

# **Christ the King School**

## **Careers Education & Information and Advice Policy (CEIAG)**

<b>Document Title</b>	CEIAG
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**“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”  
Jeremiah 29:11**

## **Vision**

*“Good careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils 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.” Careers guidance and access for education and training providers DfE Jan 2018*

It is the mission of the school to provide the best education and care we can for all members of our living faith community in all aspects of their education. We want them to become employable young people by the time they leave school. We recognise that guidance should be provided that is in the best interests of the young person; it is presented in an impartial manner and that good careers guidance is distinctive to the needs of individual students.

Students need a planned programme of activities to help them choose 14-19 pathways, and beyond. The programme of study must consider each student’s abilities, needs and preferences. The overall aim is the provision of high quality and effective careers guidance for all students at Christ the King School.

Careers education, information, advice and guidance has a major role in the school's commitment to lifelong learning. We aim to ensure that all students who leave us have the very best preparation for adult life and all of our practices are geared to this purpose. The school recognises the significant contribution that careers can play in raising achievement and striving towards equality of opportunity and outcome. For this reason, implicit and explicit careers links are made in our teaching and learning of students as well as the pastoral care students receive throughout their time at the school. The provision of high-quality information and guidance services will support the raising of the participation age by encouraging and supporting young people to remain engaged in education and training.

## **Aims and objectives**

The careers education programme is designed to meet the needs of all students. It is personalised to ensure progression through activities that are appropriate to student's stages of careers learning, planning and development and to strengthen their motivation, aspirations and attainment in school. Our aims and objectives are as follows:

- To provide a range of activities that inspire young people through a planned programme of activities to which all students are entitled and have access and to respond to the needs of each student to support their progress.
- To enable students to develop the knowledge and understanding of themselves as individuals – their strengths and limitations, abilities, personal qualities, potential, needs, attitudes, values.
- To raise aspirations and increase awareness of the world in which students live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices.
- To build strong links with employers and employees who can help to boost young people's attitudes and employability skills and inform them about the range of roles and opportunities in further/higher education, training or employment.
- To enable students to make informed choices about their own continuing progression and development in education or employment.
- To enable students to cope with change and manage effectively the transition from school to continuing education, working and adult life.

Students are entitled to CEIAG which meets professional standards of practice, and which is delivered by trained staff and is student centred, impartial and confidential. Lessons are embedded within the Personal Development curriculum and topics are reinforced and revisited across all subjects.

## **Commitment**

We recognise that it has a statutory duty to provide impartial careers information, education and guidance; the scope of this provision was extended to Year 7 to 13 from September 2022. The school has a Careers Advisor who supports the careers programme and works closely with our students to provide extra support and guidance.

The CEIAG Policy is under-pinned by the following:

- Gatsby Foundation report on Good Career Guidance 2014
- Careers Guidance and access for education and training providers Jan 2018
- Careers Guidance and Inspiration in Schools, DfE April 2017
- Participation of Young People in education, employment or training DfE April 2014
- Careers Strategy: making the most of everyone's skills DfE Dec 2017
- Careers guidance in schools, colleges and universities. House of Commons Briefing Paper 5 July 2016

## **Development**

The policy was developed in discussion with teaching staff, the school's key leaders responsible for CEAIG, students, parents, governors and external partners.

## **Implementation**

Careers Education is delivered through Personal Development which is taught by a range of staff across school. This programme includes careers education sessions, careers guidance activities (including individual mentoring interviews), information and research activities, use of online resources (UniFrog), work related learning (work experience in Year 10 and Year 12) and individual learning and planning activities. Other focused events are provided at different times of the year to appropriate students e.g. options evening, Year 11 information evening and Careers week. Work Experience provision is provided for the full cohorts of Year 10 and Year 12, although extra more targeted support is provided to identified vulnerable students. Student voice is actively used in the evaluation of activities through feedback forms. Students are educated to not consider certain jobs because of stereotypes. Equal opportunities are at the forefront of provision. The curriculum is also seen as an opportunity for all teachers to link curriculum learning with careers.

The school supports students to make choices about the full range of options at 16 and 18. Information is provided on the range of education or training options, including apprenticeships and technical education routes. As well as supporting progression to university the school makes pupils aware of other options such as Higher Apprenticeships and jobs with training to enable them to make informed choices.

Pupils are made aware that if they do not gain a grade 4 or above in English and Maths at GCSE Level, they will be required to continue working towards obtaining them up until the age of 19.

The careers education programme is designed to meet the needs of students. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at school.

We aim to create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem-solving skills.

We acknowledge that there is strong research evidence about the impact of employer engagement on students' prospects and earnings in adult life. Opportunities to

contact real employers and employees will be provided not only to inspire pupils but to challenge pre-conceived ideas about jobs and broaden horizons.

The focus is on:

- Self-Development; understanding themselves and the influences on them
- Career Management make and adjusting plans, to manage change and transition
- Career Exploration - To investigate opportunities in learning and work

The development of entrepreneurial skills for self-employment are encouraged, including potential barriers whilst ensuring that they understand that working for themselves is a viable option.

The school also ensures that students are made aware of out of school opportunities that could help them with their career aspirations such as the Duke of Edinburgh (led by school staff) and other voluntary and community activities.

The school maintains appropriate working relationships with Further and Higher Education providers, employers, the voluntary and community sector, training providers and other schools and colleges through meetings, email contact and cross-curricular work.

## **Counselling and Guidance**

The school provides educational and vocational guidance to all students who need it. Students will benefit from face-to-face discussions with a range of people, including:

- Role models and inspiring individuals from the careers to which they aspire
- Former students who can pass on the benefits of their experiences
- Mentoring and tutoring in school. Face-to-face guidance will be accessed where it is the most suitable support for students to make successful transitions.

Careers interviews are arranged through an independent careers advisor. All students access this during Y11 to support with their post-16 choices and applications. Our most disadvantaged students get this at the beginning of Year 11 to support with their motivation towards their GCSE examinations.

The school is mindful that young people with particular vulnerabilities, including Looked After, those on a Child in Need or Child Protection Plan, with SEND or on alternative Provision will need additional support and will ensure that careers guidance is differentiated, where appropriate, and based on high aspirations and a personalised approach. Where a student has an Education Health Care Plan, all reviews of that Plan from Year 9 onwards will provide a focus on preparing them for adulthood, independent living, employment and participation in society. Targeted Support is accessed for those identified vulnerable students at risk of becoming NEET (Not in Education, Employment or Training).

Sixth form students are given careers guidance during their 1:1 interviews alongside their tutors throughout the year. All teachers play an important role in counselling and guidance. Teaching staff deliver careers work relevant to the subject being studied and

signpost students as appropriate. Staff and students should be aware that the Work Related Learning lead and Careers advisor are available to offer information and guidance throughout the academic year.

### **Information**

Students will be given good quality information about future study options and opportunities and be encouraged to use this to inform decisions on study options and career paths. Our use of UniFrog from Year 7 through to Year 13 will provide a platform for students to access further information and support as to what is available to them and how they can reach their career aspirations. Logons to UniFrog are provided when in Year 7 and utilised during lessons. UniFrog can also be accessed away from lesson time throughout their time at Christ the King.

### **Management**

The Work Related Learning lead takes charge of the strategy and vision for CEAIG in conjunction with the Assistant Headteacher responsible for this area. Staff are informed of the school's vision and the Work Related Learning lead liaises with Heads of department to link curriculum learning to careers. They also ensure a range of encounters with employers and employees for students, as well as encounters with further and higher education, including both academic and vocational routes.

The Work Related Learning lead works in conjunction with the Personal Development lead to ensure the delivery of careers lessons meet guidelines and the school vision. They take ownership of staff delivering this curriculum and work to provide CPD to ensure the very best classroom experience for all students.

The Assistant Headteacher in charge of inclusion and the SENDCO will work with Progress Leaders to ensure that the needs of SEND and other vulnerable students are met.

### **Equal opportunities**

We take particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment. Diversity is celebrated

## **Parental Involvement**

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are accessed through links on the school website. Parents are kept up to date with careers related information, open evenings and information evenings. The Careers newsletter is published throughout the year to share updates and opportunities to students of all ages.

## **Staff Training**

The school is committed to accessing high quality training for all those involved in CEAIG. The Work Related Learning lead will attend training courses as appropriate to fulfil their role.

## **Links with other Policies**

The policy for CEAIG supports and is itself underpinned by a range of school policies:

- Safeguarding and Child Protection policy
- Single Equality Scheme
- SEND Policy and Attendance Policy
- Pupil Premium plan

## **The Careers Hub**

We are part of the East Midlands Combined County Authority Careers Hub which support schools and colleges in the region to implement and achieve the 8 Gatsby Career Benchmarks. The Careers Hub work with universities, training providers, employers and career professionals to improve careers education. We are supported by a 'Hub Lead' and Enterprise Coordinators who help coordinate activity and build networks. They offer ongoing support throughout the academic year and work to ensure we are meeting all Gatsby benchmarks.

## **Evaluation and Review**

The careers programme is monitored regularly and amended. Students' and parents' opinions are actively sought and included in the evaluation and review. We will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.

This policy will be reviewed annually.