Careers Education Information, Advice and Guidance Policy

Monitoring Responsibility	Tracy Gallagher
Next Review Date	June 2027
Approval Body	Curriculum and Standards
Date Ratified	
Chair of Committee Signature	

Company Registration Number: 8158309 (England and Wales). Registered Office: Marian Campus, Marian Road, Boston, Lincolnshire, PE21 9HB

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1. Intent

The intent of the careers team, guided by the updated Gatsby Benchmarks (GBM) is to deliver a mix of opportunities, experiences, curriculum learning and personal guidance **"to empower and enable the students to be ambitious for themselves and their future. To establish the confidence and knowledge to make informed decisions, raise aspirations and increase social mobility".**

The careers vision links directly to the overall school vision **"To provide an exceptional, aspirational and inclusive education, driven by ambition, where all members of our community can reach their full potential".**

All students study Personal, Social and Health and Economic Education (PSHE) which incorporates the careers curriculum at key Stage 3. This begins in Year 7 and continues throughout years 8 and 9. All year groups have a dedicated form time allocation to careers learning with a structured and progressive programme, mapped to Gatsby. The ongoing careers provision is supported by the embedding of the new modern work experience guidance, careers in subject lessons, external trips and with additional suspended timetable events. All staff are involved in the process to varying degrees.

The Careers work conducted in the school continues to make progress with compliancy towards Gatsby Benchmarks and is overseen by the Careers Leader. The work is also underpinned by the Statutory Guidance, Careers Guidance and access for education and training providers, May 2025, and subsequent update June 2026.

This document is to outline the purpose, nature, and management of Careers education, Information Advice and Guidance (CEIAG) in the academy. It is to outline the principles for the delivery of CEIAG and to provide a basis for its future development in the school.

Senior Leadership and Careers Lead have been involved in writing the policy document and have the responsibility of implementing the policy.

2. Implementation

Aims

- To develop an awareness of themselves and others.
- To develop an understanding of the full range of opportunities available. This includes understanding both local, national, and global opportunities, using labour market intelligence.
- To learn how to make and implement well informed and realistic decisions about the available opportunities.
- To manage changes and key transitions within and between education, training, and work, especially post 14 and post 16.

Entitlement

All students have an entitlement to CEIAG and

- ✓ Will access a careers education programme, supported by outside agencies, visitors, and alumni. The programme will be delivered in various formats, including assemblies, PSHE lessons, form time, cross-curricular, drop-down events, and external trips.

- ✓ Will have access to up-to-date, impartial careers information via the platform 'unifrog' and careers office which covers educational, vocational, and training options.
- ✓ Will have access to individual, impartial personal guidance from a qualified professional career advisor. Access will be at appropriate transition points in school year. Drop-ins and requests for support can be made at any point.

Provider Access Legislation (Baker Clause 2018)

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

For students at compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8/9) and two encounters for students during the 'second key phase' (year 10/11).

The school has a separate provider access policy which sets out details on compliance, access arrangements, management, safeguarding, and contact details.

Delivery and Methods

CEIAG is delivered across several platforms including PSHE in Years 7 to 9, subject lessons, form time, drop-in sessions in the careers centre, in extended assemblies, workplace experiences, trips and during drop-down days throughout each year. The Careers Curriculum in PSHE and form time will be linked to both GBM, fully written with relatable and relevant learning outcomes. Student's skills and knowledge will be progressively developed across the key stages. The programme will be published each year on school website.

A wide variety of teaching and learning strategies and methods are used to involve students in the learning process. Emphasis is given to active and participative methods such as group work, experiential learning, and self-supported study.

Our fully qualified Careers Advisor (also Careers Lead) alongside services of an independent Careers Adviser assists the academy by providing regular opportunities for individual and group interviews for students in KS4. All students are provided with at least one 1:1 personal guidance interview by the end of year 11.

Modern Work Experience

In line with new guidance the school will endeavour to provide opportunities for work place learning, employers encounters and world of work challenges through the school year, embedded across the curriculum for all students in all year groups. The program will be mapped against the new Equalex framework.

The opportunity to engage with a work experience programme, usually in year 10 for one week, the programme is defined in detail through the work experience policy, available to view on school website.

External Partnerships

The school has formed partnerships with external providers, Unifrog, Linchigher, DWP, external Careers Advisor and the local enterprise cluster group and Enterprise Advisors who support both the delivery of careers education, but also on occasions provide opportunities externally for students to engage with. These partnerships are fully compliant with data sharing agreements and relevant contracts.

Employers, trainers, and FE Staff

Invites are sent to local industry and employers, training organisations and colleges to be involved with the CEIAG programme, providing opportunities for students to experience the world of work and further study both in the school and in the wider community.

Resources

- The Careers Office contains a wide range of careers information, educational information, and access to ICT
- ICT hardware and software programmes to support career planning e.g., National Careers Service, UCAS, Careerpilot and Unifrog are among those that students can access.
- Links to other resources available on school website.
- Use of the school newsletters, social media, Classcharts to communicate and update all stakeholders

School Website

A range of information is published and reviewed for relevance through the school careers pages on website, links provided for employers, educational providers, students, parents, staff, and ex-students (alumni). Please visit Haven High Academy - Careers Education and Guidance

Data protection and sharing

Basic on-roll school data must be provided to some external agencies, such as the Post-16 Lincolnshire County Council team for statutory destination tracking, the external careers advisor for individual guidance support, Unifrog for personalised access, Compass Plus for statutory reporting and compliance purposes and work experience providers for health and safety and safeguarding purposes.

Equal Opportunities

Careers has a particularly important role in promoting equal opportunities by helping students to challenge attitudes and damaging stereotypes within the school and the wider community. Through the careers programme students are encouraged to become aware of, and to challenge stereotypes of gender, race, class, religion, and disability that exist in the world of work and in the community. Students are encouraged to participate in non-stereotypical activities. All careers and education information conforms to Equal Opportunities values.

Additional Needs

The Send team will provide additional learning support if required to students. Those identified students will receive extra careers guidance support with the aim of recognising the challenges faced and potential barriers to progression. The aim is to build confidence, resilience and increase engagement in all activities offered and develop employability skills. As good practice the Careers Advisor (where possible) attends EHCP reviews and other relevant meetings to offer support.

Post-16 Guidance and Destinations

The raising of the participation age came into effect from September 2013. All year 11 school leavers are required to stay in some form of education, whether that be full time at further education, apprenticeships, employment with training or armed forces. As a result, any year 11 who does not secure a positive destination at post-16 will be deemed at risk of becoming NEET (not in employment, education, or training) and may be contacted by the local authority upon leaving school if they are without an offer.

Year 10 will be offered an individual personal guidance meeting with either our internal qualified careers advisor or an external advisor. The focus of these meetings is to support students in making informed decisions at post-16, progression routes and post-18. Some students may receive additional follow-up guidance if identified a need. Younger students from all year groups may also be referred for support by staff, parents, or self-referral.

Collaborative identification of those at risk of being NEET

The careers advisor uploads all careers support meetings for each student that takes place onto the schools CPOMS system, this information can then be accessed for wider teams in school, Heads of Year, SEND, Attendance and safeguarding, providing a bigger picture view. Equally, the careers advisor can also use CPOMS to identify early on any student at risk of NEET through the CPOMS database.

Staff Development

Since careers is a whole school responsibility, with many staff provide careers information and informal guidance during form time, subject lessons, interventions, and progress reviews. GBM 4 requires that careers information or links are embedded into curriculum areas, emphasis was previously on English, Maths, Science and PSHE, however this has been extended to all subjects taught in school. The academy recognises the importance of this and is encouraging all subject areas to embed careers into the schemes of learning.

It is important that the Careers lead supports with the provision of up-to-date resources and information, provides useful links to use and delivers annual CPD on careers strategy and development. The academy also encourages staff to attend careers related trips which provides opportunities to learn, and we promote the 'teachers encounters' programme, whereby staff can visit a workplace, learn about the industry, and make relevant contacts to support teaching and learning.

Internal Careers Advisor fully qualified to Level 6 in personal guidance and development.

Careers lead qualified with Level 7 Postgraduate Certificate in Careers leadership.

Parental Involvement

We recognise the vital role that parents/carers play in helping to shape the career choice of young people. Opportunities are available for parents to engage in their child's career planning via parents' evenings, career

events, individual meetings where appropriate and access to Unifrog. There is also a parents hub link of the school website with useful tips and links to support. Communication with parents regarding careers information and support is made across all channels in school, along with making use of the parent newsletter.

Careers trips

Where possible we will endeavour to provide careers trips free of charge, dependant on costings, we may from time to time have to ask for a small fee towards them. If a particular trip has limited spaces available, then students' selection will be based on the following criteria:

- Student interest in the area/industry, or relevant to support progression.
- Behaviour and attendance record

Budget

An annual budget is set and agreed between the Trust, Executive Headteacher and Careers Lead.

3. Impact

Monitoring, review, and evaluation

The Careers lead, Personal Development Lead, and SLT Link will be responsible for monitoring, reviewing, and evaluating the programme of activities, through the academic year and with an annual review in Term 6.

This process will use a range of methods to gather information on the impact of the programme on students:

- Staff meetings to gather informal feedback.
- Discussions with SLT link who has oversight of personal development.
- Retention of Careermark Award
- Formal feedback (questionnaires) from staff, students, parents, employers, and others who support the careers provision.
- Lesson observations and informal learning walks in form time.
- Evaluation of the programme using Compass Plus audit tool

Learning Outcomes

Formal assessment of learning and lesson outcomes will take place as embedded part of the PSHE programme delivery.

In line with new guidance, all careers activities and lessons will have learning outcomes written, communicated to students and any external support, impact of activities can then be measured both pre and post event against the outcomes.

Results of any evaluation completed will be reviewed and the information will be used to inform and improve practice and development plans.

Evidence of student's work

- Activities tracked using Compass+.
- Students have ability to log own career journey on Unifrog.
- Up to date records of interviews and action plans, shared with students, parents, wider teams in school.

Destinations data

- Analysis of the destination data and NEET figures, looking at positive outcomes or lack of and retention of outcomes by tracking students.

Communication and Dissemination

Reporting to stakeholders is through discussion on school systems, social media, and the school website.

4. Related Policies and Documents

This policy is informed by:

- Statutory Guidance: Careers Guidance and Access for Education and Training Providers DfE September 2022 and updated guidance May 2025, June 2026
- Careers Strategy: Making the Most of Everyone's Skills and Talents – DfE December 2017
- The Technical and Further Education Act 2017 (inserted section 42B into the Education Act 1997) 'The Baker Clause' in effect Jan 2018
- The Education Act 2011
- and is used with:
- Work Experience Policy
- Enterprise Education Policy
- Provider Access legislation

Updated: June 2026

Signed off by: (Chair of Trustees) Date:

Print name and role: Tracy Gallagher Careers Lead Date: 23 June 2026