



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

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## **Policy Statement**

Within the Community Inclusive Trust, CEIAG forms part of our mission to nurture aspiration, independence and lifelong learning across all community, primary, secondary and special schools. As such the Trust is committed to providing high quality, impartial and inclusive careers education for all pupils, regardless of age, ability, need or background.

Careers education within our academies aims to:

- raise aspirations
- broaden horizons
- enable pupils to make informed, realistic and ambitious choices
- support successful transitions into further education, higher education, training, employment or adulthood

This policy applies to all academies within the Trust, including:

- Special schools
- Primary schools
- Secondary schools (including sixth form where applicable)

## **1. Statutory and Framework Context**

This policy aligns with:

- The Education Act 2011
- Statutory guidance for careers education for schools (DfE)
- The Gatsby Benchmarks for Good Career Guidance
- SEND Code of Practice (0–25)
- Equality Act 2010
- Ofsted Education Inspection Framework

## **2. Aims of Careers Education Across the Trust**

The Trust aims to ensure that all pupils:

- develop self-awareness, confidence and resilience
- understand the world of work, education and training
- are supported to make choices that reflect their interests, strengths and needs
- encounter a wide range of employers and pathways, including vocational, academic and supported routes
- receive impartial, personalised guidance, particularly at key transition points
- understand local market information offers

## **3. Trust Wide Principles**

3.1 The Trust will maintain and grow partnerships with local employers, further education colleges, special school employment networks, apprenticeship providers and community organisations to enhance opportunities for all pupils.

Across all academies, CEIAG will be:

### **3.2 Inclusive**

- Fully accessible to pupils with SEND
- Adapted to meet individual needs and Education, Health and Care Plans (EHCPs)

### **3.3 Progressive**

- Carefully sequenced from early awareness in primary through to planning and decision making in secondary and post 16

### **3.4 Impartial**

- Offering balanced information about all pathways, including FE, apprenticeships, employment and supported internships
- Not promoting one provider over another
- Ensuring all pathways (academic, vocational, apprenticeships, supported internships) are presented equally

### **3.5 Collaborative**

- Delivered through partnerships with employers, colleges, families and

external agencies

## **4. Careers Education by Phase**

### **4.1 Special Schools**

4.1.1 Careers education in special schools will:

- be embedded within preparation for adulthood
- focus on:
  - independence
  - communication
  - employability and life skills
  - understanding personal strengths and support needs
- involve:
  - families and carers as key partners
  - specialist providers and supported employment services
- include meaningful encounters with:
  - workplaces (where appropriate) and supported as requested
  - social enterprises
  - community organisations

4.1.2 Where appropriate, pupils will be supported to access:

- work related learning
- work experience
- supported internships or training

### **4.2 Primary Schools**

4.2.1 In primary academies, careers education will focus on:

- broadening horizons
- challenging stereotypes
- developing positive attitudes to learning and work

### **4.3 Secondary Schools (and Sixth Form)**

4.3.1 Secondary academies will provide a fully structured CEIAG programme aligned with the Gatsby Benchmarks.

This will include:

- a stable, published careers programme
- careers learning across the curriculum
- access to up to date labour market information
- multiple encounters with employers and FE/HE providers
- meaningful workplace experiences
- access to independent and impartial careers guidance
- published provider access policy

4.3.2 Pupils with SEND or at risk of becoming NEET will receive enhanced and targeted support.

## **5. Provider Access (Baker Clause)**

5.1 The Trust is committed to ensuring that all pupils in secondary education have opportunities to learn about the full range of post 16 and post 18 education and training options. In line with statutory requirements, the Trust will provide access for a range of education and training providers to talk to pupils about technical education, apprenticeships, T Levels, supported internships and other vocational pathways.

5.2 The Trust will ensure that:

- A published Provider Access Policy (PAP) is available on each academy website.
- Providers are offered meaningful access at appropriate times across Key Stage 3, Key Stage 4 and post-16 where applicable.
- Opportunities for providers may include assemblies, careers fairs, curriculum workshops, workplace style activities, mock interviews, and small group sessions.
- The Trust does not promote one route over another and presents all pathways impartially, including academic, vocational and employment based options.
- All provider visits adhere to safeguarding, supervision and site access procedures.
- Pupils with SEND receive inclusive and personalised access, ensuring information is accessible and meets individual needs.

5.3 Requests for provider access will be managed by the Careers Leader in each academy, in line with local procedures.

## **6. Roles and Responsibilities**

### **6.1 Trust Board**

- Ensures the Trust fulfils its statutory duties in relation to careers education
- Monitors impact and strategic direction

### **6.2 CEO/Executive Team**

- Provides strategic leadership and ensures consistency across academies

### **6.3 Local School Boards**

- Hold school leaders to account for CEIAG provision
- Ensure careers education meets the needs of their specific cohort

### **6.4 Headteachers**

- Ensure an effective careers programme is in place
- Allocate appropriate staffing, time and resources

### **6.5 Careers Leader (Secondary and Special Schools)**

- Has strategic responsibility for CEIAG
- Coordinates careers provision
- Monitors quality and impact
- Engages with external partners

## **6.6 Teachers and Support Staff**

- Embed careers learning within their subject or role
- Act as positive role models
- CIT will provide training for all staff to understand their role in delivering effective CEIAG appropriate to their phase.

## **7. Information, Advice and Guidance**

- All pupils in secondary schools will have access to impartial careers guidance from a suitably qualified professional as directed by statutory guidance.
- CIT does not promote one provider over another
- Ensures all pathways (academic, vocational, apprenticeships, supported internships) are presented equally
- Guidance will be:
  - Personalised
  - Timely
  - developmentally appropriate to assist transitions

For special schools, advice will be integrated with:

- EHCP reviews
- transition planning
- multi-agency support

## **8. Inclusion, Equality and Safeguarding**

### **8.1 Careers education will:**

- promote equality of opportunity
- challenge discrimination and stereotyping
- support vulnerable learners
- comply with safeguarding expectations
- work experience placements are authorised by appropriate provider for Health and Safety and Safeguarding

8.2 All external providers will be subject to appropriate checks and supervision.

## **9. Careers Information, Data and Record Keeping (GDPR)**

9.1 The Trust is committed to ensuring that all careers related information and personal data is collected, stored and used in line with the UK General Data Protection Regulation (GDPR), the Data Protection Act 2018 and Trust policies.

9.2 The Trust will ensure that:

- Only information necessary to support career guidance, transition planning or reporting is collected.
- Data is accurate, secure and kept only for as long as legally required.
- Information shared with external partners (e.g., careers advisers, employers, FE/HE providers, supported employment agencies) follows data sharing agreements approved by the Trust.
- Pupils and parents are informed about:

- how their data is used
  - who it may be shared with
  - their right to access or request changes to personal data
- Careers Leaders maintain up to date records of:
  - individual guidance interviews
  - careers encounters and experiences
  - intended and actual destinations
  - participation in work related learning
- Data relating to pupils with SEND is handled with additional sensitivity, ensuring compliance with EHCP processes and multi-agency information sharing protocols.

## **10. Monitoring, Evaluation and Review**

10.1 The Trust will monitor CEIAG through:

- Use of a CEIAG audit tool
- Gatsby Benchmark reviews
- School Reviews
- Destination data
- Pupil and parent voice
- Ofsted feedback
- Benchmarking across academies

10.2 **This policy will be reviewed every three years or sooner if statutory guidance changes.**