Islip Manor
HIGH SCHOOL

Careers Education, Information Advice, Guidance and Employability Policy

January 2026

Approved by:	Curriculum and Standards Committee	
Date:	Last reviewed on:	Next review due by:
January 2026	January 2026	January 2029

Policy statement

This policy sets out the school's approach to Careers Education, Information, Advice and Guidance (CEIAG) for all students in Years 7–13. It reflects the school's commitment to providing a planned, coherent and impartial careers programme that enables all students to make informed choices about education, training and employment.

This policy is informed by:

- the Department for Education statutory guidance *Careers guidance and access for education and training providers* (updated May 2025);
- the Gatsby Benchmarks for Good Career Guidance (updated benchmarks adopted from September 2025);
- the Skills and Post-16 Education Act 2022;
- the school's standalone Provider Access Policy Statement.

Aims and objectives

The school's CEIAG programme aims to:

- ensure that all students receive high-quality, impartial careers education and guidance;
- raise aspirations and challenge stereotyping related to gender, ethnicity, disability, socio-economic background or prior attainment;
- support students to understand the full range of post-16 and post-18 pathways, including academic, technical and apprenticeship routes;
- enable students to make informed decisions at key transition points;
- prepare students for successful participation in education, employment or training.

Student entitlement

All students in Years 7–13 are entitled to:

- a planned careers programme that is progressive and responsive to individual needs;
- access to impartial, independent careers guidance;
- information about the full range of education and training pathways, including apprenticeships and technical education;
- opportunities to engage with employers and approved education and training providers;
- support to develop employability skills and career management skills.

The school ensures that careers guidance is presented in an impartial manner and does not promote one pathway over another.

Leadership and responsibility

The governing body has overall responsibility for ensuring that the school meets its statutory duties in relation to careers guidance.

The Headteacher has delegated responsibility for CEIAG to a senior member of staff, Careers Leader, who works alongside another colleague with a Teaching and Learning responsibility for Careers. These members of staff:

- have the appropriate authority, training and time to fulfil the role;
- lead the development, delivery and evaluation of the careers programme;
- work with senior leaders, staff, external partners and employers;
- ensure compliance with statutory guidance, including provider access requirements.

Teaching staff support CEIAG through curriculum delivery, enrichment activities and signposting students to further guidance.

The careers programme

The school provides a planned careers programme for students in Years 7–13 which is:

- structured around the Gatsby Benchmarks for Good Career Guidance (updated benchmarks);
- responsive to the needs of different cohorts and individuals;
- reviewed annually using Compass+ and other evaluation tools.

The careers programme includes:

- careers education delivered through PSHE, tutor time and curriculum subjects;
- employer encounters and experiences of the workplace;
- engagement with further education, sixth form, apprenticeship and training providers;
- individual guidance interviews with a qualified, independent careers adviser;
- targeted support for students at risk of becoming NEET.

The published careers programme and student entitlement are available on the school website.

Provider access

The school meets its legal duty under Section 42B of the Education Act 1997 by providing opportunities for approved education and training providers to access students in Years 8–13.

Arrangements for provider access, including how the school meets the requirement for a minimum of six provider encounters per student, are set out in the school's Provider Access Policy Statement, which is published separately and reviewed regularly.

Impartial careers guidance

All students have access to independent, impartial careers guidance provided by a qualified careers adviser. Guidance:

- supports students to understand their strengths, interests and aspirations;
- considers a full range of education, training and employment options;
- is available at key transition points and through targeted interventions.

Students and parents/carers are informed about how to access careers guidance.

Equality, inclusion and safeguarding

The school is committed to ensuring that CEIAG provision is inclusive and accessible to all students.

The careers programme:

- actively challenges stereotypes and promotes equality of opportunity;
- is adapted to meet the needs of students with SEND and those from disadvantaged backgrounds;
- complies with safeguarding requirements and the school's safeguarding policies.

Work-related learning and encounters

students are provided with a range of meaningful encounters with employers and experiences of the workplace, which may include:

- workplace visits and talks from employers;
- employer-led projects and workshops;
- work experience placements, where appropriate;
- virtual and blended experiences to broaden access.

The school reviews its approach to work-related learning regularly to ensure it meets student needs and reflects current guidance.

Monitoring, evaluation and destinations

The effectiveness of the CEIAG programme is monitored through:

- student, parent and employer feedback;
- Compass+ benchmarking against the Gatsby Benchmarks;
- analysis of destination data at post-16 and post-18.

Destination data is used to inform programme development and targeted support.

APPENDIX 1

Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

As a student at Islip Manor High School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect:

- Access to a planned programme relevant to your year group
- Access to a qualified impartial and independent careers adviser for personalised advice and guidance
- Help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- Information about the world of work and how the labour market is changing
- Information about further and higher education, training and apprenticeships and employment routes
- To take part in activities which challenge stereotyping and raise your aspirations
- To develop skills and qualities to improve your employability
- To develop enterprise skills to be well prepared for different transitions
- Help to develop financial capability skills to develop and strengthen your personal presentation skills for selection processes
- Signposting to relevant up-to-date and impartial sources of careers information and advice.
- Not to have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources via the Library and online resources.
- Be set targets and review progress through Academic Review Day.
- Receive career information and on-going support from staff such as your Tutor.
- Take part in the Year 9 Choices event where you can access information about different

curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor

By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor time and lessons
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a Curriculum Vitae
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources via the Library and the Careers websites
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities, colleges or apprenticeship providers
- Have opportunities to evaluate individual achievements e.g. Rewards stars, student of the week
- Be given the opportunity to take part in work experience.

By the end of Key Stage 5:

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Participate in an enrichment and tutorial programme focused on your personal development
- Develop independent research skills
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers
- Have been given the opportunity to visit universities
- Have been given the opportunity to volunteer or take part in work experience
- Have received a regular literature containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- Understand the UCAS process and be able to research different universities and courses using online resources

- Have information and support with financial planning for university, work and training
- Write a personal statement for a UCAS or job application
- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities
- Be registered with Unifrog for up-to-date information on further education opportunities.