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

Ratification Date: ___20/07/21_____

Signed: ___AJHawkins_____

Review Date: ___04/09/26_____

Date of next review: September 2028

Version Control

Version	Date	Changes
1	20/07/21	V1
2	29/09/23	Change of policy name to CEIAG from Careers; new section explaining CEIAG; Gatsby Benchmark section added; updated responsibilities; references to quality benchmarks; document reformatted
	04/09/24	Review no amends
3	05/09/25	Fully reviewed and amended in line with updated Gatsby benchmarks
3.1	**04/09/26**	**Updated reference to Head of Centre**

Review

Approved and reviewed by The Board of Directors.

This policy will be reviewed bi-annually, or more frequently, if necessary, to ensure that it remains up-to-date and effective. The review will take into account changes in legislation, guidance, and best practice. The review will also consider feedback from young people, staff, stakeholders and parents.

What is CEIAG

Careers Education, Information, Advice and Guidance (CEIAG) refers to the full programme of individualised and tailored support careers and employability support provided to Liminal pupils. It equips them with the knowledge and skills that they need to make realistic and informed choices about their own progression through learning and work.

Rationale

All young people need a planned programme of activities to help them make choices that are right for them and to help them manage their careers throughout their lives. Schools have a statutory duty to provide careers education in year 7 – 11 (1997 Education Act, 2003 Education regulations) and to give pupils access to impartial careers information and guidance. Liminal Education are committed to supporting Schools with their duty and have an enviable range of partner employers and organisations who are committed students career aspirations. Liminal Education will align work in this area to the Gatsby Benchmarks

The Gatsby Benchmarks

What are the Gatsby benchmarks?

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges.

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 pupils, parents, teachers and employers
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.
3. **Addressing the needs for each pupil:** Pupils have different careers guidance need sat 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.
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.
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.

6. **Experiences of workplaces:** Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
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.
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.

Commitment

Liminal Education is committed to providing a planned programme of careers education for all pupils through a variety of mediums, including 1-1 assessments, Careers options meetings, personalised careers plan, CV creation, work inspiration visits, work experience placements, enterprise and entrepreneurship activities, access to a professional work mentor, professional development accreditation and a work ready certification. Liminal Education follows the Gatsby Benchmarks and other relevant guidance from DfE, Ofsted. Liminal Education staff leading on CEIAG are members of the Institute for Employability Professionals (IEP)

Objectives

Liminal Education will provide the right support and guidance to empower every pupil to make key decisions about their future. This policy has been written to follow the Gatsby Benchmarks to ensure all students have access to independent careers guidance and to be informed about technical education qualifications or apprenticeships as well as higher education opportunities.

The careers programme has been developed to ensure that the activities are appropriate to pupils' stages of career learning, planning and development. The advice and guidance entitlement is monitored to ensure that it meets professional standards of practice and is pupil centred, impartial and confidential working within child protection legislation. The educational programme is an integrated one and promotes equality of opportunity, inclusion, and anti-racism.

Implementation

The Director of Partnerships is responsible for the co-ordination of all aspects of careers education programme, organises the delivery of careers information, advice and guidance and liaises with external agencies and partners in partnership of the Head of Centre. The Director of Partnerships plans and implements work experience and enterprise activities. All staff contribute to careers education, advice, and guidance through their roles as subject teachers and tutors with specialist

sessions been delivered by suitably qualified or trained staff. Careers information is accessible to pupils through appointments with the Director of Partnerships.

A wide and varied range of activities both in curriculum time and in study support sessions are offered to pupils including differentiated sessions and materials for disadvantaged pupils (including LAC and PPG) and pupils with special needs. These activities include careers education, careers advice and guidance (both individual interview and group sessions), information and resources (paper based, software and internet accessible), work related learning (including work experience placements) and individual learning plans.

Other focussed events and activities such as College and University outreach sessions, mentoring and employer interactions will give students opportunities to gain work inspiration. Careers lessons are planned as part of the school's SHAPE programme, and work experience preparation and follow up are carried out in other appropriate parts of the curriculum.

Learning is assessed using outcomes based on the National Framework and assessment for learning techniques.

Resources

Funding is allocated in the annual budget planned around the referring school's priorities, students' knowledge and experience of careers education and particular needs in CEIAG. The Directors are responsible for the budget. Sources of external funding are actively sought.

Monitoring and evaluation

The programme is reviewed annually by the Director of Partnerships using the Gatsby Benchmarks and improvements and reports are submitted to Directors. Evaluations are carried out periodically.