

GORDON'S SCHOOL POLICY

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

The core principle that guides everything we do is Putting Students First.

1. INTRODUCTION

1.1 Rationale for Careers Education, Information, Advice and Guidance (CEIAG)

Young peoples' careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Schools have a statutory duty to secure independent and impartial careers guidance for students in Years 7-13 (Statutory Guidance Jan 2023) and ensure that careers provision is mapped against the Gatsby benchmarks.

This policy additionally reflects the updated Gatsby Benchmarks 2025, ensuring alignment with new expectations around digital careers readiness, employer engagement quality indicators, and strengthened personal guidance requirements.

1.2 Commitment

Gordon's School is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG), framed by the Gatsby Benchmarks, for all students in Years 7-13. This includes full integration of the revised Gatsby 2025 framework, emphasising progressive career learning from Year 7, measurable employer encounters, and equitable access for all learners.

Gordon's School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the CDI's Framework for Careers, employability and enterprise education (April 2021), as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills. The school will also utilise the strengthened careers outcome measures outlined in Gatsby 2025 to track long-term career readiness and destination success.

Careers Leadership Team

- Careers Lead – Mrs A Kennedy
- Senior Leadership with responsibility for Careers – Mr J Greggor
- Careers Link Governor – Mrs S Mathur
- Independent Careers Advice – Innervate Careers
- Head of KS3 – Mr J Greggor
- Head of KS4 – Mr B Gallagher
- Head of KS5 – Mr W Jones

1.3 Development

This policy was developed by the Careers Lead after wide consultation and was discussed by the governors' curriculum committee before being formally adopted.

1.4 Links with other Policies

The policy for CEIAG is related specifically to our policies for assessment recording and reporting, citizenship, PSHE, equality and diversity, and Special Educational Needs, Curriculum and Pastoral, alongside the work experience and provider access policies for Careers.

2. INTENT

This policy reflects Gordon's School ethos of *putting students first* and aims to:

- Ensure the career development of all students through a stable careers programme.
- Provide CEIAG that is relevant, timely and sufficient to meet students' needs and integrated into their overall curriculum.
- Enable all students to learn from information provided by the career and labour market.
- Ensure all students have a series of encounters with further and higher education.
- Ensure all students are exposed to meaningful encounters with employers.
- Ensure students, parents and carers are supported to develop their knowledge and understanding of all available career pathways at key transition points.
- Provide students with experience of the workplace.
- Link curriculum learning to careers learning and maximise opportunities through the curriculum to enhance students' understanding of careers.
- Provide each student with guidance by specialist and impartial careers advisors in Years 10 and 12
- Uphold the standards and code of practice of the Careers Profession Alliance's standards and codes of practice.
- Embed the enhanced Gatsby 2025 expectations including: digital careers learning entitlement, increased frequency and quality measures for employer encounters, and strengthened focus on career readiness for all demographics—particularly disadvantaged students.

3. IMPLEMENTATION

3.1 Leadership and Management

Leadership and management are secured through the Careers team. Membership includes the Head Teacher who chairs the group, the member of SLT with overall responsibility for CEIAG, and the Careers Lead who plans, co-ordinates and delivers the programme of work-related learning into school.

Annual strategic planning will incorporate Gatsby 2025 benchmarks, with leadership oversight ensuring compliance, evaluation and continuous improvement.

This area is also supported by the Careers Link Governor.

3.2 Staffing

Careers education is considered a whole school responsibility and all staff contribute to CEIAG in their roles as SLT, tutors, house staff and subject teachers. Additional careers education sessions are delivered by PSHE staff and external specialists. Independent and impartial careers guidance is provided by Innervate Careers – an outstanding careers service provider. Staff will receive updated training on the revised Gatsby 2025 expectations, particularly on digital careers education, inclusive career provision, and embedding career learning within subject curricula.

The CEIAG programme is planned, monitored and evaluated by the Careers Lead in consultation with SLT. Online careers information is maintained by the Careers Lead. Information is aimed at a wide range of audiences such as governors, parents, teachers and students. Our careers policies and programme and all relevant careers related materials, including labour market information, is available on the school website. In addition resources are made available to students and staff via Sharepoint.

3.3 Curriculum

The careers programme for each year group is constructed around taught careers education in PSHE for Year 7-13, curriculum learning and events, work-related learning (including Work Experience in Years 10 and 12), online and printed information including Careers Bulletins, personal tutoring, group work and individual careers guidance interviews. Curriculum planning will reflect Gatsby 2025 guidance requiring more explicit links between subjects and real-world applications, increased employer encounters embedded in subject learning, greater digital career skills development, and enhanced recording of each student's career learning journey.

The careers curriculum is also extended beyond the classroom. There are events throughout the year such as Gordon's School Careers Week, National Apprenticeship Week and National Careers week with keynote speakers, assemblies and activities focusing on relevant career information. In addition the Careers Fair, Careers Speed Dating, information evenings for parents on post 16 and post 18 options and pathways, drop down days within subject areas, workplace visits in KS3, KS4 and KS5, and skill development workshops work to complement and enhance Careers provision in school. The government white paper 'Skills for Jobs: Lifelong learning for opportunity and growth' (Jan 2021) has informed our promotion of Apprenticeships, employability skills

education and our collaboration with local FE providers to ensure we meet Provider Access Legislation.

Resources will be updated to support digital entitlement requirements within Gatsby 2025, providing all students with access to up-to-date digital careers platforms and tools.

Funding is allocated in the annual budget planning round, and the level of funding is related to whole school priorities and particular needs in the CEIAG area. The Careers Lead is responsible for the effective deployment of resources.

3.4 Assessment and accreditation

Career learning is assessed using assessment for learning. Students are regularly asked to complete feedback forms following events and activities. An individual action plan is generated for every learner after having been seen by a qualified careers advisor and these are reviewed at key decision points. The Future Skills Questionnaire (developed and endorsed by the Careers and Enterprise Company) is employed to track and measure learners career readiness at key points of transition and support a targeted response at both individual learner, year group and key stage levels.

3.5 Partnerships

The school works with a range of partners to deliver the CEIAG programme including Careers and Enterprise Company through the local authority delivering targeted support, Innervate Careers delivering impartial 1:1 Career Guidance with agents qualified to Level 6 in line with Gatsby Benchmark 8. HE & FE institutions, employers and industry speakers and invited to support and inspire student careers planning. The Career Partner programme ensures engagement with the labour market at a local and national level.

3.6 Resources

Funding is allocated in the annual budget planning round, and the level of funding is related to whole school priorities and particular needs in the CEIAG area. The Careers Lead is responsible for the effective deployment of resources.

3.7 Staff development

Annual CPD will include updates on the Gatsby 2025 framework and best practice for integrating careers learning into classroom teaching.

Staff training needs are identified in conjunction with the Assistant Head (CPD). The school will endeavour to meet training needs within a reasonable period of time.

IMPACT

3.8 Monitoring, review and evaluation

The annual CEIAG improvement plan is connected to the school improvement plan. It is reviewed termly by the careers lead team and annually by the senior leadership team. Success of the careers programme is measured on the outcomes of initiatives, destination data and student and stakeholder feedback.

Regular review is undertaken using the Careers and Enterprise Company tool Compass+ to measure progress against the Gatsby Benchmarks. All students, parents and staff are invited to feedback on the programme via regular surveys and a whole school audit of the Careers Programme, undertaken periodically by an external impartial careers service. Students are actively engaged in planning career events and invited to make suggestions for improvement via the Careers Prefects and are integral in effective evaluation of the programme.

Monitoring will additionally track progress against the enhanced Gatsby 2025 measures outlined above to support successful transitions.

Augusta Kennedy

Careers Lead

Reviewed and updated: September 2025