterprise Company and relevant training opportunities to ensure careers provision reflects current statutory requirements and best practice, and is stable and embedded.

Staffing

All staff are expected to contribute to the CEIAG programme through their roles as tutors, subject teachers and support staff. Careers education is planned, monitored and evaluated by the Careers Leader and the staff responsible for the PSHE curriculum. Close working between school leaders, careers leaders, teachers and careers specialists is important for effective careers guidance. Careers information is available within each school through the VLE and in the Learning Resource Centre. The framework for careers, employability and enterprise education is used to support the understanding of the staff roles.

Trustees will receive regular reports regarding careers provision, Gatsby Benchmark performance, destination outcomes and compliance with provider access requirements to support effective strategic oversight.

Curriculum

The careers pathway programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and recording achievement. Careers lessons are part of the school's PSHE programmes. All pupils are provided with opportunities to learn about the pathways open to them including academic, technical and vocational routes. Pupils are made aware of technical education qualifications and apprenticeships and are supported in applying for courses.

THPT schools will work towards delivering the Government's Work Experience Guarantee, and provide age-appropriate careers-related learning and encounters across all phases:

- At Key Stage 2, pupils will be introduced to the world of work through curriculum-linked careers learning, engagement with employers and employees, visits, enterprise activities and exposure to a broad range of occupations, helping to challenge stereotypes and raise aspirations.
- By the end of Key Stage 3, pupils will have participated in a minimum of one week's worth of meaningful work experience activities.
- By the end of Key Stage 4, pupils will have undertaken a minimum of one week's worth of meaningful workplace experience through placements, projects or equivalent employer-led opportunities. All experiences will include appropriate preparation, reflection and evaluation activities to maximise learning and progression outcomes.
- At Key Stage 5, students will receive enhanced careers education, including meaningful encounters with employers, universities and training providers, work experience and workplace projects where appropriate, independent careers guidance, support with UCAS, apprenticeships and employment applications, and opportunities to develop employability

skills and sector-specific knowledge to support successful post-18 progression. Schools will ensure that careers experiences are planned, progressive and responsive to local labour market information and student aspirations.

Partnerships

External providers of careers advice are sought where appropriate and are fully informed of the school's CEIAG policy and practice. The content of the CEIAG programme is available for viewing by all interested parties on the school's website. Best practice is shared amongst schools in The Howard Partnership Trust to ensure continuity and continued excellence. Each school is a member of its local Careers Hub, working with the Careers and Enterprise Company to engage with local employers and training providers. Best practice recognises the importance of effective partnership working with parents and carers. Schools will maintain a planned programme of parental engagement activities, including careers information evenings, progression guidance events, digital resources and communications to support informed decision-making at key transition points.

Resources

Funding is allocated in the annual budget planning round of each THPT school. Funding for developments in the school's improvement plan are considered in the context of whole-school priorities. Resources are allocated to ensure:

- Full range of technology including individual learning planning and UCAS progress
- Access to external, impartial careers advice
- Time allocation to support the delivery of CEIAG
- Appropriate staff development that supports, trains and develops the skills of those involved in leading and delivering the CEIAG programme
- Full range of experiential learning

Staff development

The staff training needs, for planning and delivering the CEIAG programme, will be identified in the CEIAG action plan and activities will be planned to meet them.

Monitoring, Review and Evaluation

The CEIAG action plan for each THPT school is connected to the School Improvement Plan and reviewed regularly by school leaders and Careers Leaders to ensure there is equitable access to pathways and support is tailored to collected data on aspirations and intended destinations, especially for disadvantaged learners and those with SEND. Pupils will be provided with meaningful and varied opportunities, combining technology with in-person experiences. Schools will use destination data, risk indicators and available careers tracking tools to identify and support pupils who may require additional intervention to secure positive post-16 and post-18 destinations.

The effectiveness of careers provision will be evaluated through:

- Gatsby Benchmark assessments.
- Compass+ and Careers Impact System data.
- Pupil, parent/carer, employer and provider feedback.
- Participation in careers education and employer engagement activities.
- Destination and progression data.
- Compliance with Provider Access Legislation.
- Evaluation of outcomes for disadvantaged and vulnerable groups.

Findings will inform future planning and improvement priorities and will be reported annually to senior leaders, local board members and trustees.

Careers provision will be reviewed in light of current Ofsted expectations and inspection frameworks. Schools will monitor progress towards achievement of the Gatsby Benchmarks and ensure careers education contributes effectively to pupils' wider personal development, preparation for next steps and positive destinations. THPT schools will work towards maintaining recognised external quality standards for careers education, including the Quality in Careers Standard, to support continuous improvement and assure the quality and impact of CEIAG provision.