Careers Guidance (CEIAG) Policy

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Next review Date: September 2026

Aims:

Our aim, for all of students, regardless of background and circumstance, focuses on the school ethos of "life in all it's fullness", so students have all the opportunities to open doors for their future and reach their full potential. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance (CEIAG) that helps to prepare them, for choices and transitions affecting their future education, training and employment. Through our Careers education, Information, Advice and Guidance we aim to:

• Help students to develop an understanding of themselves.

• To enable students to develop a knowledge and understanding of education, training and employment through investigating opportunities available to them at a local, national and international level.

• To support students in developing and implementing action plans to enable them to take ownership of their own future at and beyond Key Stage 4.

• To provide opportunities to develop enterprise and employment skills. • To promote equality of opportunity, challenge stereotyping and support inclusion. • Provide every student with, at least, one employer encounter during every school year. **Statutory duty**

All schools have a statutory duty to provide careers education in Years 7-11 (1997 Education act, 2003 Education regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill). Careers guidance and access for Education and training providers (October 2018) drives schools towards 'a world class careers system that will help young people and adults to choose the area the career that is right for them'.

Our impartial careers advice is currently provided by FutureSmartCareers: More information about FutureSmartCareers can be found here: https://www.futuresmartcareers.co.uk/for students/
We work closely with FutureSmartCareers and Somerset Careers Hub to achieve the aims of:

• Empowers students to plan and manage their future.

• Respond to the needs of each student.

• Provide comprehensive and up to date information and guidance.

• Raise aspirations.

• Actively promotes equality of opportunity and challenges stereotypes. •

Help our students to progress to the destination of their choice and beyond.

Entitlement:

Every student (Year 8 to 11) is entitled to high quality careers guidance, as part of their overall education, the raises aspirations and allows students to progress to the destination of their choice. Every student is entitled to the following as a minimum:

• A stable careers programme delivered throughout each key stage that is informed by quality labour market information.

• The opportunity to have contact with post-16 colleges, sixth forms and other providers.

• The opportunity to visit and experience a place of work.

• The opportunity to meet and learn from employers.

• Access to higher education providers.

• Impartial information, advice and guidance from a suitably qualified professional.

As well as this minimum provision each student is entitled to careers guidance as appropriate to meet the needs of each student. This guidance will come in a number of different way both formal and informal at appropriate times through the school journey.

Management and delivery:

The CEIAG programme at Pyrland School is overseen by a member of Senior Leadership Team, who is the named Careers Leader (as required by the updated statutory guidance 2018). This currently is Mr James Mason. The Careers Leader will report to the Deputy Headteacher of School and the rest of the Senior Leadership Team and the governing body. The CEIAG programme, within each school, will be delivered by a wide and diverse team that involves Heads of Subjects, Form Tutors, Head of Year, SENDCO and all classroom teachers. The main delivery of the careers programme will be from the PSHE team responsible for Living In The Wider World. Each student will have a 6 week programme where they will be able to access Career Platforms to support their personal development, have meaningful contact with an employer, as well as transition point experiences. As part of a stable CEIAG programme there will be explicit links through the taught curriculum. There will be a nominated member of the governing body who will oversee the CEIAG programme. Monitoring and evaluating The CEIAG programme will be measured against the Gatsby Benchmark. This measurement will be carried out throughout the year and involve the Careers lead, Governor responsible for CEIAG and the Enterprise and Careers coordinator from The Careers and Enterprise company. There will be three summative reviews against the Gatsby Benchmarks. Results of the review and evaluative feedback will be shared with the Headteacher and Governing body. This feedback, along with student voice, staff and parental feedback will shape the direction of the CEIAG programme. In addition to the Gatsby Benchmarks the Careers Leader will triangulate data from all stake holders to judge the quality of provision, make amendments and respond to emerging needs of the cohort. As part of our monitoring and evaluating we will pay particular attention to our destination data and compare this against local and national trends.

Stakeholder partnerships:

The CEIAG programme is greatly enhanced by our links with a growing number of partners and volunteers. We will work with employers, training providers and FE/HE institutions. Parental involvement is encouraged at all stages. This is promoted through regular communications highlighting upcoming events and inviting volunteers. We will provide opportunities for students in Years 7 to 11 the opportunity to talk about technical qualifications and apprenticeships. We will work in partnership with local and national providers of post-14, post-16 and post-18 options and allow our students in Year 7 to 11 access to these providers in order to inform important transition points. We will seek and respond to stakeholder feedback. Feedback will be invited from all stakeholders including students, parents / carers, employers and providers. We will keep parents and carers regularly informed about career pathways in order that they can fully support their children.

Equality and diversity: CEIAG is provided to all students and provision is made for all students to access the curriculum. Students are encouraged to follow career paths that suit their interest, skills, strengths and aspirations with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Our CEIAG provision will seek to address emerging stereotypes that are highlight within national labour market information and our own data.

Access procedure (Provide Access Legislation): Each secondary school will publish a procedure document that outlines arrangements for managing the access of providers to pupils at 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. Any external provider wishing to request access should contact the relevant Careers Leader at the specific school. Contact details will provided within the access procedure displayed on each school website. Each school will make facilities available for discussions between the provider and students, as appropriate to the activity. They 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 relevant Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature.
Further guidance and information This policy should be read in conjunction with:

- The Gatsby Benchmarks
- The Pupil Premium strategy
- Teaching and Learning Policy
- Special Educational Needs and Disability (SEND) Policy

• Curriculum Policy

• Single Equality Policy Secondary

PAL policy statement (Provider Access Policy Statement)

Complaints

If a provider has reason to make a complaint in relation to this statement please email Mr Matt Bernard, Deputy Headteacher on matt.bernard@pyrland.mnsp.org.uk who will investigate further. Or subsequently you can contact The Careers & Enterprise Company on provideraccess@careersandenterprise.co.uk or Somerset Careers Hub on careershub@somerset.gov.uk

Signed:

Approved 17/07/2026

David Taylor
Chair of Governors

Signed :



Mark Lawrence
Executive Headteacher