



Outcomes
First Group

Careers Education Information, Advice and Guidance Policy



The Holden
School

CEAIG POLICY

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1.0 INTRODUCTION

The careers lead for The Holden School is Kate Coleclough.

Careers education and guidance programs make a major contribution to preparing young people for opportunities, responsibilities and experience of life. It is a vital part of their education in preparing them for life after school and making a valuable contribution to society. A planned progressive program of activities supports them in choosing post 16 pathways that suit their interests and abilities and helps them follow a career path and sustain employability throughout their working lives.

The Holden School is committed to ensuring that our young people are able to access a program that will maximise their life chances and be prepared for life beyond school.

Our Careers intent statement:

The Holden school encourages students to aspire and value lifelong learning and to provide opportunities to develop key employability and enterprise skills, which are highly valued by employers, colleges, universities and apprenticeship providers.

2.0 COMMITMENT

The Holden School is committed to providing our students with a robust and varied program of careers education, information, advice and guidance (CEAIG) for all students across the school but ore explicit in years 7-11 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

The Holden School endeavor to follow the DfE guidance document 'Careers guidance and access for

education and training providers – Statutory guidance for schools and colleges for providing careers guidance. (Published March 2015), last updated May 2025) and other relevant guidance from QCA and Ofsted as it appears.

The Holden school has a dedicated member of staff with responsibility for careers education and Information, Advice and Guidance. Students are provided with the knowledge, information and skills to make informed choices about suitable career paths and courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

3.0 AIMS

The Holden School's Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education.
- To develop enterprise and employment skills.
- To reduce drop out from and course switching in further education and training.
- To contribute to the economic prosperity of individuals and communities.
- To meet the needs of all our students through appropriate differentiation.
- To focus on students future aspirations.
- To involve parents and carers.

4.0 STUDENT ENTITLEMENT

Careers education and guidance (CEAIG) is an essential aspect of the 11-16 curriculum; therefore we fully support the statutory requirement for a program of careers education. Across the school.

Students have access to a group careers program which is managed in conjunction with the careers teacher, careers lead and the OFG Regional Careers Advisor. This gives them the opportunity to explore the different careers, qualifications and learning routes available to them.

Students are also able to have direct careers meetings with the OFG Regional Careers Advisor and the attendance of CEAIG lead at PEPs, LACs and EHC reviews.

5.0 DEVELOPMENT

This policy was developed and is reviewed every 2 years by the Careers Lead and SLT based on current good practice guidelines issued by DfE/Ofsted, CEG Framework.

6.0 LINKS WITH OTHER POLICIES

The Careers Education, Information, Advice and Guidance Policy supports and is underpinned by key school policies including those for Accessibility, Health and Safety, Work Experience, SEND and Curriculum policies for relevant key stages.

7.0 IMPLEMENTATION OF CAREERS ADVICE

Careers education is delivered via access to the schools PSHE and careers curriculum, completion of careers portfolios and careers interviews. CEAIG is also reflected in each curriculum areas and should have a discreet thread reflected in each subjects curriculum planning.

8.0 EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the

curriculum. Students are encouraged to follow career paths that suit their interests and abilities, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead and access to the OFG Regional Advisor, we are able to provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

9.0 Key stages 1 and 2

The focus at primary level is mainly on introducing jobs and careers through visits and trips in addition to PSHE units specifically focusing on CEAIG units. Each year we will complete a careers week when students are invited to explore different jobs and careers within their class and from assemblies and visits from guests in addition to lessons via PSHE. KS2 students will also participate in an enterprise project. These experiences help to build a picture of student's future aspirations as they transition into KS3 and allow them to explore new and exciting opportunities as they are exposed to different facets of the careers curriculum.

10.00 YEAR 7

The focus in year 7 is primarily about introducing careers and thinking about the vast number of careers/jobs available. The PSHE theme is Living in the Wider World and students are encouraged to develop skills and aspirations by earning about careers, teamwork and enterprise skills, and raising aspirations. Financial decisions such as making savings, borrowing, budgeting and making financial choices. Initial skills and qualities will be identified and vocational profiles created. Students' interests and likes are identified to build a picture of their individual aspirations.

11.00 YEAR 8

The focus in year 8 is linking our plans and dreams to reality. The PSHE unit is Community and Careers. Students are encouraged to identify a support network when considering careers and recognising health and safety risks. Equality of opportunity in careers and life choices, and different types and patterns of work. Digital literacy, online safety media reliability and gambling hooks will be delivered. Targets and profiles are re-visited and updated accordingly. Students are introduced to the idea of responsibilities and time management; views are sought for the type of experiences required for aspirations week.

11.1 students will begin to explore technical education qualifications and apprenticeship opportunities, as part of a careers program which provides information on the full range of education and training options available at each transition point. Students will also get to hear from a range of local providers about the opportunities they offer.

12.00 YEAR 9

The focus in year 9 is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14. Setting goals, learning about strengths, career options and goal setting as part of the GCSE options process (when that is offered). Employability skills will be considered including employability and online presence. The Reed Virtual work experience can be completed at Key Stage 3 in preparation for Key Stage 4 work experience.

12.1 Specifically, students will continue to find out about technical education qualifications and apprenticeships opportunities as part of a careers program which provides information on the full range of education and training options available at each transition point. Students will also get to hear from a range of local providers about the opportunities they offer.

13.00 YEAR 10

The focus for year 10 is work experience, including preparation, implementation and evaluation as well as

students focusing on their post 16 option and potential pathways. The PSHE focus is financial decision making. The impact of financial decisions, debt, gambling and the impact of advertising and readiness for work. Not all students undertake work experience outside of school due to their vulnerabilities and increased risk but providers can be brought in to work with them. Many will undertake work experience within the school and this can be part of project work in vocational subjects. Some students will take on voluntary work, which will contribute towards Duke of Edinburgh awards should they choose to undertake one. All work experience placements are risk assessed to ensure suitability and health and safety.

13.1 students will have access to one-to-one career interviews with a qualified careers advisor where they will gain information and guidance on their potential post 16 pathway.

14.00 YEAR 11

Year 11 focus is primarily around post 16 options and the application process. There will be visits to other educational/training providers, places of work, career fairs and also job centres and business enterprise specialists and this will be developed in an individual basis by interviews with our external and Independent Career Advisor. To support the transition process, the school will run regular familiarization visits to local colleges.

16.00 IMPLEMENTATION OF CAREERS ADVICE

- i) Careers resources
 - These are available from the careers lead.
 - Accessible on request and during sessions for careers guidance
- ii) Impartial careers guidance
 - Available to students from their Local Authorities working in conjunction with onsite CEG
 - Used for individual interviews with all year 10 and 11 and other targeted students throughout the year.
- iii) Extra support where appropriate
 - Student in year 9, year 10 and year 11 are targeted for extra help by SENDCO, Pastoral lead and Head of Careers.
- iv) Career events
 - All key stage 4 students are given the opportunity to attend off-site careers events and college open evenings/events. Visits will also be arranged to other training providers, so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations.
 - Employers, further education and training providers, are also invited into school as part of the Provider Access Legislation (PAL) to showcase opportunities that are on offer to our students.

17.00 PARENTS AND CARERS

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents/carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student's academic report . parents/carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHC, PEP, and LAC).

Parents and carers are also invited into school careers events where information and opportunities will be available for families to digest and decide which pathways are the most appropriate.

18.00 MANAGEMENT AND GOVERNOR RESPONSIBILITIES

A named member of staff coordinates the Careers and work experience program.

18.1 the governing body will ensure that the school has a clear Careers Policy and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks and is meeting the schools' legal requirements.

18.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in years 8-11.

18.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

18.4 It is the role of the governing body to hold the relevant member of the Senior Leadership Team to account if the school is not fulfilling the statutory requirements.

18.5 The governing body will provide clear advice and guidance to The Holden School on which to base a strategic careers plan which will include development in line with the Gatsby Benchmarks and show how the careers program will be implemented and show how its impact will be measured.

18.6 The governing body will ensure that independent careers guidance is provided to all learners throughout their secondary education.

18.7 The governing body will support and approve the Provide Access Statement (PAL).

18.8 The governing body will have a role in resolving complaints about the school's career program.

19.0 STAFFING

All staff contribute to CEIAG through their roles as tutors, subject teachers, LSA's and PSW's. the Careers program is planned, monitored and evaluated by the Careers Lead. The Careers lead will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

20.0 CURRICULUM

The Careers program includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Personal Development Program. Other events and activities are planned and organized separately throughout the year to provide further enrichment opportunities.

21.00 PARTNERSHIPS

Other links with local 14-18 providers are made when required. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, open evenings and parents evenings). Links with local LA's careers teams are also made in order to best support those young people who are LAC.

22.0 MONITORING

The Headteacher will ensure that:

22.1 The work of the Careers Advisor and CEIAG events are supported and monitored.

22.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

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

22.4 Feedback from stakeholders via mechanisms including learners, parents and employers.

22.5 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted

22.6 Through the collection of destination data for post 16 pathways.

22.7 This policy is subject to annual review unless changing circumstances require an earlier review.

APPENDIX – DEFINITIONS AND STATEMENT OF ENTITLEMENT

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- C&FE – Careers and Further Education

Statement of entitlement

Your CEG program will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life
- Make realistic, but ambitious choices about course and jobs.
- Develop a plan of action for the future.
- Understand the different routes after year 11 including training, further and higher education and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

You will receive:

- Careers lessons including mini-enterprise opportunities
- Access to the careers interview
- Interviews with the External Careers Advisor where appropriate.
- Work experience where appropriate.
- Other subject lessons linked to careers

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial



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