



THE EARLS

HIGH SCHOOL

EXCELLENCE | CARE | PARTNERSHIP

Careers Education, Advice, Information & Guidance Policy

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1. School Vision

The Earls High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clear idea of the routes to careers that they will find engaging and rewarding. Good CEIAG widens Students' horizons, challenges stereotypes and raises aspirations. It provides Students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

2. Statutory Requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **4 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 11 about their education or training offer. For more detail on these encounters, see our provider access policy statement (see Appendix 1).

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997.

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found in Appendix 1.

All members of staff at The Earls High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students.

3. Objectives:

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

4. School Responsibilities

4.1 The Local Governing Body will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

4.2 The Headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser

- Network with employers, education and training providers, and other careers organisations

4.3 The Senior leadership team (SLT) careers lead will:

- Support the careers programme
- Work with the careers leader in developing a strategic careers plan
- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board
- Network with employers, education and training providers, and other careers organisations

4.4 The Careers leader:

Our careers lead is Mrs L Wycherley. She can be contacted by telephoning 01386 816105 or via email at lwycherley@earls.dudley.sch.uk.

- Coordinate and manage careers activities
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

- Work with our school's designated teacher for looked-after children (LAC) and PLAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions

3.5 Careers adviser

We use an external Careers Advisor via The Yeti. Ltd.

5. Careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme	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.
2. Learning from career and labour market information	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 best use of available information.
3. Addressing the needs of each student	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.
4. Linking curriculum learning to careers	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.
5. Encounters with employers and employees	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.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

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.
8. Personal guidance	Every student 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.

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including PSHE lessons, form tutor led discussions, classroom displays, guest speakers, information evenings and special events.

5.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16. Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

5.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Mrs L Wycherley as above.

5.3 Key Stage 3

We will provide:

- At least two encounters with providers of technical education or apprenticeships in year 8 or 9
- One week's worth of work experience activities

5.4 Key Stage 4

We will provide:

- At least two encounters with providers of technical education or apprenticeships in year 10 or 11
- One week's worth of work experience placement

5.5 Our provision:

Year Group	Provision
7	<p>The PSHE curriculum aims to help students understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (careers management).</p> <ul style="list-style-type: none">• All students take part in Future focus which is a weekly form time activity that develops knowledge and employability skills• All students are encouraged to access Careers information• Some students will take part in individual career-based activities
8	<p>The PSHE curriculum aims to help students to understand more about themselves through employability skills, self-management and the world of work.</p> <ul style="list-style-type: none">• All students participate in the World Skills Show• All students are encouraged to access Careers information• All students are encouraged to develop employability skills through Future Focus• Some students will take part in individual career-based activities
9	<p>The PSHE curriculum aims to help students to understand more about themselves through employability skills, self-management and the world of work</p> <ul style="list-style-type: none">• Options evening and assemblies support the students and parents in making decisions about the qualifications they will study in Year 10 and 11 and beyond. This is supported by materials on the school website during the options process.• All students are encouraged to access Careers information• All students are encouraged to develop employability skills through Future Focus• Some students will take part in individual career-based activities• Selected students will take part in the UAP programme through Worcester University
10 and 11	<p>The PSHE curriculum aims to help students with writing a CV, preparing for interviews, Work Experience and completing application forms</p> <ul style="list-style-type: none">• All students will attend a taster day at a local college provider• All students will take part in a Work Experience placement• All students are encouraged to access Careers information• All students are encouraged to develop employability skills through Future focus

	<ul style="list-style-type: none"> • All students will take part in the Careers fair • All students / parents / carers are invited to attend a Parents information Evening to outline Post 16 opportunities, including a marketplace for Post-16 providers • Selected students will be offered mentoring • Students will have the opportunity take part in the Duke of Edinburgh Award
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5.6 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

5.7 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We also keep records of pupils' participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at on our website.

5.8 Assessing the impact on pupils

Our careers programme is designed so pupils and parents / carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives through surveys and participation data.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

6. Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to students 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.

All Students in years 7-11 are entitled:

- 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 hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, career fairs, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.

We will ensure that there are:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

Appendix 1 shows the way in which education and training providers should contact the school to gain access to students and/or parents to inform them about further opportunities. The school will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

7. Related Policies

Other policies and documents to read alongside the attendance policy include

- Accessibility Policy
- Equality Policy

8. GDPR

This policy adheres to the principles under Data Protection Law. For further information please see our Data Protection policy published on our website.

9. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Leader and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as student and parent survey
- Feedback from external visitors to the school such as the Careers Enterprise Advisor
- Assessing our performance against the Gatsby benchmarks using the Compass Careers Benchmark Tool
- Destination data for students who have left the school (this can be found on the school performance tables published by the Department for Education).

The governors of The Earls High School will review this policy annually.

10. Workload

A workload impact assessment has been carried out. Workload associated with the implementation of this policy will be kept under review throughout the year.

Appendix 1: Application for Provider Access

Introduction

This appendix sets out the school's arrangements for managing the access of providers to Students 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.

Student entitlement

All Students in years 7-13 are entitled:

- 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 hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

Procedure for providers to request access

A provider wishing to request access should contact our Careers Leader Mrs Libby Wycherley

Telephone: 01384 816105

Email: lwycherley@earls.dudley.sch.uk

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.