Careers Education, Information, Advice and Guidance Policy

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Contents

1.0 School Vision

2.0 Policy Scope

3.0 Objectives

4.0 School Responsibilities

5.0 Local Support Board Responsibilities

6.0 Careers Curriculum and SEND

7.0 Provider Access

8.0 Monitoring, Evaluation and Review

Appendix 1 Summary of the Gatsby Benchmarks (including definition of 'meaningful')
Appendix 2 Careers Learning Journey
Appendix 3 Arrangements for Provider Access

Linked policies

PSHE policy
Safeguarding policy
Curriculum policy

Linked Documents

Careers Guidance for Schools 2025
Gatsby Benchmarks

Careers Lead Contacts

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Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

1.1 The Keystone Academy seeks to transform lives and encourages all of our young people to *'Be yourself, be brilliant'* and we fundamentally believe we play a key role in preparing our young people for adulthood.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students at The Keystone Academy.

2.2 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, May 2025)

2.3 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 8 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.5 This policy refers to events and opportunities throughout the school and these events will impact upon all students at the school.

2.6 All members of staff at The Keystone Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.

2.7 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1 To ensure that all students at the school receive a stable careers programme
3.1.2 To enable all students to learn from information provided by the career and labour market
3.1.3 The CEIAG programme should be individual and address the needs of each student
3.1.4 To link the curriculum learning to careers learning
3.1.5 To provide students with a series of encounters with employers and employees
3.1.6 To provide students with experiences of workplace(s)
3.1.7 To ensure that students have a series of encounters with further and higher education
3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school must receive independent careers advice in Years 8 to 11.

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

4.1.3 This advice must cover a range of education or training options.

4.1.4 This guidance must be in the best interests of the pupil.

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 8 Year 11 in order to inform them about approved technical qualifications or apprenticeships. Section 7 of this policy.

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Section 7 and Appendix 3. This policy and these arrangements must be published.

4.1.7 Students attend The Keystone Academy with Education, Health and Care Plans (EHCPs). As such students in Year 9 and above should have formal opportunities to discuss education, training and career opportunities as part of their annual review.

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy Section 3.

4.3 The Keystone Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find accessible, engaging and rewarding. Good CEIAG 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. This is further outlined in Section 6.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the careers lead in partnership with the careers link governor, and wider leadership. This is further outlined in Section 8.

5.0 Local Support Board (LSB) Responsibilities

5.1 The LSB will ensure that The Keystone Academy has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 child centred;

5.1.2 based on the eight Gatsby Benchmarks;

5.1.3 meeting the school's legal requirements.

5.2 The LSB will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 11 and that careers themes are embedded throughout the younger year groups school experience.

5.3 Our nominated member of the LSB who takes a strategic interest in CEIAG and encourages employer engagement, is Mr Michael Dyer.

6.0 Careers Curriculum and SEND

6.1 The Keystone Academy's core offer states students will have an EHCP with identified social, emotional and mental health need(s) with the addition of neurodivergent needs and / or associated diagnosis.

6.2 The Keystone Academy recognises the challenges that face our learners with preparing for adulthood and adjusting to life in the workplace. Recent statistics show that employment rates are lower amongst the disabled population especially amongst those with recognised mental health conditions.

6.3 ILPs and Annual Reviews will be used to monitor progress towards developing skills required to enter a workplace.

6.4 Pupil and parent voice are considered to be integral to developing an individualised provision.

6.5 Our learners will benefit from a careers package which:

6.5.1 Is considerate of both the age and stage of development of learners;
6.5.2 Is resourced in an accessible manner;
6.5.3 Is embedded naturally across the curriculum throughout all year groups;
6.5.4 Repeats key skills and processes;
6.5.5 Is flexible, guided by the interests of the child;

6.5.6 Encourages enquiry, collaboration and experiential learning;
6.5.7 Exemplifies role models that share similar life experiences with students;
6.5.8 Incorporates local opportunities and experiences.

6.6 The careers curriculum will focus on the development of skills, interests and competencies that will enable our learners to make informed choices regarding further education and potential career pathways.

6.7 The careers curriculum will include impartial advice and a variety of experiences including: work experience, visits, guest speakers, project-based learning, virtual tours.

6.8 Staff organising trips and / or extracurricular activities with a careers link should liaise with the Careers Lead to ensure these opportunities are recorded.

7.0 Provider Access

7.1 This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

7.2 All pupils in years 8-13 are entitled:

7.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
7.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
7.2.3 to understand how to make applications for the full range of academic and technical courses.

7.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.

7.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

8.0 Monitoring, Evaluation and Review

8.1 The Headteacher will ensure that:

8.1.1 Careers advise and CEIAG events are supported and monitored;

8.1.2 the Careers Lead has an overview of CEIAG work and reports regularly back to the leadership team.

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

8.2.1 Feedback from stakeholders through mechanisms such as evaluations and surveys;

8.2.2 Feedback from external visitors to the school such as the LSB monitoring visits or guest speakers;

8.2.3 At a time when appropriate school leaver information analysed against comparable settings.

8.3 The Senior Leadership and LSB of The Keystone Academy will review this policy every two years.

The Gatsby Benchmarks (including definition of 'meaningful')

Appendix 1

1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. - The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. - The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. - The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.

2.Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information	- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. - Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3.Addressing the needs of each student	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. - Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. - For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where

		this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. - All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. - Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. - Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.
4.Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways	- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. - Careers should form part of the school's

		ongoing staff development programme for teachers and all staff who support pupils.
5.Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6.Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	- By the age of 16, every pupil should have had meaningful experiences of workplaces. - By the age of 18, every pupil should have had at least one further meaningful experience.
7.Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. - By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education

		providers to meet staff and learners.
8.Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme	- Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. - Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

Definitions of 'meaningful'

The updated Gatsby Benchmarks 5, 6, and 7, for schools and for young people in colleges and independent training providers, stipulates that young people should participate in meaningful encounters and experiences. Here is set out what constitutes a 'meaningful' encounter or experience.

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

A meaningful encounter gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. Throughout a careers programme, young people should encounter employers of different sizes and specialisms, including the self-employed, that reflect trends in the labour market, regionally and nationally. These encounters could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

BENCHMARK 6: EXPERIENCES OF WORKPLACES

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

Schools, colleges and independent training providers (ITPs) can take into account any part-time work a young person may have, if it genuinely offers them a meaningful experience.

BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different

support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

The Keystone Academy Careers Learning Journey Appendix 2

THE KEYSTONE ACADEMY

Careers
Learning Journey

At Keystone we seek to transform the lives of our students. We recognise the vital role that education plays in equipping students with the skills and knowledge to thrive in the modern world. We adopt a child centred approach to ensure that a bespoke targeted offer is available for each student. This is developed through establishing authentic relationships with our students and by working with families and external providers. We aim to take an adaptive approach to enable all students to access a variety of experiences and feel valued whilst doing so.

Beyond Keystone

Bespoke support to ensure a smooth transition to your chosen pathway.

Advice, Information and Guidance

Tailored advice in year 10 in partnership with Reach for Inclusion. Access to labour market information and use of Myers Briggs profiling tools throughout time at Keystone

Pathways

Family and student information sessions to outline options at each major transition. Visiting speakers and site visits of local post 16 providers.

Workplace Experience

Bespoke work experience opportunities in KS4. Visits to and from local employers throughout curriculum

Skill Building

Enquiry learning to develop essential workplace skills embedded. Various opportunities to participate in activity days and challenges.

Curriculum

Spiral PSHE curriculum ensures careers a main focus one term of each year. Subject links to specific careers explored regularly

Our curriculum is CLEAR:

Collaborative Learner focused Engaging Ambitious Relevant

Primary:PSHE
Aspirations Learning Journey

The foremost part of our careers offer is our holistic curriculum, which is centred around developing life skills in our students. PSHE forms a regular feature across all students with 'Aspirations' being a focus of a whole term during each year group. Throughout this unit, as well as other areas of the PSHE curriculum, students will embark on a spiral curriculum, revisiting and enhancing previous learning to develop confidence when applying these life skills beyond the classroom.

Y6

Explore the changing nature of the modern world

Y5

Explore jobs in their community

Y4

Explore how to manage disappointment

Y3

Explore personal ambitions and reflect on progress

Y2

Explore working together, strengths and weaknesses

EYFS / Y1

Explore personal challenges and examples of jobs

Our curriculum is CLEAR:

Collaborative Learner focused Engaging Ambitious Relevant

Secondary: PSHE
Aspirations Learning Journey

The foremost part of our careers offer is our holistic curriculum, which is centred around developing life skills in our students. PSHE forms a regular feature across all students with 'Aspirations' being a focus of a whole term during each year group. Throughout this unit, as well as other areas of the PSHE curriculum, students will embark on a spiral curriculum, revisiting and enhancing previous learning to develop confidence when applying these life skills beyond the classroom.

16+

Advice and support to identify and access a chosen provision pathway

Y11

Exploring financial security and risk awareness

Y10

Exploring rights, changing world and importance of balance

Y9

Exploring resilience, communication and perceptions of image

Y8

Exploring how to budget and inequality

Y7

Exploring identity and how to plan for success

Our curriculum is CLEAR:

Collaborative Learner focused Engaging Ambitious Relevant

Application for Provider Access Appendix 3

Introduction

This document sets out The Keystone Academy's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions, site visits and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. *One encounter is defined as one meeting/session between pupils and one provider. The Marches Career Hub provide advice for providers on how to make encounters meaningful.*

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mr Ben Garton.

Telephone: 01743 599011

Email: b.garton@thekeystoneacademy.org

Opportunities for access

The Keystone Academy offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Learning Journey which can be seen on the school website.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a the staff team.

All provider encounters will comply with our safeguarding procedures, please see our safeguarding policy for more information.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section of the school library.