

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

Document Management Information

Applicable to:	All staff and pupils at The Abbey School, Faversham
Dissemination:	The document will be available to staff via the Academy's Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
Training:	Available to staff on request
Review frequency:	This document will be reviewed annually
Policy Author:	Mrs Alyce Le Brunn-Healey
School Policy Owner:	Rowland Speller - Principal / Jackie Lucas - Vice Principal / Sara Spring - Vice Principal
Approval by:	Local Academy Board / Principal
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Version History

Document Version	Description of Revision	Date Approved
V1.0	First Version Approved	30 th September 2025

Disclaimer

This Careers Policy has been developed and is currently implemented at **The Abbey School**. Our Trust is in the process of developing a Trust-wide Careers Policy, which will supersede this document once approved.

Until that time, this policy reflects the school's local arrangements and procedures for careers education, information, advice and guidance (CEIAG), in line with statutory guidance.

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

1. Vision and Intent

Our whole school vision is to provide students with the best possible preparation for life beyond school. Careers Education, Information, Advice & Guidance (CEIAG) is central to this mission.

Our Careers Vision:

We want every student at The Abbey School to leave with the skills, knowledge and confidence to progress onto aspirational destinations in further or higher education, apprenticeships, or employment.

Our aims are to:

- Embed careers across the curriculum, showing how learning connects to real-world opportunities.
- Provide students with the skills, behaviours, and self-awareness needed for lifelong career management.
- Ensure every student experiences meaningful employer encounters and workplace experiences.
- Offer clear, impartial information about all routes: academic, vocational and technical.
- Challenge stereotypes, raise aspirations, and ensure equality of opportunity for all, including disadvantaged and SEND learners.

We will achieve this by delivering a stable and progressive careers programme (see Section 4 & Appendix 2) aligned to the Gatsby Benchmarks.

2. Statutory Requirements

This policy is based on the following legislation and guidance:

- Education Act 1997 (Sections 42A, 42B, 45, 45A)
- Education and Skills Act 2008 (Section 72)
- School Information (England) Regulations 2008 (Schedule 4, 15)
- Education (Careers Guidance in Schools) Act 2022 (extends careers duty to all secondary pupils Y7-13)
- Skills and Post-16 Education Act 2022 (minimum six encounters with providers Y8-13)
- DfE Statutory Careers Guidance (2023 update)

The Abbey School adopts the eight Gatsby Benchmarks (Appendix 1) as the framework for high-quality CEIAG.

3. Roles and Responsibilities

3.1 School Responsibilities

The Abbey School will:

- Provide impartial, independent careers advice for students in Years 7-13.
- Ensure advice covers the full range of education and training pathways.
- Publish the name/contact details of the Careers Leader, a summary of the programme, evaluation processes, and review dates on the school website.
- Provide opportunities for a range of education and training providers to access students in Years 8-13 (see Provider Access Policy - Appendix 3).
- Continuously evaluate CEIAG against the Gatsby Benchmarks.

3.2 Careers Leader - Mrs Bevan, Head of Careers

- Lead and manage the Careers Programme.
- Embed careers across the curriculum and pastoral programme.
- Ensure compliance with statutory guidance and Gatsby Benchmarks.
- Support teachers with CPD and careers-linked curriculum delivery.
- Develop partnerships with employers, FE, HE and apprenticeship providers.
- Work with SENCO, LAC lead, and pastoral staff to ensure personalised support for vulnerable and SEND students.
- Maintain accurate records of careers activity and guidance interviews.
- Oversee the annual review and quality assurance of CEIAG.

3.3 Senior Leadership Team - Mrs Le Brunn-Healey, Assistant Principal

- Ensure statutory duties are met.
- Support the Careers Leader with strategy, resourcing, and quality assurance.
- Approve the CEIAG programme annually.
- Champion careers across the school community.

3.4 Careers Support Officer - Mrs Priestley

- Coordinate careers events, employer visits, and work experience placements.
- Support vulnerable learners with tailored CEIAG interventions.
- Manage the Careers Hub and online resources.
- Ensure records are updated and accessible.

3.5 Governors

- Appoint a Careers Link Governor.
- Hold SLT and the Careers Leader accountable for delivery.
- Ensure the policy and PAL are published and up-to-date.
- Monitor evaluation data and student destinations.

4. Our Careers Programme

The Abbey School Careers Programme is structured around the Gatsby Benchmarks and mapped across all year groups (see Appendix 2).

Delivery methods include:

- PSHE lessons and form-time employability sessions.
- Dedicated careers lessons in KS4 and KS5.
- Assemblies, employer talks, and apprenticeship/HE workshops.
- Work experience (Y10 & Y12).
- One-to-one guidance interviews (Y11 & Y12 priority).
- Careers fairs, industry-specific events, and visits to FE/HE providers.
- Access to updated Labour Market Information (LMI).
- Targeted interventions for SEND and disadvantaged students.

SEND Provision: Students with SEND receive personalised support through joint planning between the Careers Leader, SENCO, and external agencies. This includes additional visits to providers, tailored work placements, and transition support.

Provider Access: Students will have a minimum of:

- 2 encounters with providers during Y7-9
- 2 encounters during Y10-11
- 2 encounters during Y12-13

(See Appendix 3 - Provider Access Legislation Policy).

5. Measuring & Assessing Impact, Monitoring & Evaluation

The Abbey School will measure the effectiveness of its CEIAG through:

- Compass+ tool (termly benchmarking against Gatsby).
- Student voice surveys (including Future Skills Questionnaire).
- Parent and employer feedback following events.
- Destination data tracking (intended & actual).
- Quality assurance via SLT oversight, School Improvement Partner, and Ofsted inspection.
- Annual Careers Leader review and report to Governors.

6. Links to other Policies

This policy should be read alongside:

- Provider Access Legislation (PAL) Policy (Appendix 3)
- Child Protection & Safeguarding Policy
- Curriculum Policy
- Equality & Diversity Policy
- SEND Policy

7. Appendices

Appendix 1 - The Gatsby Benchmarks and How The Abbey School Meets Them

Gatsby Benchmark	Description	How The Abbey School Meets This Benchmark
1. A Stable Careers Programme	A structured and well-planned careers programme.	Careers provision is published on the school website and reviewed annually; mapped Y7-13; delivered through PSHE, assemblies and tutor time.
2. Learning from Career and Labour Market Information	Students and parents have access to good quality information about future study options and labour market opportunities.	Regular updates are shared through newsletters, the school website, and social media. Students also benefit from the annual Careers Fair and related events.
3. Addressing the Needs of Each Pupil	Programmes are tailored to students' needs, raising aspirations and challenging stereotypes.	Targeted interventions include prioritised careers interviews for SEND and disadvantaged pupils, with progress tracked through Compass+ and destination data.
4. Linking Curriculum Learning to Careers	Teachers link curriculum learning to careers.	Subject areas embed careers links in schemes of learning and displays; staff CPD supports cross-curricular CEIAG.
5. Encounters with Employers & Employees	Students have multiple opportunities to learn from employers.	Annual Careers Fair, employer assemblies, mock interviews, mentoring and workplace visits.

Gatsby Benchmark	Description	How The Abbey School Meets This Benchmark
6. Experiences of Workplaces	Every student has at least one experience of a workplace.	Y10 and Y12 work experience weeks, supported by local employers and businesses.
7. Encounters with FE & HE	All students understand the full range of learning opportunities available.	University visits, assemblies, apprenticeship provider talks, and Post-16/18 pathways fairs.
8. Personal Guidance	Every student receives impartial, one-to-one careers guidance.	Qualified independent adviser provides interviews for Y11 and Y12; records logged.

Appendix 2 - The Abbey School Careers Programme Overview (Learning Journey Y7-13)

Year 7

- Introduction to “My Future” - exploring interests and aspirations
- “Be the Best You Can Be” PSHE module on ambition and self-belief
- Unifrog baseline profile and first career quiz
- Visits from alumni and employer role models

Year 8

- Understanding employability skills and workplace behaviours
- Curriculum careers links (STEM, English, Arts)
- Local employer talks and LMI sessions
- Provider encounters as part of Options process

Year 9

- Careers in the Curriculum Week
- Guided options support with parents and teachers
- Apprenticeship and college taster assemblies
- Unifrog “Careers Library” exploration and goal-setting

Year 10

- Work Experience (one week)

- Mock interviews and CV workshops
- Encounters with employers through The Big Interview
- Introduction to Post-16 routes

Year 11

- One-to-one guidance interviews
- Post-16 open evening, provider talks, and apprenticeship sessions
- Destination tracking and Unifrog applications support
- Life Skills and employability sessions in PSHE

Year 12

- Work Experience
- Higher Education and Apprenticeship Fair
- Personal statement and CV writing workshops
- Mentoring and networking events

Year 13

- University, employment, and apprenticeship application support
- Individual guidance interviews
- Transition and finance workshops
- Leavers' destination survey and alumni connections

Appendix 3 - Provider Access Legislation (PAL) Policy

Introduction

This section outlines the arrangements for managing access by providers to students at The Abbey School for the purpose of giving them information about the provider's education or training offer.

Legal Framework:

This complies with Section 42B of the Education Act 1997 (as amended by the Skills and Post-16 Education Act 2022) and DfE Statutory Guidance (2023).

Student Entitlement:

All students in Years 7-13 are entitled to:

- Learn about approved technical education qualifications and apprenticeships.

- Hear from a range of providers about opportunities available.
- Understand how to make applications for academic and vocational courses.

Access Opportunities:

The school offers six provider encounters across key stages:

- **Years 7-9:** at least two encounters
- **Years 10-11:** at least two encounters
- **Years 12-13:** at least two encounters

These are scheduled through:

- Assemblies and workshops
- PSHE/tutor sessions
- Careers Fairs and themed events
- Work experience debriefs

Requests for Access:

Providers wishing to request access should contact:

Mrs Bevan - Head of Careers

Email: gbevan@abbeyschoolfaversham.co.uk

Premises and Facilities:

The school will make appropriate spaces available for discussions between providers and students, such as classrooms or the main hall.

IT facilities can be arranged if requested in advance.

Safeguarding:

All visitors are subject to The Abbey School's safeguarding and visitor policies.

Monitoring and Review:

The implementation of this policy is monitored by the Careers Leader and Assistant Principal for Personal Development.

The next review date: **September 2026.**