

JARROW SCHOOL



Engineering
Excellence in Education

**Policy Title: Careers Education Information,
 Advice and Guidance**

Leader: Sean Ord

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Policy for Careers Education Information, Advice & Guidance (CEIAG)

1 Introduction

1.1 Rationale for CEIAG

A young person's career reflects the level of career readiness that they have developed throughout their education and employment. It is part of the vision and mission of Jarrow School that all learners need a deliberately planned programme of activities, linked to local context and aspirations to assist them in making the correct post-16 pathway choices. In preparation for reaching their intended destination, we need to ensure that they are able to manage their careers, sustain employment and achieve personal wellbeing throughout their lives.

1.2 Our commitment

Jarrow School recognises that it has a responsibility to ensure all registered pupils at the school are provided with the opportunity to access impartial IAG from year 7 (11-12 year olds) to year 11 (15-16 year olds), (Education Act 1997, section 42a). The governing body also recognises that it must ensure that all careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways, including T levels
- Is guidance that will promote the best interests of the students to whom it is given

We fully support the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships to all students in years 8 to 11. This is embedded within our careers program and will be addressed through organised events such as assemblies, National Apprenticeship Week and National Careers Week, visits from post-16 providers, attendance to the National Apprenticeship Show, careers form time schedule etc.

The school endeavours to follow best practice guidance from the Department for Education Careers and Enterprise Company, GATSBY, Careers Development Institute and other expert bodies such as Ofsted. Jarrow School maintains the Quality in Careers Standard (first awarded in June 2022), evidencing that all 8 GATSBY benchmarks have been achieved and is fully committed to maintaining high quality Careers Education, Information, Advice and Guidance.

2 Development

This policy was developed and is reviewed annually in discussion with school leaders, teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. the Local Authority).

3 Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching, learning, assessment, recording and reporting achievement, citizenship, work experience, work related learning and enterprise, special educational needs and disability, equality and diversity, gifted and talented, looked after children and SMC. Further careers related policies include destinations, evaluation and work experience.

4 Objectives

4.1 Learners' needs

The careers programme is designed to meet the needs of learners at Jarrow School. Activities are differentiated and personalised to ensure career readiness in their career learning and development, and to strengthen their motivation, aspirations and attainment.

4.2 Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotypes and promote equality and diversity. The student learning journey is available on the VLE and clearly maps out key moments in every child's development whilst at Jarrow School.

5 Implementation

5.1 Management

The Careers Leader is responsible for taking a strategic lead for careers provision within school. This is to assist student career learning, the planning and development of CEIAG and supporting the Careers Advisor in the development of the careers program. The Careers Leader advises the Senior Leadership Team and Link Governor and facilitates the contribution of colleagues and partners, organises resources and secures high standards of teaching, learning and guidance.

5.2 Staffing

Due to the whole school approach to careers provision, all staff are briefed to develop a basic understanding of CEIAG and their role in supporting this. Specific responsibilities lie with career champions, teaching staff and form teachers for the delivery of key careers content. Where external staffing is required to deliver specialist sessions or information, this will be coordinated by the Careers Advisor.

5.3 Curriculum

The careers programme is designed to deliver information and experiences through; curriculum-based learning, guest speakers and visits, year group activities, externally led

sessions with identified groups, careers guidance interviews, internally set information and research activities, work experience and individual learning planning/portfolio activities, careers fairs, weekly form time careers focused sessions, lessons within the SMC curriculum, assembly focuses. The full careers programme can be viewed on the school website.

5.4 Assessment/Evaluation

The Careers strategy has been written and is monitored and evaluated by the Careers Leader. Careers information is available on the School's website, which is maintained by the Careers Leader and Careers Advisor. The intended career learning outcomes for learners are based on Jarrow School's Careers strategy and framework for years 7-11 and will be evaluated by the Careers Leader and Careers Advisor on a termly basis.

6 Partnerships

We have current working relationships with many relevant partners across industry and education who provide support with work experience, careers fair, curriculum-based learning and meaningful encounters. Links with alumni, employers, businesses and other external agencies continue to grow. A recent new partnership with an Enterprise Advisor (supported through the CEC) will assist in developing further links still.

An annual Partnership/Service Level Agreement is negotiated between the school and:

- Unifrog, online platform available to all students, to record career interactions and activities creating a personal record of achievement.
- Connexions, who support students from a variety of backgrounds and ability to promote equality and level access to post 16 opportunities.

These partnerships are formalised by Service Level Agreements and reviewed annually.

7 Resources

There is commitment to provide the resources to enable the effective delivery of the careers programme. This includes adequate and appropriately trained staff, CPD and funding. Funding is allocated in the annual budget. The Careers Leader is responsible for the effective deployment of resources.

8 Professional Development

The Careers Leader and Careers Advisor will attend all relevant CEIAG training opportunities and network meetings to keep up to date with best practice, legislation and to update knowledge and skills. This will be disseminated to staff by way of meetings, briefing and staff training. There are annual updates and training opportunities for all school staff and each department has a named Careers Champion who will relay good practice and promote the development of Careers within curriculum areas. An assessment of whole school staff training needs is carried out annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Leader or by individual request which are to be met within a reasonable period of time.

9 Monitoring, review and evaluation

The school analyses student destination information, feedback from students, staff, providers and parents/carers to inform its programme. External CEIAG providers and internal CEIAG delivery are reviewed using evaluation forms and informal feedback from students, staff, parents/carers. Termly self-assessments are completed against the GATSBY benchmarks as well as annual reviews against the Quality in Careers Standard assessment framework. The school's careers education and guidance programme is reviewed annually and a report is submitted to the Head Teacher and Governors every term. Further details on the monitoring and evaluation can be found in the Careers Monitoring and Evaluation policy.

Appendix 1

Gatsby Benchmarks

This summary sets out each of the eight updated benchmarks in preparation for the expected implementation in secondary schools and colleges and have informed the recent update to [school statutory guidance](#). For the full report on the benchmarks visit the [Gatsby foundations website](#).

#	Benchmark	Description	Specific Elements
1	A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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.
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.	<ul style="list-style-type: none"> • 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. • 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
3	Addressing the needs of each student	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a

		<p>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.</p>	<p>diverse range of role models and raise aspirations.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4	Linking curriculum learning to careers	<p>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.</p>	<ul style="list-style-type: none"> • 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. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5	Encounters with employers and employees	<p>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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer

6	Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
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.	<ul style="list-style-type: none"> • 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. • 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.
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.	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a careers 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.