THORPE HALL SCHOOL

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

1. Vision and purpose

Promoting a career development culture is essential to the Mission of our school which is:

"*to create collisions with opportunities for all learners so that they can dream with their eyes open, achieve their ambitions and positively impact the world*".

We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning now and in the future. We believe that effective careers guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy, as well as raising the aspirations and achievements of all concerned.

We aim the meet eight Gatsby benchmarks of Good Career Guidance which are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our vision is that careers guidance is ostentatious across the curriculum through integration into subject teaching and learning as well as in specific and distinct Careers Education 'moments' throughout Year 7 to 11 e.g. Careers Advisor meetings and Work Experience.

2. Aims:

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building future readiness and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

3. Statutory requirements:

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers - GOV.UK

This guidance refers to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

4. Roles and Responsibilities

4.1. Careers leaders

Our careers leader is Francesca Jones, and she can be contacted by email: careers@thorpehallschool.co.uk.

Our careers lead works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme.
- Plan and manage careers activities.
- Manage the budget for the careers programme.
- Support teachers to build careers guidance into subjects across the curriculum.
- Establish and develop links with employers, education and training providers, and careers organisations.
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and external careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for vulnerable children to:
    - Make sure they know which pupils are vulnerable.
    - Understand their additional support needs.
    - Make sure that their personal education plan can help inform careers guidance.
    - Review our school's provider access policy statement at least annually, in agreement with our governing board.

4.2. Senior leadership team (SLT)

Our SLT will:

- Support the careers programme.
- Support the careers leader in developing their strategic careers plan.
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to pupils in years 7 to 11(Upper G) about technical education qualifications and apprenticeships and set out arrangements for this in our school's provider access policy statement.
- Network with employers, education and training providers, and other careers organisations.

4.3. The governing body

The governing body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11- to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- Make sure that a range of education and training providers can access pupils in years 7 to 11(Upper G) to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our school's careers programme and the name of the careers leaders are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements.
- Jonathan Gorridge is the link governor allocated to ensure transparency.

5. Our careers programme

5.1. Philosophy

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide careers education to pupils from EYFS onwards. In the Senior School, careers guidance is based on the eight Gatsby Benchmarks.

Our programme does not show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. Our careers programme is delivered through a number of methods, including:

- Subject lessons, PSHRE, tutor time, Displays, Events e.g. Careers Week, Apprenticeships Week, aspirational trips and guest speakers.

5.2. Preparatory school (ages 4-11)

Nursery and Primary schools play a crucial role in helping pupils raise aspirations, broaden horizons, challenge stereotypes, and develop skills and a sense of self to reach their full potential. Our career-related learning includes activities that provide pupils with a wide range of experiences related to education, transitions, and the world of work.

In the Nursery, Upper Nursery and EYFS:

Children experience real-life learning opportunities such as little bakers. They also enjoy practical experiences such as visits from Little Cities where they enjoy partaking in a range of roles from vets to shop keepers. The two-year curriculum is enriched by visits from professionals from public services and other professionals whose occupations are linked to the various topics.

In the preparatory school:

- Career-related learning encompasses various activities such as assemblies
- Employers contribute by raising aspirations and broadening children's horizons through events like careers insights and "what's my job?" sessions.
- Curriculum-based activities focus on motivating children, building self-belief, and connecting learning to real life. These activities can be topic-based, discrete lessons, or part of themed weeks.
- Additionally, children learn to improve non-academic skills such as enterprise skills, financial awareness, and self-regulation skills.
- The Prep PSHRE curriculum is built around two discreate phases – Years 1 – 3 (our World) and 4 to 6 (The Working World). This programme of study ensures continuity, inspiration and is adapted to meet the needs and interest of the pupils.

5.3. Senior School (ages 11-16)

Years 7 to 9 (Pre G)

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Linking subjects to career paths, PSHRE lessons, displays, assemblies and tutor time activities.

Years 10 (Lower G) to 11 (Upper G)

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Linking subjects to career paths, post-16 and post-18 education options, PSHRE lessons, displays, assemblies, careers advisor meetings and tutor time activities.

Our careers programme is inclusive and leaders will always proactively and resourcefully endeavour to secure the best careers advice and support for our leavers.

5.4. Access to our careers programme information

Details of how pupils, parents, teachers and employers can access information about the careers programme are published on our website.

5.5. Strategy

To achieve the objectives of this policy, we will:

- ensure that the school governors and SLT are actively involved in shaping careers policy and strategy and evaluation
- develop and maintain a regularly reviewed careers strategic plan for achieving current priorities including delivering the planned programme and related CPD costs, and monitoring, reviewing, and evaluating the strategy on an bi-annual basis
- aim to meet the Gatsby Benchmarking standards
- communicate the benefits of effective provision with partners, including local community and organisations and engage them in coordinating provision

- actively involve learners themselves in the planning, delivery and evaluation of the careers programme
- follow the guidance outlined in our separate Provider Access Legislation policy

Policy created	**September 2026**
Policy approved	**September 2026**
Next review date	**October 2027**

Appendix

Careers guidance and access for education and training providers - GOV.UK

Independent review of careers guidance in schools and further education and skills providers - GOV.UK

Provider Access Legislation | The Careers and Enterprise Company

Good Career Guidance | Education | Gatsby

This policy should be read in conjunction with the PALS policy