

Careers Education, Information, Advice and Guidance Policy Smith's Wood Academy Part of Fairfax Multi-Academy Trust

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1.0 School Vision

1.1 Smith's Wood Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.

'knowledge, skills and attributes that Smith's Wood Academy students need to lead successful and happy lives'

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 in Key Stages Three and Four.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 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: [Careers guidance and access for education and training providers \(Updated May 2025\)](#).

2.4 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

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at *Smith's Wood 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 Advisor.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make informed 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 meaningful encounters with employers and employees
- 3.1.6 To provide students with meaningful 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 7 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 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 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. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The Academy 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 Smith's Wood 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. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The Academy will continuously monitor its CEIAG through self-assessment via the Compass+ tool and offer and seek further improvement by obtaining feedback from students, parents, external providers and teaching staff. This will also 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)

5.0 Associate Responsibilities

- 5.1 The governing body will ensure that the School 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 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

- 6.1 Introduction - 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.
- 6.2 All pupils in years 7-11 are entitled:
 - 6.2.1 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.
 - 6.2.2 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.
 - 6.2.3 to understand how to make applications for the full range of academic, vocational and technical courses.
- 6.3 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

6.4 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

7.0 Monitoring, Evaluation and Review

7.1 The Principal will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

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

7.2.1 Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey.

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.

7.2.3 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The Governors of *Smith's Wood Academy* will review this policy every three years.

The Gatsby Benchmarks

Appendix 1

On May 8th 2025, the Department for Education published updated guidance confirming that, from September 2025, all secondary schools, will be expected to use the updated Gatsby Benchmarks to shape their careers programmes.

At the heart of the new guidance is a strong call to action. Headteachers, principals and governing boards are being urged to champion careers guidance by backing their careers leaders and investing in high-quality, evidence-based provision. This isn't just about meeting a statutory requirement – it's about making a meaningful difference to young people's lives.

1. A Stable careers programme	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>*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.</p> <p>*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.</p> <p>* The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2.Learning from career and labour market information	<p>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.</p> <p>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.</p>	<p>*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.</p> <p>* Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3.Addressing the needs of each student	<p>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a</p>	<p>*A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p>

	<p>diverse range of role models and raise aspirations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</p>	<p>*Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>*to support their career development.</p> <p>*Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
4. Linking curriculum learning to careers	<p>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.</p> <p>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</p>	<p>*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 effective workers within, a wide range of careers.</p>
5. Encounters with employers and employees	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<p>A meaningful encounter will:</p> <ul style="list-style-type: none"> *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

6. Experiences of workplaces	<p>By the age of 16, every pupil should have had meaningful experiences of workplaces of at least 10 days.</p> <p>By the age of 18, every pupil should have had at least one further meaningful experience.</p>	<p>A meaningful experience will:</p> <ul style="list-style-type: none"> *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
7. Encounters with Further and Higher Education	<p>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.</p> <p>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.</p>	<p>A meaningful encounter will:</p> <ul style="list-style-type: none"> *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
8. Personal guidance	<p>Every pupil should have at least one personal guidance meeting, with a career's 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.</p>	<p>*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.</p>

Smith's Wood Academy Careers Charter

Appendix 2

Careers Provision 2025-2026




<p>Year 7</p> <ul style="list-style-type: none"> • Introduction to learning journey. • Introduction to University via Access to Aston Programme • Aim Higher Programme • Skills Builder Partnership Programme • Introduction to Careers Zone/Virtual Learning Centre. • Introduction to Careers Advisor • Visual displays – posters in Careers Zone and around Academy • Introduction to Careers Futures Questionnaire emailed to students (CEC) • UNIFROG 	<p>Year 8</p> <ul style="list-style-type: none"> • Attendance at Parents Evenings • Skills Builder Programme • Aim Higher Programme • Carers interviews for identified students • Careers Futures Questionnaire emailed to students (CEC) • UNIFROG 	<p>Year 9</p> <ul style="list-style-type: none"> • Aim Higher & Aim Higher Mentoring to include University visit for identified students • Assemblies with guest speakers • Skills Builder Partnership Programme • Careers Fair • Careers interviews for SEN EHCP students. • Attendance of Careers Advisor at Parents Evening • Attendance of Careers Advisor at GCSE Options Evening • Careers information emailed to students • 1:1 careers interview for identified vulnerable students as identified by excellence leaders and attendance team • Careers Future Questionnaire emailed to students(CEC) • UNIFROG
<p>Year 10</p> <ul style="list-style-type: none"> • Careers Fair • Aim Higher • Assemblies with guest speakers • Assemblies with local Sixth forms/colleges • Next steps assembly • T Level Assembly • Introduction to apprenticeships • Attendance of Careers Advisor at Parents evening • Oxbridge University visit • 1:1 careers interview for SEN students EHCP and others with additional needs by SMBC Skills for Success team • 1:1 careers interview for identified vulnerable students as identified by excellence leaders and attendance team • Year 10 Career Planner (CEC) questionnaire. • CV writing in PSHE • Careers information leaflet-websites • UNIFEST • Careers information emailed to students • Careers Future Questionnaire emailed to students(CEC) • UNIFROG 	<p>Year 11</p> <ul style="list-style-type: none"> • 1-1 careers guidance interviews all students with action plan • CV writing support during PSHE • Careers group sessions for identified students for ONLINE College & Sixth Form application forms • Sixth Form and College assemblies • Post 16 Open Day/Evening board outside Careers Zone • Careers Fair • College/Sixth Form visits for SEN/vulnerable students • Motivational Speaker. • Aim Higher Workshops- Exam success, well-being, revision sessions • Next steps leaflet distribution. • Attendance at Parents evening • Careers information emailed to students. • Apprenticeship vacancies and school leaver roles sent to parents via MCAS • Careers Future Questionnaire emailed to students(CEC) • UNIFROG 	<p>All year groups will participate in National Careers Week and national Apprenticeship Week which includes whole school drop-down-days (collapsed timetable)</p> <p>Assemblies & Careers focus embedded in subject areas in lessons.</p> <p>The Careers Hub is accessible for all students at break time, lunch and after school.</p> <p>Students and parents can request a careers interview with the Academy Careers Advisor via email or phone.</p>

Smith's Wood Academy: Provider**Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to 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 7-11 are entitled:

-  to find out about technical education qualifications and apprenticeships opportunities, as part of a careers program 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 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 pupils during the 'first key phase' (year 7 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

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.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.