

Seaford Head School

Achieving Excellence Together



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Committee	Full Governing Body
Approved	July 2026
Review Cycle	Annually
Review Date	July 2027
Responsible Officer	Assistant Headteacher – Careers Leader
Applicability	Years 7–13

1. Policy Statement

Seaford Head School is committed to delivering a planned, progressive and inclusive careers programme that enables every student to make informed decisions about education, training and employment. The programme promotes aspiration, social mobility and lifelong career management skills.

2. Statutory Framework

This policy reflects the Education Act 1997, Technical and Further Education Act 2017, Provider Access Legislation, DfE Careers Guidance statutory guidance, Gatsby Benchmarks and the CDI Career Development Framework.

3. Aims

The school aims to provide impartial CEIAG, raise aspirations, challenge stereotyping, support informed transitions, ensure awareness of apprenticeships and technical routes, and secure positive destinations for every learner.

4. Gatsby Benchmarks

The careers programme is fully aligned to the eight Gatsby Benchmarks (see Appendix A) and reviewed through Compass+ assessment and annual action planning.

5. Student Entitlement

All students are entitled to careers education, employer encounters, guidance interviews, information on all pathways, labour market information, higher education awareness and support with applications.

6. Equality, Diversity and Inclusion

Careers guidance is accessible to all students. Additional support is provided for SEND students, disadvantaged learners, looked-after children and students at risk of becoming NEET.

7. Roles and Responsibilities

Governors oversee compliance; the Careers Leader manages strategy; the Careers Adviser delivers impartial guidance; Curriculum Leaders embed careers learning; all staff contribute to employability development.

8. Delivery Model

Careers learning is delivered through tutor programmes, PSHE, curriculum learning, assemblies, employer engagement, workplace experiences, careers fairs, university outreach and independent online research tools (see Appendix B)

9. Personal Guidance

Students receive access to a qualified Level 6 Careers Adviser. Targeted support is available before key transition points and for vulnerable learners.

10. Careers Learning in the Curriculum

Every curriculum area identifies explicit links between subject knowledge, skills and future careers. Labour market information and employer examples are embedded within schemes of learning. Every curriculum area has a staff member that is the designated Careers Champion.

11. Website Compliance Statement

The school publishes details of its careers programme, provider access arrangements, careers contacts, destination information and Gatsby Benchmark progress through the school website.

12. Provider Access Statement

Approved providers of technical education, apprenticeships and training routes are given opportunities to engage with students in Years 8–13 in accordance with statutory requirements. Our Provider Access Policy can be found in Appendix C.

12. Monitoring and Evaluation

Provision is evaluated using Gatsby Benchmark outcomes, Compass+ data, destination measures, student voice, parent feedback, employer feedback and governor review.

Appendix A – Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 student 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 activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students 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 student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Appendix B – Annual Careers Programme

Year Group	Core CEIAG Activities
7	Careers assemblies, What's My Line event, employer encounters & workplace visits
8	Careers assemblies, Morrisby introduction, GCSE options guidance, employer encounters & workplace visits
9	Careers Fair, careers assemblies, employer encounters & workplace visits
10	Careers Fair, careers assemblies, work experience, employer encounters, workplace visits, guidance interviews, employability workshops & university engagement
11	Careers Fair, careers assemblies, mock interviews, post-16 applications & personalised guidance
12	UCAS & apprenticeship applications, work experience, university visits, careers assemblies, employer encounters & guidance interviews
13	UCAS and apprenticeship applications, destination support, university visits, careers assemblies & personalised guidance

Appendix C – Provider Access Policy

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Seaford Head School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. We are fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

We endeavour to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Seaford Head School's policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Seaford Head School fully supports 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. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (Head Teacher) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Seaford Head School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Samantha Alvarez, Careers Leader via the following email address: SamanthaAlvarez@seafordhead.org

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled lessons, and Careers or Raising Aspirations events that Seaford Head School is arranging. Students may also travel to visit another provider as part of a trip to be organised in partnership with the school.

Details of premises or facilities to be provided to a person who is given access

Seaford Head School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The relevant Head of Year or Department will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of staff who will facilitate.

Live/Virtual encounters

Seaford Head School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Samantha Alvarez email: SamanthaAlvarez@seafordhead.org who will then raise the complaint to Bob Ellis, Head Teacher.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Senior Leadership Team.

Policy Coordinator: Samantha Alvarez, Assistant Head Teacher (Head of Sixth Form & Careers)

Policy Reviewed: July 2026