ST. MARY'S
MENSTON

Policy

Careers Education, Information, Advice and Guidance (CEIAG)

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ST MARY'S MENSTON
A CATHOLIC VOLUNTARY ACADEMY

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Our Purpose

We are a pilgrim school and we journey with Mary to become the person God intends us to be.

This policy was approved by the headteacher on behalf of the Academy Council.

Miss M Hattersley
Headteacher

DATE 2 December 2025

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

Our Purpose

We are a pilgrim school and we journey with Mary to become the person God intends us to be. Our CEIAG programme enables all our pupils in years 7-13 to develop the knowledge, confidence and skills to make well-informed, thought-through choices that are aspirational and unrestricted by preconceptions or prejudices, and to be prepared for a smooth transition into the fulfilling further learning, training or employment that is right for them as an individual, at the end of both KS4 and KS5, and for their professional life after school.

St Mary's is committed to ensuring that high quality, unbiased information and guidance fully supports and informs our pupils in achieving their ambitions through choosing the pathway that is right for them once they leave St Mary's. In alignment with the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation and its 2025 updates, and statutory guidance from the Department for Education in May 2025, the school ensures the eight benchmarks of good practice are in place. These eight benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance.

St Mary's Menston welcomes the renewed focus on the importance of careers guidance in schools and has made it a whole-school responsibility by embedding it in the school development plan and involving governors, SLT, subject teachers, and support staff. The School has a statutory requirement when delivering careers education to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programme:

- develops pupils' research skills to fully utilise information, advice and guidance
- empowers young people to be confident in their ability to plan and manage their own futures and career choices
- responds to the needs of each learner
- supports inclusion, challenges stereotypes, promotes equality of opportunity and raises aspirations
- encourages pupils to become reflective learners who are aware of their strengths, skills and abilities and how these link to career and life planning;
- encourages pupils to review and evaluate their plans and achievements to enable them to make informed decisions and manage the transition process effectively
- raises achievement, increases motivation, teaches resilience and develops the skills which will help pupils to make informed and realistic choices for their future by linking curriculum learning to careers
- encourages participation in continued learning, including higher education
- encourages and develops an understanding of the world of work and career opportunities both locally and nationally through enterprise and employer-led activities, including direct experience of the world of work through workplace visits and the use of labour market information;
- makes clear to pupils how their behaviour, attendance and learning skills are linked to their career prospects and future prosperity.
- provides comprehensive information and advice and encourages pupils to implement their career plans by providing personal guidance from a Careers Adviser, a record of which pupils can access through their Unifrog account
- meets the eight Gatsby benchmarks.
- meets the Baker Clause by providing at least two meaningful encounters per key phase with external providers to ensure pupils are informed about the range of technical qualifications and apprenticeships available to them

Entitlement and Equality of Opportunity

All pupils are entitled to Careers Education, Information, Advice and Guidance (CEIAG) which is regularly monitored and tracks pupils' experiences and engagement in careers-related activities, which have a clear purpose and clear learning objectives. The school promotes the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance and has a strategy for the CEIAG programme that ensures all pupils have the same access to

careers advice and education. The school works to ensure all careers events are run during the normal school day so that no pupils are at risk of missing out.

Pupil Entitlement

The school's CEIAG programme seeks to positively support pupils to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work. The school supports pupils to aim high in their career goals and aspirations. They are entitled to a programme of CEIAG that:

- develops key skills including communication, teamwork, reflective thinking and problem solving needed for planning and managing their own career development for employability
- is personal, and motivates and inspires them to consider all available opportunities relevant to their needs
- encourages them to be self-aware, have a flexible outlook and realistically high expectations
- provides good quality information on careers, up-to-date labour market information and future study options. This includes both academic, technical and vocational routes and includes learning in schools, colleges, independent training providers (ITPs), universities and in the workplace
- guarantees them at least two personal guidance sessions with a careers advisor by the age of 18
- provides access to appropriate information, resources, help and guidance
- ensures every school subject, every year, makes links between the subject curriculum and careers
- provides experience of the world of work
- manages transition and enables pupils to decide on and take next steps in their career development using appropriate techniques
- protects and respects their personal information and shares it only with their consent
- teaches them about the range of vocational and technical education qualifications, as well as opportunities available through apprenticeships.
- teaches them about a range of local providers and the opportunities they offer
- helps them to understand how to apply for the full range of courses and options available to them.

The Careers Leader, teachers and qualified career professionals support pupils' career development in a number of ways including:

- information and discussion in both dedicated and curriculum lessons, enhancement days and assemblies to help pupils make informed decisions about their future
- drop-in sessions, enrichment activities
- information and updates on notice boards, the school website and general letter
- access to independent and impartial careers advice from an external careers adviser throughout the year and on results days
- providing opportunity for work experiences
- advising pupils on their own personal pathways at key transition points during their school careers
- enabling access to a wide range of local and national partners, to support their careers education.

Parent/Carer Entitlement

CEIAG is strongest when there is communication and collaboration between school and home. External and internal material for parents or carers to explore with children are available through the school website, the general letter and specific communication shared with parents/carers as relevant. Parents can access careers support for their child in a variety of ways including:

- attendance at careers interviews, parents' evenings and results days
- attendance at key transition points in school life such as the Year 9 options evening, Year 11 guidance and achievement evenings, sixth form post-18 information evening and the Year 11 and 13 parents' evenings
- information and updates on the school website
- using the school website to request an independent careers-guidance interview for their child.

Provider Entitlement

The school (provider) promotes the CEIAG programme in a variety of ways including:

- enhancement days and workshops
- assemblies
- personal development time lessons (PDT)
- visits.

Delivery of CEIAG Provision

Aspects of CEIAG are delivered through the 60 minute, fortnightly, timetabled personal development time (PDT) lessons in all Key Stages. Outside of subject provision, the following add value to CEIAG within the wider school context:

- Assemblies and acts of worship

- School charities
- Invited visitors
- Form time
- Mentoring in sixth form
- Whole school events e.g. careers day
- Educational visits and school trips e.g. World Challenge, Duke of Edinburgh, Bambisanani Partnership
- Religious retreats and pilgrimages e.g. Lourdes
- Sport activities
- Year 7 day of welcome
- The Key Stage 3 Baccalaureate and Key Stage 5 Diploma programmes
- Bespoke enhancement days
- Working with external agencies e.g. West Yorkshire Police
- Careers adviser
- Leadership opportunities, e.g. Student Parliament
- Work Experience and Employment Experience placements (virtual or in-person)
- University and college open days.

The Role of the Careers Leader

The CEIAG programme is led and monitored by the careers leader and is line managed by the Director of Personal Development. Individual departments and teachers also contribute to the CEIAG Programme. The Director of Progress with responsibility for sixth form oversees aspects of the CEIAG programme for Key Stage 5, working in conjunction with the Careers Leader. The Careers Leader is responsible for:

- producing lessons and resources and ensuring these are available for staff to access
- supporting colleagues in their delivery of CEIAG
- organising appropriate outside agencies visiting school
- organising appropriate staff CPD
- liaising with the school careers adviser
- monitoring and evaluating the provision of careers in school
- working with faculty and subject leaders to ensure a cohesive approach
- liaising with the careers adviser to ensure that appropriate support and provision is in place at all Key Stages
- liaising with the Director of Progress for sixth form regarding KS5 provision
- line-managing the careers administrator, who will provide administrative support where needed, especially around organising work experience, logging records on to Compass+ and organising careers interviews.

Outside Agencies

Appropriate professionals are used as part of a planned programme. The careers leader is responsible for arranging outside speakers and establishing the content of the session and learning outcomes prior to the visit. The visitor is made aware of relevant policies and the school's context, and appropriate checks are carried out on visitors as per the school's Visiting Speaker protocol and in relation to our school prevent risk assessment. Teaching staff always remain with the group during the visit.

Monitoring and Evaluation

Review and evaluation is carried out on an informal basis between the careers leader and the Director and on a more formal basis by the senior leadership team when completing the annual school self-evaluation form (SEF) and when analysing destinations data, including in relation to aspirations and intended destinations. This allows rigorous development priorities to be set each year. CEIAG is also monitored and evaluated by:

- maintaining records of all CEIAG interventions, interviews and provision
- seeking feedback from pupils (including via Unifrog), parents and other stakeholders
- working with our School Enterprise Advisor to evaluate our provision
- use of COMPASS+ online software to measure the school's careers provision against the Gatsby benchmarks, and to monitor participation and engagement of all students within the careers programme

Governors

- ensure the policy is available to parents
- ensure the policy is in accordance with other whole school policies, e.g. PSHE policy and the External Provider Access Policy
- establish a link governor to share in the monitoring and evaluation of the CEIAG programme.

Links to Other Policies and Learning

This policy supports and complements the following policies:

- ICT Acceptable Use
- Child Protection and Safeguarding
- PSHE
- Prevent
- External Provider Access Policy
- Visiting Speaker Protocol

Dissemination of Policy

All teachers and governors have access to this policy. A copy is available on the school website and can be provided for parents/careers on request.

Review of Policy

This policy is reviewed at least every three years or when there are statutory updates to ensure that it continues to meet the needs of pupils, staff and parents.

Curriculum Outline Plan for Key Stages 3, 4 and 5 below. The careers calendar can be viewed on the school website

Year group	Year group Theme	Outline of Careers Programme Focus
Year 7	Belonging	**Developing skills and aspirations -** Careers, teamwork and enterprise skills, and raising aspirations
Year 8	Responsibility	**Community and careers -** Equality of opportunity in careers and life choices, and different types and patterns of work
Year 9	Choices	**Setting goals -** Learning strengths, career options and goal setting as part of the GCSE options process
Year 10	Challenges	**Financial decision making -** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Year 11	Discernment	**Next steps -** Application processes, and skills for further education, employment and career progression
Year 12	Formation	**Thinking ahead** – Financial choices, post-18 pathways, and employment rights.
Year 13	Flourishing	**Moving on** – Next step planning, university and apprenticeship application and support, curriculum vitae, navigating professional relationships in the world of work.