Careers Education, Information, Advice and Guidance (CEIAG) Policy

Ratified by the Governors: 21 October 2026

Next Review date: October 2028

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The Angmering School

Careers Education, Information, Advice and Guidance (CEIAG) Policy

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1. Aims

This policy sets out The Angmering School's commitment to providing high-quality, impartial and inclusive Careers Education, Information, Advice and Guidance (CEIAG) for all pupils in Years 7–13.

The school recognises that effective careers education is an essential part of personal development, achievement and preparation for adult life. It enables pupils to understand their strengths, interests and aspirations, explore opportunities and make informed decisions about education, training and employment.

Our CEIAG provision is delivered through our ARC Futures strategy and aims to:

- Help pupils develop self-awareness, confidence, employability skills and effective career-management skills.
- Raise aspirations and promote equality of opportunity for every pupil.
- Provide accurate, current information about careers, qualifications, employment sectors and labour-market trends.
- Develop understanding of academic, technical, vocational and apprenticeship pathways.
- Enable pupils to make informed decisions about GCSE options, post-16 choices and post-18 progression.
- Provide meaningful encounters with employers, employees, further and higher education institutions, and training providers.
- Give pupils opportunities to experience workplaces and develop transferable skills.
- Ensure every pupil can access impartial personal careers guidance, with additional support where required.
- Engage parents and carers as partners in supporting pupils' career decisions.

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- Support successful transitions into further education, higher education, apprenticeships, training and employment.
- Reduce barriers to participation and progression, particularly for disadvantaged pupils, pupils with SEND and those at risk of becoming NEET.

The programme will reflect the school's values of Ambition, Courage and Respect and support pupils to develop the knowledge, skills and confidence needed to make positive, informed choices about their futures.

2. Statutory requirements

This policy will be implemented with reference to the latest Department for Education (DfE) statutory guidance, Careers guidance and access for education and training providers, updated 23 June 2026.

Relevant legislation and statutory requirements include:

- Education Act 1997, including sections 42A, 42B, 45 and 45A.
- Education and Skills Act 2008, including section 72.
- School Information (England) Regulations 2008.
- Skills and Post-16 Education Act 2022 and the associated provider access requirements.
- Equality Act 2010.
- Children and Families Act 2014, where relevant to pupils with education, health and care plans (EHCPs).
- Applicable academy funding agreement and governance requirements.

The school will have regard to the DfE's current statutory guidance and use the updated Gatsby Benchmarks, implemented from September 2025, to structure, evaluate and improve its careers provision.

The school will:

- Secure independent and impartial careers guidance for pupils from Year 7 onwards.
- Ensure guidance supports pupils to consider the full range of appropriate education, training and employment pathways without bias towards any particular route.
- Provide more than the statutory minimum of six opportunities for pupils in Years 8–13 to hear from technical education and apprenticeship providers, in accordance with the applicable provider access legislation.
- Publish its careers programme and the required provider access policy statement on the school website.
- Ensure pupils can access appropriate information about technical education, apprenticeships and other approved education and training opportunities.
- Ensure careers provision is accessible and that reasonable adjustments and appropriate additional support are available.
- Monitor the effectiveness of its programme and use evidence to identify areas for improvement.

Principal statutory reference: Careers guidance and access for education and training providers — https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

This policy should be read alongside the school's Careers and Enterprise Provider Access Statement, which sets out the arrangements for education and training providers to engage with pupils.

3. Roles and responsibilities

3.1 Careers Manager

Our Careers Manager is Gavin Bowles – gbowles@theangmeringschool.co.uk. The Careers Manager will lead the coordination and day-to-day delivery of the careers programme, working with the senior leadership team and relevant staff.

- Coordinate and maintain a planned, progressive CEIAG programme for Years 7–13.
- Ensure the programme supports the Gatsby Benchmarks and current DfE guidance.
- Maintain the careers development plan and monitor progress against agreed objectives.
- Coordinate careers lessons, guidance interviews, careers events, work experience and employer encounters.
- Develop relationships with employers, universities, further education colleges, apprenticeship providers and other partners.
- Support subject leaders and teachers to embed careers learning within the curriculum.
- Ensure pupils and families can access reliable careers and relevant local labour-market information.
- Identify pupils who may require targeted careers support and coordinate appropriate interventions.
- Work with the SEND team, pastoral staff and relevant external professionals to support individual transition planning.
- Maintain appropriate records of careers activities, pupil participation, guidance and intended destinations.
- Coordinate termly self-evaluation against the Gatsby Benchmarks using Compass+ or the appropriate current Careers & Enterprise Company assessment tool.
- Collect feedback from pupils, parents and carers, staff, employers and providers.
- Report on programme effectiveness and improvement priorities to senior leaders and governors.
- Ensure website information about careers is current and accessible.

3.2 Careers Leader

Our careers leader is Mrs. Hannah Knox – Assistant Headteacher with responsibility for Post 16 and Personal Development. The Careers Leader will:

- Provide strategic leadership and ensure careers education is embedded in the school's vision, curriculum and development priorities.
- Support the Careers Manager in planning and delivering an effective programme.
- Allocate appropriate time, resources, training and professional development to careers leadership.
- Ensure careers learning is recognised as a whole-school responsibility.
- Review careers performance, pupil outcomes and progress against the Gatsby Benchmarks.
- Support the development of employer, education and training-provider partnerships.
- Ensure the school meets its statutory duties concerning independent guidance and provider access.
- Review destination information and identify groups of pupils requiring additional support.
- Ensure careers provision is considered when reviewing curriculum pathways, personal development and transition arrangements.

3.3 Careers and Work Experience Administrator

Our careers and work experience administrator is Ms. Carolyn Irving. The careers and work experience administrator will:

- Liaise fortnightly with the Careers Manager to support with planning and organization
- Record all careers and futures activities in Compass+
- Support with planning and organising the Futures Fair alongside the Careers Manager

- Ensure timely and accurate reporting of destination data
- Deliver the work experience preparedness overview to year 12
- Complete all statutory documentation relating to work experience
- Record and monitor all work experience engagement

3.3 Governing Body

- Provide strategic oversight of the school's CEIAG provision.
- Appoint a governor with responsibility for careers.
- Ensure the school meets relevant statutory and contractual requirements.
- Review the careers programme, its impact and its contribution to school improvement.
- Meet with the Careers Manager and Careers Leader at least termly.
- Ensure careers guidance is impartial and provides access to a broad range of education and training pathways.
- Monitor the effectiveness of support for disadvantaged pupils and pupils with SEND.
- Ensure the careers programme and provider access statement are published and reviewed appropriately.

3.4 Teachers and curriculum leaders

- Identify and communicate links between curriculum subjects, skills and occupations.
- Challenge stereotypes about careers, subjects and employment.
- Help pupils understand how their learning relates to future opportunities.
- Signpost pupils to appropriate careers information and support.
- Participate in relevant careers training and curriculum-development activities.

3.5 Pupils, parents and carers

Pupils are encouraged to participate actively in careers activities, reflect on their experiences and take responsibility for developing their career plans. Parents and carers will be provided with opportunities to engage through information, options events, guidance resources and relevant school activities, and encouraged to discuss aspirations, pathways and progression.

4. Our careers programme

The Angmering School will provide a progressive programme of careers education, information, advice and guidance from Year 7 to Year 13. The programme will be planned around pupils' developmental needs, key transition points and opportunities in local, regional and national labour markets.

Delivery may include:

- Careers education within Perspectives lessons
- Assemblies, workshops and tutor-time activities.
- Biannual Futures fair with over 70 employers, education or training providers
- Encounters with employees, employers and industry professionals every year
- Workplace visits that provide a meaningful insight into potential future opportunities
- Further education college, university and training-provider visits.
- Apprenticeship and technical education information sessions.
- GCSE options guidance and post-16/post-18 transition support.
- Individual careers guidance interviews with a Level 6 qualified adviser
- Enterprise, employability and interview preparation activities.
- Parent and carer information events.

The detailed annual careers programme will be published separately on the school website and updated to reflect pupil needs, available partnerships and current guidance.

4.1 The Gatsby Benchmarks

Benchmark 1: A stable careers programme

The school will maintain a structured careers programme with clear objectives, leadership support, defined learning outcomes and regular evaluation. The programme will be published and communicated to pupils, families, staff, governors, employers and other partners in accessible formats.

Benchmark 2: Learning from career and labour-market information

Pupils will be supported to access and interpret reliable information about occupations, employment trends, skills requirements, qualifications, salaries and progression opportunities. Local, regional and national labour-market information will inform careers learning and decision-making.

Benchmark 3: Addressing the needs of each pupil

Careers provision will respond to pupils' interests, aspirations, prior experiences and individual circumstances. The school will use pupil feedback, participation information, intended destinations and other appropriate data to identify gaps in provision and target support.

Benchmark 4: Linking curriculum learning to careers

Subject departments will make meaningful links between curriculum learning, transferable skills, further study and potential career pathways. Pupils will be supported to understand how their learning can contribute to future opportunities.

Benchmark 5: Encounters with employers and employees

Pupils will participate in meaningful and varied encounters with employers and employees from different sectors. Activities will be planned to include preparation, interaction and reflection, with opportunities to challenge stereotypes and explore a broad range of occupations.

Benchmark 6: Experiences of workplaces

The school will provide age-appropriate opportunities for pupils to experience workplaces, including work experience, workplace visits, work shadowing and other meaningful encounters. Experiences will be prepared, supported and evaluated to maximise their educational value. The school will work towards the government's ambition that every young person receives two weeks' worth of work experience by the end of Key Stage 4, in line with current guidance, pupil needs and available arrangements.

Benchmark 7: Encounters with further and higher education

Pupils will have opportunities to learn about a range of progression pathways, including further education, sixth-form study, universities, apprenticeships, technical education and other approved training routes. Encounters will help pupils understand entry requirements, learning experiences and progression opportunities.

Benchmark 8: Personal guidance

Pupils will have access to impartial personal careers guidance delivered by a suitably qualified careers adviser. Guidance will be tailored to individual needs and aspirations, with additional support at key transition points and where pupils may face barriers to progression.

The school will review its progress against the benchmarks termly and use the findings to inform improvement planning.

4.2 Key Stage 3: Years 7–9

The Key Stage 3 programme will introduce pupils to the world of work, support self-awareness and develop the knowledge needed to make informed choices about future learning. By the end of Key Stage 3, pupils should have opportunities to:

- Identify their interests, strengths and personal qualities and develop skills through Perspectives lessons
- Explore a range of occupations and employment sectors.
- Understand how different curriculum subjects connect to careers e.g. Geography ambassador programme
- Develop awareness of local and national labour-market information e.g. Through assemblies and lessons delivered in partnership with West Sussex Growers Association
- Recognise the importance of transferable skills, including communication, teamwork, problem-solving and resilience through the Dare to Dream programme.
- Challenge stereotypes and understand equality of opportunity in education and employment.
- Explore academic, technical, vocational and apprenticeship pathways.
- Use reliable careers resources to research occupations and qualification requirements.
- Participate in employer encounters when completing a variety of school trips and visits
- Receive information and support to prepare for GCSE options.
- Understand how subject choices can influence, but do not necessarily determine, future opportunities.
- Begin to develop personal career goals and reflect on progress.

Parents and carers will be supported to participate in options guidance and discussions about future learning.

4.3 Key Stage 4: Years 10–11

The Key Stage 4 programme will focus on career exploration, employability, qualifications and preparation for transition at age 16. Pupils should have opportunities to:

- Identify their interests, strengths and personal qualities and develop skills through Insight lessons
- Access impartial individual or group careers guidance from an appropriately trained careers advisor.
- Explore sixth-form, further education, apprenticeship, technical education and employment-with-training pathways through Insight lessons
- Understand entry requirements and progression routes associated with different qualifications through discussions with tutors during the ARC tutor programme
- Receive accurate information about local post-16 opportunities.
- Participate in meaningful employer encounters and workplace experiences.
- Develop CV-writing, application, interview and communication skills which are appropriate to current workplace trends
- Explore labour-market information to support informed choices post 16
- Receive support with applications, enrolment and transition planning.
- Review their intended destination and identify any additional support needed to secure a suitable next step.

The school will monitor pupils' post-16 intentions and provide additional guidance to those who are uncertain about their plans or at risk of becoming NEET.

4.4 Sixth Form: Years 12–13

The sixth-form programme will support pupils to make informed post-18 decisions and develop the skills needed for higher education, employment, apprenticeships and further training. Pupils should have opportunities to:

- Develop employability, networking, interview and application skills through Future Ready seminars
- Access personal careers guidance appropriate to their needs and aspirations.
- Explore university courses, degree apprenticeships, higher and degree-level technical routes, employment and other progression options.

- Understand application processes, entry requirements, deadlines and funding considerations.
- Visit Chichester University Campus to explore higher education opportunities
- Access information about higher education institutions and training providers.
- Engage with employers through the Future Ready mock interviews.
- Explore labour-market information and future skills requirements.
- Participate in relevant workplace experiences
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- Receive support with applications and transition planning.
- Develop contingency plans and consider alternative pathways.

The school will provide timely advice and support for pupils whose plans change or who require additional assistance to progress successfully.

4.5 Pupils with SEND and additional needs

The school is committed to ensuring that pupils with SEND, EHCPs, disabilities and other additional needs can access meaningful careers education and guidance. Most pupils with SEND will participate in the same broad careers programme as their peers, with reasonable adjustments and personalised support where appropriate.

The Careers Manager will work with the SEND team, pastoral staff, parents and carers, and relevant external professionals to:

- Identify individual strengths, interests, aspirations and support requirements.
- Provide accessible careers information and suitable guidance arrangements.
- Support exploration of inclusive employment, supported internships, apprenticeships, further education and other appropriate pathways.
- Develop individual transition plans where required.
- Coordinate careers advice with EHCP reviews and wider preparation-for-adulthood planning, as appropriate.
- Support communication with prospective education, training and employment providers.
- Identify barriers to participation and arrange additional support where possible.
- Monitor intended destinations and progression outcomes.

Additional attention will be given to pupils who are disadvantaged, vulnerable, persistently absent, at risk of disengagement or likely to require more intensive transition support. All students in these at risk groups will be prioritised for Level 6 careers guidance moving on plan meetings or support from the County Careers Advisor.

4.6 Provider access and impartiality

Please see the school's additional Provider Access statement

4.7 Access to careers information

The school will publish its careers programme on the school website so that pupils, parents and carers, staff, employers and education and training providers can understand the opportunities available. Additional information can be sought from:

- Careers Manager: Mr Gavin Bowles — gbowles@theangmeringschool.co.uk
- Assistant Headteacher – Careers Leader: Mrs Hannah Knox — hknox@theangmeringschool.co.uk
- Careers and Work Experience Administrator – Ms Carolyn Irving — cirving@theangmeringschool.co.uk

The Careers Manager will coordinate requests for further information about the programme and signpost pupils and families to appropriate careers resources.

4.8 Assessing impact

The school will evaluate the effectiveness of its CEIAG programme using a combination of quantitative and qualitative evidence. Evaluation may include:

- Termly self-assessment against the Gatsby Benchmarks using Compass+
- Pupil participation and engagement records held in Compass+
- Feedback from pupils, parents and carers, staff, employers and providers.
- Pupil surveys and assessments of career readiness from Perspectives. Insight and Future Ready sessions.
- Records of individual guidance and follow-up actions recorded in Compass+
- Pupil aspirations and intended destination information post 16 and post 18
- Sustained destination data and information about pupils at risk of becoming NEET.
- Evaluation of work experience, employer encounters and careers events.
- Analysis of participation and outcomes for disadvantaged pupils and pupils with SEND.

Findings will inform the careers development plan, help identify gaps in provision and guide the allocation of resources. Evaluation will consider not only the number of activities delivered but also their quality, accessibility and impact on pupils' knowledge, confidence and decision-making.

5. Links to other policies

This policy should be read in conjunction with:

- Careers and Enterprise Provider Access Offer.
- Safeguarding and Child Protection Policy.
- Equality, equity and accessibility policies.
- SEND and inclusion policies.
- Curriculum policy.
- Personal development policy
- Work experience procedures and risk-assessment arrangements.
- Data protection and privacy policies.
- Behaviour, attendance and pastoral support policies.

6. Monitoring and review

The Careers Manager and Careers Leader will monitor implementation of this policy and review the careers programme regularly. The school will:

- Review Gatsby Benchmark progress termly.
- Report significant findings and improvement priorities to senior leaders and governors.
- Use pupil, parent, staff and employer feedback to inform programme development.
- Review the policy biannually, or earlier where statutory guidance or school arrangements change.
- Ensure the published careers programme and provider access information remain current.
- Consider the impact of careers provision on pupil readiness, participation, transitions and destinations.

The governing body will provide oversight of the policy and its implementation.

Proposed review date: October 2028