



Careers Education, Information, Advice and Guidance Policy

Reviewed by:
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Introduction.

The Education Act 2011 places a statutory duty on schools to secure access for pupils to independent and impartial careers guidance that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE re-issued statutory guidance in April 2014 on how this should be implemented to which schools must have regard in carrying out the new duty. This relates to the 'Inspiration Vision Statement' September 2013. At SAIL Academy our students are provided with independent and impartial careers information, advice and guidance.

Aims

Careers education, information and guidance make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. The curriculum in place is designed to be progressive and support students in making choices of their post 16 provision, future career and ultimately being able to lead a safe independent life.

We recognise that the process of making career decisions is a lengthy one which is why our focus on careers and employment begins in KS1/2 where pupils will look to understand the different jobs people do through role play i.e. playing doctors and nurses all the way through to Key stage 4 where they complete mock interviews and undertake work related learning.

Objectives:

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

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

School Responsibilities:

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupils.
- There must be an opportunity for education and training providers to access pupils in Year 7
- Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the way providers will be given access to pupils.

- 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 cf. Section 3

Frameworks Guiding Our Provision

The school will base its careers provision around the Gatsby Benchmarks (see Appendix 1) and the six learning areas of the Careers Development Institute (CDI) Framework. These six learning areas are:

1. Grow throughout life – Developing self-awareness and confidence to manage lifelong learning and career development.
2. Explore possibilities – Understanding the full range of opportunities available and how to access them.
3. Manage career – Developing the skills to plan, manage and adapt career pathways.
4. Create opportunities – Building networks, identifying and creating career opportunities.
5. Balance life and work – Understanding how to make life choices that balance personal and professional aspirations.
6. See the big picture – Understanding how work and careers fit into the wider world, including economic, social and environmental contexts.

Our careers programme is mapped to these six learning areas to ensure a broad, balanced and progressive experience for all students.

SAIL 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 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.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

Commitments

SAIL Academy are committed to:

- The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum for all years.
- Involving pupils, parents/carers in the development of careers work.
- Working with support agencies so that no pupil is disadvantaged in gaining access to education, training or work.

Provision

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 pathways that suit their

interests, skills and strengths.

Careers include both education, information and guidance. Careers education helps our pupils develop the knowledge and skills they need to make appropriate choices, manage transitions and ultimately move into a career of their choice. Through this guidance pupils are able to use their knowledge and skills to make the decisions about learning and work that is right for them.

Careers education forms an integral part of our Personal Development curriculum which is underpinned by the 4 'Preparing for Adulthood' (PfA) Elements.

- Employment
- Independent Living
- Community Inclusion
- Health

This includes consideration of aspirations, activities and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development.

Our Careers program aims to guarantee all students who leave SAIL Academy at the end of Year 11 have an appropriate post 16 provision. This is achieved through the consistent support from us as an educational provider and the independent careers adviser.

Progression by Key Stage:

By the end of key stage 1 students will have:

- Practice following instructions - consider any specifics around sensory impairment
- Adapting to new environments with use of social stories.
- Support transitioning from learning to play and vice versa
- Playing with other children
- Real world play (builder / nurse / doctor)

By the end of key stage 2 students will have:

- Real world visits (fire stations, farms etc.)
- 'What do you want to be when you grow up?'
- Meeting role models
- Talk about different careers and education options
- Access to career related role models
- Start to build an understanding of their interests and ambitions
- School sessions from visitors on their careers

Key stage 3 provision includes:

- Allotted time in our curriculum to focus on pupil strengths and what they enjoy doing.
- Specific careers resources/lesson in school.
- Pathways information shared with parents and pupils including vocational and alternative courses as well as apprenticeships
- Appropriate career and aspiration-based activities.
- Cross curricular displays highlighting appropriate career pathways.
- Targeted offsite provision where appropriate.

By the end of key stage 3 all students will have:

- An awareness and understanding of their strengths, achievements and areas for improvement.
- An increased understanding of the full range opportunities available to them.
- An awareness and understanding of some of the qualities, attitudes and skills needed for employability.
- Had the opportunity to access and use careers resources to help make informed choices for their pathway in year 9-11.
- Individualised plans for progression and transition between key stages for the most vulnerable and SEND students.

Key stage 4 provision includes:

- Visits to a variety of Colleges and a University (where appropriate).
- Presentations from people in pathways specific careers.
- Having specialised talks about Apprenticeships from the Gloucester and Wiltshire partnership who deliver the ASK programme which is a programme that delivers awareness on Apprenticeships, Traineeships and T-Levels to pupils [ASK Programme \(gw-partnership.ac.uk\)](http://ASK Programme (gw-partnership.ac.uk))
- Mock careers interview for Year 11 students.
- Information on college open days.
- Close and continued monitoring and support for our most vulnerable students.
- Individualised action plans for progression and transition between key stages
- Targeted academic intervention/provision to enable pupils to achieve for those identified.
- Independent careers support, guidance
- All pupils complete a variety of work-related learning.
- Targeted work experience where appropriate.
- Targeted offsite vocational placements where appropriate.

By the end of key stage 4 all students will have:

- Enhanced self-knowledge, career management and employability skills.
- Effectively used ICT software and other sources of advice to investigate and explore future choices and progress routes.
- Experienced the world of work through work related learning and work experience if appropriate.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.

SAIL Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about different types of qualifications, apprenticeships, traineeships, and ways into potential employment. SAIL Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical

Appendix 1**The Gatsby Benchmarks**

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more

	relevance of STEM subjects for a wide range of future career paths.	effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.