

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

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1 Introduction

The policy and the provision which it underpins are informed by the core values of the School, as outlined below, and guidance regarding CEIAG provision from the Gatsby Benchmarks (which encompass statutory requirements) and the CDI Framework. The School's adherence to these guiding principles forms part of the assessment of the Quality in Careers Standard award and the targets the School is set as a result of this.

1.2 This policy is consistent with:

CEIAG provision is a complex and hybrid element of a student's education and incorporates elements of both stand-alone, cross-curricular, co-curricular, individual and group provision. As such, our provision is linked with other whole-school foci such as those relating to Teaching and Learning, EDI assurances and pastoral and academic provision. It is supplemented by a policy specifically focused on Work Experience.

The policy and the departmental development plan linked to its implementation will be reviewed and amended as necessary and appropriate to maintain alignment with the wider school development/improvement plan.

2 Vision and Values

2.1 Overview

The Oakham School Careers Department Policy is underpinned by the School's core values of care, courage, contribution and connection. As such, the Department's aim is to provide all Oakhamians with the knowledge, values and life skills to be prepared for the many, varied challenges and opportunities of life after school, to make well-informed, realistic decisions, to become autonomous, pro-active career planners and to successfully negotiate points of transition. This aim links all of the values but 'connection' may be the most evident of these, as students are encouraged to make links between their academic, co-curricular and pastoral knowledge and skills and those required to make successful transition between Key Stages and their post-18 options. A key element of this is a commitment to providing all students with high quality Careers Education, Information, Advice and Guidance (CEIAG). Students are encouraged to consider a range of options and think about the best path for them. Examples include, but may not be limited to, university in the UK or overseas, apprenticeships and gap year opportunities.

2.2 Aims

- To provide a stable and progressive programme of high-quality information, advice and guidance that allows students to make fully informed choices about their future.
- To ensure teaching colleagues involved in the delivery of the Careers programme are trained and have up to date and appropriate teaching resources.



- To guide students successfully through the application processes for their chosen post-secondary pathways.
- To ensure the best transition for each student at 13+, 16+ and 18+
- To provide an open and helpful environment for students to seek relevant, up-to-date information and help about any aspect of careers or work experience.
- To manage a structured approach to work experience, providing students with meaningful workplace learning, and both students and parents with the information they require.

2.3 Statutory Requirements and Expectations

The School is committed to fulfilling its statutory duties in relation to pupil entitlement and CEIAG provision, informed by the statutory guidance (January 2025). Guidance material kept in the Library will be regularly reviewed and maintained in liaison with library staff (in line with the 1997 Education Act). In line with the 2010 Equality Act and the school's policies on EDI, SEND and protected characteristics, impartial advice will be presented to students. The School recognises the guidelines for good practice inherent in the Gatsby Benchmarks (revised autumn 2024) as well as the diverse needs of pupils as members of an international school community. The School holds gold accreditation of the Quality in Careers Standard via CareerMark.

3. Learner Entitlement

All pupils and students at the School are entitled to high quality careers education, information, advice and guidance as part of their overall education.

- 3.1** Students in Forms 1 and 2 will undertake careers-related learning through relevant activities in PSHE, Citizenship and relevant Activities sessions.
- 3.2** Students in Form 3 will have access to a career guidance interview at the time of choosing Key Stage 4 study options. They will also complete the Morrisby Careers questionnaire and evaluate the effectiveness of using a 'matching' approach to career decision-making.
- 3.3** Careers-focused tasks linked to curriculum subjects are part of the School's academic provision.



- 3.4** Key Stage 4 students take a full psychometric Profile in the summer term of Form 4. Students in Form 5 will have a careers guidance interview with a member of staff in the autumn term, following the results of profiling.

Those experiencing or presenting difficulties with planning for the future at this stage will be referred to the Head of Careers and Progression for a further interview; all Form 5 students will be offered this as an option. Students are encouraged to take part in the Work Experience programme during the summer break. Support is given as students plan and make post-16 choices. Via the Pastoral Curriculum, students in Form 4 and 5 develop their CVs and covering letters and research professions, areas of study and LMI, including legal aspects of employment such as working hours and remuneration.

- 3.5** Key Stage 5 students take part in activities, through specialised sessions, on post-secondary pathways, including the UK university application process, studying overseas, apprenticeships, beginning work, and making the most of gap years. They can also access the Head of Careers and Progression and the Careers Coordinator as Level 7 qualified guidance practitioners as well as seeking specialised guidance from the Work Experience and Apprenticeships Officer and UCAS Coordinator.
- 3.6** In addition to the provision outlined above, students in Forms 5 and above attend specialised events held at the School, for example Careers and HE Fairs and talks from external speakers on specialised pathways.
- 3.7** Students have access to impartial and up-to-date guidance in-house from the members of the Careers department, and through external sources, for example via the Morrisby and Unifrog resources.

4 Management and Delivery

The School recognises the importance of putting in place effective arrangements for the planning, management, delivery and review of the CEIAG programme in order to enhance its efficacy.

4.1 Roles and Responsibilities

The holistic nature of CEIAG and its focus on a person's overall, ongoing development (as recognised by the CDI Framework, 2021) necessitates the involvement of a wide range of professional staff within the School setting.



The trustees/governing body are responsible for ensuring that the School's CEIAG programme presents information impartially, covers the many options available post-secondary and that guidance provided by the School is in the best interest of the learners.

The Senior Leadership Team are responsible for maintaining a strategic overview of Careers provision in the School and for line-managing the Head of Careers and Progression (via the Deputy Head Co-curricular).

The Head of Careers and Progression is a middle leader in the school, responsible for line management of the UCAS and Careers Coordinators and the Work Experience and Apprenticeships Officer. They are responsible for the day-to-day leadership and management of CEIAG provision. They work directly with OO applicants to university and students applying to HE institutions outside of the UK.

The UCAS Coordinator is responsible for advising and supporting students applying to UK universities and the Careers Coordinator is responsible for developing and implementing the coordination of Key Stage 4 provision such as psychometric profiling. Individual meetings and departmental events.

The Work Experience and Apprenticeships Officer is responsible for liaising with Key Stage 4 and 5 students and local employers to promote and administer the work experience programme, and maintain links and contacts with employers. They are also the key contact for students applying for apprenticeships.

Heads of Department and teaching staff are responsible for ensuring that their programmes of academic study highlight transferable skills gained and opportunities related to the study of their subjects: these should be embedded in schemes of work. Heads of Stage and House tutors are responsible for supporting students in researching opportunities and devising career plans, for referring students to specialist staff as appropriate and with working with specialist Careers staff and the PSHE Coordinator to plan and deliver the CEAIG programme.

Staff involved in the delivery of CEIAG through the Pastoral Curriculum Lessons and the Tutorial programmes are responsible for the delivery of some career-related learning sessions, which are planned and resourced by the Careers department, and for referring students to careers staff as appropriate.



4.2 Staff Development

All staff contribute to the delivery of CEIAG through subject teaching, pastoral oversight and specialist knowledge. To meet the training needs that arise from this, we will: ensure that staff have access to the CDI Code of Ethics; provide access to training for those involved in guidance related to psychometric profiling; provide guidance for subject staff and Heads of Department in recording dissemination of careers information in lessons and ensure that specialist careers staff maintain their qualifications and undertake regular CPD in order to keep knowledge up-to-date.

4.3 Funding and Resourcing

Funding for CEIAG will primarily be accounted for via an annual department budget, agreed between the Head of Careers and Progression and the nominated member of the Senior Management Team. There may also be some overlap with other departments, such as ICT, the Library, and some year group budgets. The School may also seek resources and input from providers who do not charge for their services.

5 Teaching, Learning and Assessment

- 5.1 The School recognises the efficacy of a multi-strand approach in the delivery of CEIAG. Career learning will take place through three mediums: specialist lessons/tutorial sessions, via learning in timetabled subjects and through cocurricular events, trips and activities. Planned lessons will utilise methods appropriate to the subject and students' learning needs and styles, in line with the School's Teaching and Learning policy and its Connected Curriculum.
- 5.2 The School is committed to ensuring that pupils and students have access to career guidance provided by a career development professional qualified to level 6 or above and who upholds the professional standards of the Career Development Institute (CDI). The current Head of Careers and Progression is qualified to Level 7 and the Careers Coordinator is working towards this. All pupils and students will have access to contact details allowing them to make an appointment. Additionally, pupils and students may seek information from specialist post-16 staff, subject teachers and those in positions of pastoral authority. Careers meetings can be arranged for students in all years.



6 Monitoring, Reviewing, Evaluating and Reporting

The CEIAG programme and its implementation will be regularly monitored and reviewed. Delivery of careers information across the curriculum and careers-based group sessions will be assessed as part of curriculum review. The individual interviews will be followed by a short report written by the guidance practitioner, subject to training from Careers staff and reviewed as a quality assurance exercise as appropriate. Student feedback on provision will also be sought. Employers involved in the School's Work Experience provision provide references for students and feedback; organisations and institutions who contribute to CEIAG events will have the opportunity to provide feedback likewise. It may be appropriate for the programme to be externally assessed, for example via the Quality in Careers Standards Award process.

7 Stakeholders and Partners

7.1 Parents/Guardians/Carers

The School recognises the importance of the role played by parents, guardians and carers as co-partners in developing the skills and attributes of pupils. The School is committed to supporting this group in supporting pupils in planning and decision-making, for example by communicating regularly via a range of appropriate mediums, such as the School bulletin and a programme of talks, and by facilitating parental access to software such as Unifrog and Morrisby.

7.2 Careers Support Agencies

In order to support students with their post-secondary pathways, the School may work with specialist support providers as required. These may include, for example, apprenticeship organisations, providers of employability advice and virtual work experience, and organisations providing advice on studying overseas and gap years. It also includes providers of guidance software such as Morrisby and Unifrog.

7.3 Employers, Learning Providers and Community Partners

The School is committed to working collaboratively with employers, learning providers and community partners in order to provide students with a wide-ranging understanding of issues and concepts related to work, careers, planning and decision-making. We aim to work with local businesses, universities, apprenticeship providers and alumni in order to raise aspirations, broaden students' understanding of opportunities and Labour Market Information, and to provide opportunities through initiatives such as work experience in mentoring in order to better equip pupils and students for competitive job markets.



8 Annexes

Statutory guidance for the provision of careers education and guidance in UK schools can be accessed here: [Careers guidance and access for education and training providers - GOV.UK](#)

The Careers Strategy can be found here: [Careers strategy: making the most of everyone's skills and talents \(publishing.service.gov.uk\)](#)

A report on Careers in the Curriculum can be found here: [Careers in the curriculum. What works? | CEC Resource Directory](#)