

## **Careers Education, Information, Advice and Guidance Policy**

**Date Completed**

*November 2025*

**Review Period**

*Every Three Years*

**Date approved**

**Policy Vision**

*"Empowering every learner with the confidence, skills, and aspirations to shape their future with purpose and resilience—regardless of their starting point".*

**Aim**

Our careers vision is rooted in the belief that every young person deserves access to high-quality, inclusive Careers Education, Information, Advice and Guidance (CEIAG), tailored to their unique strengths, needs and lived experiences. We aim to nurture personal agency, social belonging, and meaningful pathways into adulthood for learners who face social, emotional and mental health challenges.

**Objectives & Learning Outcomes**

The CEIAG programme will:-

**(1) Contribute to development of pupils' life skills and personal qualities which help facilitate effective aspirational career decisions and the management of career change**

Our pupils will develop their:-

- **Self-awareness** - understand their personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions
- **Self Determination**- ability to take control of their own lives as they transition to adulthood
- **Self-Improvement** – ability to review and reflect and plan to enable them to take responsibility for improving their lives

**(2) Develop pupils understanding of the world of work in all its aspects**

Our pupils will have an understanding of :-

- The types of and range of careers in the world of work
- The availability of different types of work
- The expectations of employees in the world of work
- Where types of work fit into the 'bigger picture' of our social and economic life
- The importance of work in people's lives
- How to work alongside and accept different types of people and the benefits of doing so
- What makes a safe workplace and their role in staying safe in work

**(3) Develop the key employability and practical career management knowledge and skills that will enable the pupils to secure and sustain employment and, adapt and progress in an ever-changing world of work**

Our pupils will develop their understanding of :-

- How and where to access trusted sources of Careers Information Advice and Guidance as and when they need to
- The key employability skills needed for the workplace and be able to reflect on and plan the ongoing development of these skills

Our pupils will also develop their ability to:-

	<ul style="list-style-type: none"> <li>• Identify and weigh up their choices and opportunities</li> <li>• Understand and undertake effective decision making and planning</li> <li>• Complete quality applications and handle recruitment and selection processes</li> <li>• Manage change and transitions in their working lives</li> </ul> <p>Castlefield Campus' and Meade Hill's CEIAG learning outcomes are reflective of the best practice recommendations made by the professional body for the Careers sector, the Career Development Institute. (Framework for careers, employability and enterprise education 7-19 - 2015) It also reflects the benchmarks of good practice that the government requests schools and colleges be guided by when developing their CEIAG provision. (Gatsby Charitable Foundation-Good Careers Guidance -2014).</p>
<b><u>Delivery</u></b>	<p><b>(1) CEIAG is an integral part of our Personal Social Health Education (PSHE) curriculum from KS3 through to KS4 within Castlefield Campus and Meade Hill.</b> We recognise that high-quality careers education is essential in preparing pupils for the transition to adult life and helping them fulfil their personal and professional potential. The aim of our PSHE programme is to equip pupils with the knowledge, skills, and confidence they need to make informed decisions about their future pathways. CEIAG is delivered through: The PSHE core curriculum, with dedicated lessons on career pathways, workplace expectations, economic wellbeing, and aspirational goal-setting. Form time sessions or drop down days, employability/ careers events, where pupils engage in structured careers activities, including employer encounters, skills audits, and career planning. Coordinated oversight by the PSHE Lead, who ensures that CEIAG provision is coherent, inclusive, and aligned with the Gatsby Benchmarks. This integrated approach ensures that all pupils receive consistent, age-appropriate careers guidance that reflects their individual needs and aspirations.</p> <p><b>(2) Greater Interdisciplinary collaboration</b> with staff reinforcing CEIAG principles through their subject teaching. Embedding CEIAG themes across the curriculum, allowing pupils to see the relevance of academic learning to real-world career pathways, creating increased pupil engagement in career conversations across the school day with a variety of staff. Creating a culture of shared responsibility for pupil futures across the school and consistent messaging about aspiration, possibility and work-readiness.</p> <p><b>(3) Our professional, independent and impartial careers information, advice and guidance</b> is provided by our professionally qualified Careers Adviser through Careers Connect. One to one interviews are offered to help our pupils develop realistic and informed career aspirations which can then be considered as part of the annual review of the pupil's preparation for adulthood that informs their Education Health and Care Plan.</p> <p>Additional help is provided to manage all Year 11 pupils' applications to colleges, training, apprenticeships or personal employment programmes and related post 16 transition activities to ensure a happy and settled progression into whatever they have chosen to do on leaving Castlefield Campus or Meade Hill school.</p> <p><b>(4) We want to diversify employer engagement opportunities by</b> broadening access to employers across sectors to reflect varied pupil interests, abilities, and pathways. This will be through increased exposure to diverse industries and work environments and stronger contextual links between CEIAG learning and real-world applications. Pupils experience psychologically safe, scaffolded work-related learning and employers build confidence in engaging with SEMH communities. This exposure will take shape in many forms such as workplace</p>

	<p>safari's, university visits, employers coming into school. Establish sustainable employer partnerships networks that build long-term collaborations that extend beyond one-off events, enabling consistent pupil support and practitioner exchange. Employers contribute to curriculum development and transition planning. Staff gain professional development through industry-academic dialogue.</p> <p><b>(5) To ensure our careers programme meets the highest standards and aligns with the Gatsby Benchmarks, we actively utilise Compass+,</b> a digital tool developed by The Careers &amp; Enterprise Company. That enables us to: track and evaluate our progress against the Gatsby Benchmarks; Identify gaps in provision and plan targeted improvements; Record meaningful encounters with employers and workplaces. In addition, we work in close collaboration with the Greater Manchester Combined Authority (GMCA) to strengthen our regional careers offer through access up-to-date labour market information and strategic guidance. Participate in cross-school networks to share best practice and co-deliver experiences such as workplace visits, career fairs, and enterprise challenges. These partnerships ensure that our students benefit from high-quality, impartial careers guidance informed by expert knowledge and real-world opportunities.</p>
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