



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

## **2024/25**

The information in this document shows the set activities through the year for each year group but is not an exhaustive list. Additional events such as site visits and presentations from employers, colleges, external agencies and other careers-related activities will occur as and when the opportunity arises and the need dictates.

*This policy is regularly reviewed following recommended guidelines.*

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## STATEMENT OF INTENT

This policy is underpinned by the Education Act 2011, Section 72 of the Education and Skills Act 2008, and has regard to the DfE's statutory guidance and Careers Strategy [Careers guidance and access for education and training providers - GOV.UK](#) (updated January 2023)

**The main aims of careers provision at Honywood are to:**

- prepare learners for life post-16;
- develop a positive attitude towards study and work;
- develop confidence and resilience to cope with change;
- provide learners with careers information, advice and guidance suitable for their personal needs;
- develop learners' understanding of different career paths so that they can make informed choices;
- inspire learners so that they can be proactive in taking charge of their futures;
- provide access to information on the full range of post-16 education and training opportunities;
- support learners when they have left school;
- offer targeted support for vulnerable and disadvantaged young people.

## 1. KEY ROLES AND RESPONSIBILITIES

- 1.1. The governing body has overall responsibility for the implementation of the Careers Policy at the school.
- 1.2. The governing body has overall responsibility for ensuring that the Careers Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The careers curriculum is managed by the Careers Leader.
- 1.5. The Careers Leader (supported by the CEIAG Officer) is a member of the Senior Leadership Team and is responsible for the day-to-day implementation and management of the Careers Policy at Honywood; and to deliver the careers programme across all eight Gatsby Benchmarks in accordance with the statutory guidelines as released in January 2018 updated January 2023.
- 1.6. Careers advice provided is impartial and as members of CDI register for Careers Professionals, the advisers follow the Code of Ethics for Careers Advisers
- 1.7. The Careers Leader is: [jhickford@honywoodschool.com](mailto:jhickford@honywoodschool.com)
- 1.8. The CEIAG Officer is: [mramsay@honywoodschool.com](mailto:mramsay@honywoodschool.com)

## 2. STATUTORY DUTIES

- 2.1. Section 42A of the Education Act 1997 requires the governing body to ensure that all registered learners at the school are provided with independent careers guidance from year 7. ("Careers guidance" is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks).
- 2.2. The governing body will ensure that the independent careers guidance provided:
  - is by a sufficiently qualified individual. They should have a qualification at Level 6/7 in career guidance and development and ideally on the UK Register of Career Development Professionals, accessible through the CDI website;
  - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
  - includes information on the range of education or training options, including apprenticeships and technical education routes;
  - considers the best interests of the learners to whom it is given.

A summary of the careers programme, the policy and details of how parents, teachers and employers may access information about the careers programme will be included on the school website.

Details of how the school measures and assesses the impact of the careers programme on learners will be made available and will be published, on an annual basis. This will include details of destination data for the school.

### 2.3 Provider Access Policy

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018, updated January 2023, also known as Provider Access Legislation (PAL).

[Careers guidance and access for education and training providers - GOV.UK](#)

Therefore, Honeywood will ensure that there are opportunities for a range of education and training providers to access all learners in Cohort 8 to Cohort 11 for the purpose of informing them about approved technical education qualifications or apprenticeships, as follows:

All learners in Cohorts 8-11 are entitled:

- 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.
- 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; Two encounters for learners during the 'first key phase' (Cohort 8 or 9) and two encounters for learners during the 'second key phase' (Cohort 10 or 11) that are mandatory for all learner to attend.
- to understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact:

Honeywood School: Mr Matthew Ramsay, CEIAG Officer  
Telephone: 01376 561231 email: [mr Ramsay@honywoodschool.com](mailto:mr Ramsay@honywoodschool.com)

#### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to learners and/or their parents/carers. See school careers programme on school website.

Providers will be expected to meet the school's safeguarding requirements, which can be found in the Child Protection & Safeguarding Policy on the school website.

#### **Premises and Facilities**

When facilitating career opportunities, the school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

### 2.4. The school will ensure that the careers advice provided:

- is presented impartially;
- is given in the best interest of the individual learner receiving the guidance, taking into account their personal aspirations and needs;

- consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.

2.5. The school will ensure that all registered learners are provided with independent careers advice and guidance opportunities from Cohort 7 to Cohort 11. ("Careers guidance" is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks).

2.6. The school's careers strategy is shaped by the needs of individual learners, and, therefore, developing a strong dialogue with learners is at the heart of the policy.

2.7. The School will use the **Gatsby Benchmarks** to develop and continually improve on its careers provision and the COMPASS (COMPASS+) tool will be used to identify and report on areas of success and to inform areas for development of the careers programme.

### **Gatsby Benchmarks:**

#### **(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 learners, parents, teachers, governors and employers.

#### **(2) Learning from career and labour market information**

Every learner, and their parents/carers, should have access to good quality information about future study options and labour market opportunities.

#### **(3) Addressing the needs of each learner**

Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.

#### **(4) Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

#### **(5) Encounters with employers and employees**

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

#### **(6) Experience of workplaces**

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience.

#### **(7) Encounters with Further and Higher Education**

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

#### **(8) Personal guidance**

Every learner should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.

2.8. The school will make it clear to learners that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade 4 or above at GCSE in these subjects.

2.9. The school will make it clear to learners that although they must remain in education or training beyond the age of 16, they are not required to stay in school. As such the school will provide opportunities for learners to learn about their options so that they may make informed choices with regard to their post-16 destinations.

2.10. The school will also ensure that learners understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.

**STEM Lead for Honywood School = Mr T Gribben, Assistant Headteacher**

2.11. The school will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female learners, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.

2.12. The school will ensure that both high attaining learners and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.

2.13. Although we no longer fall within their identified parameters, the school will work with Uni Connect (MAKE HAPPEN). The programme is dedicated to inspire young people, raise their aspirations and promote interest in HE as a route to achieving their ambitions.

2.14. Learners will be made aware of extra-curricular opportunities, such as the National Citizenship Service, that will help them achieve their career aspirations.

## **2. PROVISION**

3.1. In line with and in addition to the school's statutory duties, the school provides a range of careers activities, for example:

- Post-16 Evenings with The Sixth Form College Colchester and Colchester Institute (Cohort 11)
- Futures Evening for parents with The Sixth Form College Colchester and Colchester Institute (Cohort 10)
- Colchester Sixth Form/Colchester Institute Assemblies (Cohort 10)
- Pathways afternoon with alumni and students from The Sixth Form College Colchester (Cohorts 9 and 10)
- Ambassador training: applications/interviews/presentations (Cohort 10)
- Colchester Careers Fair (trip for Cohort 11 and open to all in the evening)
- Apprenticeship careers event at Colchester Institute (Cohort 10 and open to all in the evening)
- H.E. talk from Cambridge (Cohorts 9 to 11)
- High Achievers University Visits (Cohorts 10 and 11)
- The Brilliant Club (HE)
- Essex University Arts Support (Cohort 11)
- Enrichment Activities e.g. Ambitions for the Future (Cohort 8) and Aspirations Week (Cohort 9)

- 1-week work experience (Cohort 10)
- Financial Education from Barclays, Lloyds (Cohorts 9 and 10)
- Enterprise Education – St Helena Hospice £20 challenge, Los Santos Business Venture, The Castle Estate Challenge, Cereal Design Challenge
- Finance Sector Taster Day (Cohort 10)
- NHS Careers Day (Cohort 10)
- STEP into the NHS competition (Cohorts 7/8/9)
- NHS (ESNEFT) opportunities (Cohorts 10 and 11)
- Mock interviews, facilitated by local/regional Business contacts (Cohort 10)
- Digital Media Day (Cohort 10)
- Essex Apprenticeship Hub/Workshop (Cohorts 10 and 11)
- AIM Apprenticeships Assemblies/Workshop (Cohort 10 and 11)
- Careers Curriculum delivered during PSHE time (Cohort 7 to 11) e.g. Careers research
- Cambridge University Forces Challenge/Mars Rover Mission/Physics Exhibition
- DWP support for numerous events and individual cohort input

(STEM Cohorts 7 to 10)

- Essex University Digital makers Day (STEM Cohort 11)
- Big Bang Science (STEM Cohort 9)
- Careers Day (STEM Cohorts 7 to 9)
- Uni Connect opportunities
- Mock Magistrates (Cohorts 8 to 10)
- Duke of Edinburgh's Award Programme (Cohorts 9 to 11)
- MORRISBY 'Career planning tool' (all Cohorts)

3.2. The school has strong links to local employers who provide work experience which involves mentoring; employers provide feedback for each individual learner.

3.3. We have links to the following local colleges and universities:

- Cambridge University
- University of Essex
- University of East Anglia
- Anglia Ruskin University
- The Sixth form college, Colchester
- Braintree Sixth Form
- Colchester Institute and University Campus
- Chelmsford College
- Witham Sixth Forms
- Writtle College and University
- Colchester Royal Grammar School
- Colchester County High School for Girls
- Easton & Otley College & University

#### 4. METHODS

4.1. Honeywood will use the following methods to deliver a strong, well-rounded careers provision:

- Providing a range of opportunities that enhance the curriculum.



- Promoting awareness of the world of work (including up-to-date Labour Market Information).
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily gender specific, e.g. encouraging girls to pursue STEM-related careers.
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attitudes and knowledge learned in school to the wider world.
- Developing learners' personal and social skills to relate to the world of work.
- Providing informed and impartial guidance via Careers professionals and within individual Learning Reviews.
- Enabling learners to make considered decisions with regard to future choices.
- Liaison and joint planning with Secondary schools as a member of the Braintree CEIAG Cluster Group.
- Preparing learners for the transition to further education (FE) or employment with training.
- Helping learners with basic career management such as CV writing, CV building, job searches and job interviews.
- Visiting open days at further and higher education institutes.
- Providing access to online creative resources and labour market intelligence (MORRISBY/LMI for all).
- 1-2-1 careers interviews with a L6 qualified careers advisor (Cohort 10/11).
- All cohorts have access to a L6 qualified careers advisor.

4.2. The school will deliver a careers curriculum at each key stage.

4.3. The school will provide cross-curricular links to careers in other subjects.

4.4. Schemes of work will recognise the importance of and embed careers within them.

## 5. CURRICULUM

All teachers should link curriculum learning to careers from Cohort 7-11 and by the age of 14, every learner 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. To assist this, all staff (teaching & support) receive regular CPD input from the CEIAG Officer and all staff have access to a dedicated 'Careers in the Curriculum' portal, which contains a plethora of resources and links to statutory guidance. Faculties also update and maintain departmental displays as a visual link to careers. In addition, there are specific books linking curriculum to career path in the Careers Section in the school library.

## 6. TARGETED SUPPORT

- The school will work closely with the LA to identify learners who are in need of targeted support, or who are at risk of not participating in post-16 education/training.
- In collaboration with the LA, the school will establish ways of referring identified learners for intensive support from a range of education and training support services available locally.
- The school will ensure that learners are aware of the 16-19 Bursary Fund, which has been devised to support those individuals facing financial hardship. Learners will be advised of how to access this funding and who they should speak to in order to find out more information.

- The school will work closely with the LA and local post-16 education and training providers to support post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).
- The school supports the vision that all learners with SEND are capable of paid employment, with the right preparation and support.
- The school will ensure that they support learners with SEND in developing the skills, qualifications and experience needed to pursue their careers.
- Independent and partial advice provided to learners with SEND will include all the education, training and employment opportunities available to them.
- The school will provide advice on study programmes that will support a learner with SEND in their transition into paid employment – this includes support internships for learners with education, health and care (EHC) plans, traineeships and apprenticeships.
- For learners with EHC plans, the school will ensure that these plans, from Cohort 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **7. AUDITING**

- 7.1. The Careers Leader will liaise with Subject leads on an annual basis, in order to evaluate and audit the quality of the school's careers provision (specifically GB 4 - Linking curriculum learning to careers).
- 7.2. The SAT Fresh Eyes reviews includes auditing of careers provision.
- 7.3. The school will take account of feedback from learners, parents/carers and link employers engaged in its career's activities, as well as data from the DfE's destination data, as part of this evaluation.
- 7.4. The school will use the outcomes of its audit to identify areas for improvement.
- 7.5. The school will complete an assessment on Compass+, biannually.

## **8. INFORMATION SHARING**

The school will provide the LA support services with relevant careers-related information about all of its learners, including:

- learners' names, addresses and dates of birth;
- other information that the LA requires in order to support the young person to participate in education or training and to track their progress, including information to help identify those at risk of not being in education, employment or training post-16.

The school will notify the LA whenever a 16 - 17-year-old leaves school before they have completed their education or training programme, as per our local arrangements.

## **9. PREMISES AND FACILITIES:**

When facilitating Careers opportunities, the school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

## **10. MONITORING AND REVIEW**

- 10.1. The governing body, in conjunction with the Headteacher, will review this policy on an annual basis, taking into account the success of supporting learners in accessing post-16 education and training.
- 10.2. The Headteacher will make any necessary changes to this policy, and will communicate these to all members of staff and governors.
- 10.3. The School will designate a Link Governor for Careers.