Careers Education, Information, Advice and Guidance Policy

Reviewed by:	Andrew Fulker
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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 Department for Education's statutory guidance 'Careers Guidance and Access for Education and Training Providers' (updated June 2026) sets out the duties on schools and academies regarding independent careers guidance and provider access. SAIL Academy has regard to this guidance in designing and delivering its careers programme.

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.
- In accordance with the Skills and Post-16 Education Act 2022, the school will provide a minimum of six encounters for approved providers of technical education qualifications and apprenticeships for all pupils during Years 8-11.
- The school will maintain and publish a Provider Access Policy Statement detailing how external providers can access 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.

As a specialist SEND setting, SAIL Academy recognises that pupils may require differentiated and personalised careers support. Careers guidance will be linked to individual EHCP outcomes, aspirations and the four Preparing for Adulthood outcomes, ensuring meaningful progression pathways for every learner.

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 programme 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.
The school will maintain accurate destination data for all leavers and use this information to evaluate and improve careers provision and support sustained positive destinations.

Work Experience

At SAIL, we are committed to ensuring that all pupils receive meaningful experiences of the workplace, in line with the updated expectations of Gatsby Benchmark 6. These experiences are vital in helping young people understand what it is like to work in a professional environment, explore the skills that employers value, learn about recruitment processes, and gain insights into what it takes to succeed in different careers.

A meaningful experience can include visits to workplaces, work-shadowing, or structured work placements, and may be delivered in person or through a blend of in-person and virtual engagement. In Years 7 to 9, our careers programme will offer a variety of employer-led experiences such as work visits with real-world tasks and employer talks or demonstrations. These activities will involve employers from a broad range of sectors, including small and medium-sized enterprises, and will be designed to give pupils early exposure to different industries in a dynamic and engaging way.

From Years 10 to 11, we will attempt to find students meaningful work experience placement, which may be undertaken with one or more employers across the academic year. These placements will allow students to develop practical workplace skills and behaviours in a real working environment. While we expect these placements to be in-person, we will consider hybrid or virtual models in circumstances where they can enhance accessibility. The school will make every effort to

support pupils in securing work placements that are meaningful, inclusive, and tailored to their interests and development needs.

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, T Levels, Higher Technical Qualifications (HTQs) and other approved technical education pathways. 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, T Levels, Higher Technical Qualifications (HTQs) and other approved technical education routes.. 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

Careers Leadership and Governance

- The Assistant Headteacher with responsibility for Careers acts as Careers Leader.
- The Careers Leader is responsible for developing, implementing, monitoring and evaluating the careers programme.
- Governors receive regular updates regarding careers provision, Gatsby Benchmark performance and destination outcomes.
- Careers education is the responsibility of all staff and is embedded throughout the curriculum.

Appendix 1

The Gatsby Benchmarks

Benchmark	How SAIL Academy delivers this
1. A stable careers programme *Every school should have a strategically planned careers programme that is embedded across the whole institution. Careers should be supported by leaders, governors, staff, employers, learners and families, with clear accountability and regular evaluation of impact*	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.
2.Learning from career and labour market information *Every young person, and those who support them, should have access to relevant and up-to-date career and labour market information that helps them understand future opportunities and make informed decisions.*	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.
3.Addressing the needs of each student *Careers programmes should be personalised and responsive to the needs, backgrounds, aspirations and circumstances of every young person, including those with SEND and other vulnerabilities*	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.
4.Linking curriculum learning to Careers *All staff should help learners understand the relevance of curriculum learning and develop the knowledge, skills and behaviours needed for future education, employment and adult life.*	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5.Encounters with employers and employees *Every young person should participate in meaningful encounters with employers and employees that broaden aspirations, challenge stereotypes and develop their understanding of the world of work.*	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.
6.Experiences of workplaces *Every young person should participate in meaningful workplace experiences that help them develop employability skills, understand workplace expectations and prepare for future employment. Opportunities should include preparation and reflection activities.*	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.
7.Encounters with further and higher education *All young people should be supported to explore the full range of post-16 and post-18 opportunities, including colleges, apprenticeships, technical education, higher education and supported employment pathways.*	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.
8.Personal guidance *Every young person should receive personal guidance from a qualified careers adviser, alongside support from staff, to help them make informed decisions at key transition points.*	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.