



Careers Education, Information, Advice and Guidance Policy

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Owner	Headteacher

Heath Farm School Careers Policy

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Careers guidance and access for education and training providers

Statutory guidance for schools and guidance for further education colleges and sixth form colleges

DfE, 2025

1.0 School Vision

1.1 Heath Farm School seeks to maximise the life chances of all our young people. It is crucial to prepare young people for life beyond school and college. The values and principles document makes direct reference to developing:

“Knowledge, skills and attributes they (Heath Farm students) need to lead successful and happy lives.”

1.2 The governing body has therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance (CEIAG).

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance for students in Key Stages 3, 4 and 5.

2.2 It has been reviewed in line with the updated DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff’ (DfE, January 2025).

2.3 This policy accepts and embeds the 8 Gatsby Benchmarks as set out in the DfE guidance (see Appendix 1).

2.4 It recognises the legal duty of schools to ensure that a range of education and training providers can access pupils in Years 8–13 to inform them about approved technical education qualifications and apprenticeships.

2.5 This policy applies to all CEIAG-related events, opportunities and teaching across Key Stages 3, 4 and 5.

2.6 All staff at Heath Farm School are expected to be aware of this policy. CEIAG is not the sole responsibility of the Careers Teacher or Advisor; all staff have a role in raising aspirations and linking learning to future opportunities.

2.7 Students should leave Heath Farm School with a strong sense of self-awareness, knowledge of the opportunities available to them, and the skills to make informed decisions and transitions to life beyond school.

3.0 Objectives

3.1.1 Ensure that all students receive a stable careers programme;

3.1.2 Enable all students to learn from career and labour market information;

3.1.3 Deliver a personalised programme which addresses individual needs;

3.1.4 Link curriculum learning to careers learning;

3.1.5 Provide encounters with employers and employees;

3.1.6 Provide first-hand experiences of workplaces;

3.1.7 Ensure encounters with further and higher education providers;

3.1.8 Provide all students with the opportunity to receive personal guidance.

3.1.9 Deliver discreet CEIAG lessons to secondary pupils.

4.0 School Responsibilities

4.1 Heath Farm School has a series of statutory duties:

4.1.1 All registered pupils must receive independent careers guidance in Years 7–13;

4.1.2 This guidance must be impartial, covering a range of education and training options, and in the best interests of the pupil;

4.1.3 Schools must provide opportunities for education and training providers to access pupils in Years 8–13 (see Section 6 and Appendix 2);

4.1.4 The school must publish a clear Provider Access Policy setting out how providers can request access to pupils (see Appendix 2).

4.2 The school's CEIAG provision is designed around the Gatsby Benchmarks (Appendix 1).

4.3 Heath Farm School believes that high-quality CEIAG connects learning to future opportunities, motivates students, widens horizons, challenges stereotypes, and raises aspirations. It supports social mobility, particularly for students from disadvantaged backgrounds and those with SEND.

4.4 The school will continuously review and improve its CEIAG offer, using both internal evaluation and external feedback (e.g. School Improvement Partner, Ofsted).

5.0 Governance

5.1 The governing body will ensure that the school has a clear, up-to-date CEIAG policy which:

5.1.1 is based on the 8 Gatsby Benchmarks;

5.1.2 meets all statutory requirements.

5.2 Governors will ensure that arrangements are in place for a range of education and training providers to access pupils in Years 8–13.

5.3 A nominated member of staff will take a strategic interest in CEIAG and encourage employer engagement.

6.0 Provider Access

6.1 This section sets out the arrangements for managing the access of providers to pupils. It complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.2 All pupils in Years 8–13 are entitled to:

- Find out about technical education qualifications and apprenticeships, as part of a careers programme that provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers through options events, assemblies, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 2 sets out how providers can request access.

6.4 The school will identify and agree with providers the most effective opportunities for sharing information with pupils and parents.

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Teacher/Advisor and CEIAG events are supported and monitored;

7.1.2 A member of the Senior Leadership Team oversees CEIAG and reports regularly.

7.2 Effectiveness will be measured by:

- Feedback from pupils, parents and staff.
- Feedback from external visitors.
- Destinations data: the proportion of leavers who are NEET compared to national and local benchmarks.

7.3 Governors will review this policy every three years.

Appendix 1

The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</p> <p>The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</p> <p>The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</p> <p>The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.</p>
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make</p>	<p>During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>Parents and carers should be encouraged and supported</p>

	<p>best use of available information.</p>	<p>to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</p>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. Schools should collect, maintain and use accurate data for each pupil on their</p>

		<p>aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.</p> <p>Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</p>
4. Linking curriculum learning to careers	<p>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.</p>	<p>Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</p> <p>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</p>
5. Encounters with employers and employees	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p> <p>*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.</p>
6. Experiences of workplaces	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of</p>	<p>By the age of 16, every pupil should have had meaningful experiences of workplaces.</p> <p>By the age of 18, every pupil should have had at least one</p>

	career opportunities, and expand their networks.	further meaningful experience.
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.	By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal guidance	Every student in Year 7-13 should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.

Appendix

Careers at Heath Farm School

Our Vision

We aim to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Heath Farm School, we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist. High quality careers education and guidance in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Heath Farm School is a 'place of love, commitment and opportunity'. Our curriculum and wellbeing offer is designed so that each pupil has an opportunity to fulfil their potential. We do that through;



‘Love’ represents the unconditional love that is provided through the well-being support provided to all students resulting in them being able to overcome and manage their differing needs.

‘Commitment’ represents the commitment to providing our students with a purposeful and engaging academic curriculum resulting in them gaining relevant accreditation so that they leave with a world of opportunity at their feet.

‘Opportunity’ represents the life skills that we will develop in the students resulting in them leaving school fully prepared for adulthood and their working life.

Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (January 2023), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at Heath Farm School is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand how what they are being taught, will link to their future pathways.

We work closely with several further education colleges and providers. The school is a member of the local Careers Hub. Our independent careers advisor is Emma Mackenzie from CXK, she facilitates one-to-one interviews for all KS3,4 & 5 pupils, as well as curriculum support and general advice. Heath Farm is a School member of the CDI (Career Development Institute). This provides us with regular careers news and updates, training opportunities and national representation. We work closely with ASK Apprenticeship team

who advise our students on apprenticeships, technical qualifications and supported internships.

Aims and Objective

The careers education, information and guidance programme is designed to meet the needs of each and every learner at Heath Farm School. It is differentiated to ensure progression through activities that are appropriate to our learners’ stages of career learning, planning and development. Secondary students have personal logins to online platforms (Unifrog) so that they can access up to date labour market information. Work experience is offered to KS4 & 5 students. Students have regular encounters with employers and employees through workshops and visits.

The main aims of the careers provision at Heath Farm School are to:

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through Heath Farm School and to ensure that learners are supported in voicing their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' January 2025
- Education Act 2011
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Skills and Post-16 Education Act 2025



