



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

Committee Responsible – Local Governing
Last review: Spring 2025
Next Review: Spring 2027

Contents

Table of Contents

Contents Page	2
Vision Statement	3
Development of Policy	3
Commitment	3
Equal Opportunities	3
Aims and Learning Outcomes	3
Student Entitlement	4
Implementation of Careers Programme	5
Management	5
Staff Training	5
Resources	5
Guidance	5
Funding	6
Delivery	6
External Partnerships	6
Monitoring, Review & Evaluation	6
APPENDIX 1	
Careers Learning Outcomes Key Stage 3	7
Careers Learning Outcomes Key Stage 4	8
Careers Learning Outcomes Key Stage 5	9
APPENDIX 2 - Student Entitlement Statements.....	10
APPENDIX 3 - Provider Access Policy	12

Vision Statement

'Career' describes the way that every individual moves through their life, learning and work. St Peter's Catholic School is committed to every student going on to a fulfilling career, being able to use the knowledge and skills learned at school, including Catholic social teaching, and applying these across the rest of their lives. This is a key measure of the success of St Peter's as it is only through ensuring that our students can successfully transition to their lives after school and establish themselves in work and in society that we will succeed in our aim of helping them to live by the school's values and make a positive difference to the world.

Development of Policy

This policy has been developed by the Careers Lead, Deputy Head responsible for Careers, students, staff and governors. It is reviewed every two years by the Careers Lead, the deputy head and governors and should be read in conjunction with our Aims & Mission Statement, Equality, Health & Safety, Work Experience and SEND policies.

Commitment

Governors, including a careers link governor, and staff are committed to providing a planned programme of Careers and Employability activities for all students in the school, working in partnership with our wider school community and extensive number of local business contacts. The programme promotes equality of opportunity and no student will be disadvantaged in gaining access to education, training or work.

When students leave St Peter's they will have received the appropriate and relevant information to enable them to progress to an opportunity in further or higher education, training or employment, wherever possible.

Equal Opportunities

St Peter's Catholic School takes particular care to foster equal opportunities and to ensure that aspirations are not constrained by stereotypes.

Aims and Learning Outcomes

St Peter's has a statutory duty to secure independent and impartial careers guidance for students in Years 7 to 13 (Statutory Guidance, September 2022). The school is proud to have been awarded the Quality in Careers Standard since 2010 and will continue to re-accredit every three years. Our careers provision is mapped against the Gatsby Benchmarks and the Career Development Institute (CDI) framework for careers, employability and enterprise education.

The Gatsby Benchmarks are a framework of eight guidelines which together constitute best careers practice in schools. All careers provision at St Peter's relates to one or more of these benchmarks:

1. A stable careers programme
2. Learning from career and labour market information

3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The aim of the Careers & Employability Programme at St Peter's is to provide students with the information they require to enable them to make informed decisions in advance of their key stage transitions, about their future education, training, employment and life as an adult member of society.

A bespoke programme of planned activities with specific learning outcomes will help students make curriculum choices that are right for them and will help them to manage their future careers. It will encourage the students to use self-assessment to understand the opportunities available to them and help them to:

- develop and use the skills they need to review their achievements, plan their future actions, make decisions, present themselves well and cope with change and transition.
- develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, personal qualities, potential, needs, attitudes and values.
- raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that neither gender nor race should limit career choices.
- make informed choices about their own progression and development in education or employment.
- cope with change and manage effectively the transition from school to continuing education, work and adult life.

The intended career learning outcomes for students are based on the National Framework and are detailed in Appendix 1, pages 9-11.

Student Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both impartial and personalised. It is integrated into a student's experience of the whole curriculum and is based on a partnership with students and their parents or carers. The programme is structured to raise aspirations, challenge stereotyping and promote equality and diversity.

CEIAG at St Peter's aims to provide students with the skills, knowledge and understanding to support the three core aims of the Career Development Institute's (CDI) framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

The St Peter's Student Entitlement Statements are provided in Appendix 2, pages 12-13.

Implementation of the Careers Programme

Management

The Deputy Headteacher line-manages the CEIAG programme at St Peter's School. The Work Experience Coordinator manages the Year 12 work experience programme. The Level 6 qualified Careers Lead/Adviser manages the development of Careers & Employability provision at St Peter's, advises senior managers and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of careers teaching, learning and guidance.

Staff Training

St Peter's is committed to In-Service training for all those in Careers Education. Assessment of careers training needs will be undertaken annually and there will be a training input each year during staff development days/sessions for all teaching staff. The Careers Lead attends conferences, seminars and exhibitions throughout the year to ensure continuing professional development.

Resources

Students have access to a wide range of resources. A dedicated Careers Information area in the Library provides a comprehensive and up-to-date selection of books, posters, magazines, college and university prospectuses and is open to all students at all times. Students also have access to online software such as UNIFROG.

Support is available for students with learning difficulties and/or disabilities.

Additional information sources include participation in events and activities both in school and outside, working with our wider school community, including parents, governors, past students, staff and local businesses/organisations. The Careers Lead informs staff about useful teaching resources.

Guidance

All staff contribute to the Careers & Employability programme through their roles as tutors, subject teachers and support staff. Individual subject Careers Champions respond to any careers-related queries that they may receive from students and students know how to obtain more specialist advice when it is required.

The Careers Lead/Careers Adviser is a Level 6 qualified member of the Career Development Institute, on the Professional Register. All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality.

All students receive at least one careers interview with the Careers Adviser during KS3, KS4 and KS5. In addition, students can request one to one guidance at any time. Additional intervention strategies are in place for students who are unsure of their destination after Year 11 or who are identified as being at risk of not being in education or training post 16 and post 18. Support is arranged by the Careers Adviser and implemented well before any 'at risk' student is due to leave school.

Funding

Funding is allocated in the annual budget planning, in the context of whole-school priorities and particular needs in the CEIAG area. The deputy headteacher with responsibility for Careers oversees the effective deployment of resources.

Delivery

The careers programme includes careers lessons as part of the Citizenship programme, the pastoral curriculum, curriculum learning including through whole school Careers Days, career guidance activities, drop down days and employability learning through talks, visits and work experience. Other focused events include mock interviews and personal development days.

External Partnerships

Firm links are in place with a range of employers, through visits to workplaces, work experience weeks and through class talks at school where employers visit the school and talk to students about careers in their sector. These talks include visits from employers offering apprenticeship opportunities within their sector.

Strong links also exist with universities, further education colleges and apprenticeship providers who also come into school to speak with students.

For our Provider Access Policy, please see Appendix 3, page 12.

Monitoring, review & evaluation

Careers activities are monitored, evaluated (with active involvement of students) and reviewed at the end of each term by the Careers Lead. Destination data is collected and reviewed to inform the planning of the careers programme. Student feedback is collected via the Future Skills Questionnaire, post-event surveys and through Student Voice meetings.

Feedback is welcomed from all members of the school community who help with our programme and from businesses and organisations we work with. This provides the basis for the programme's development plan.

Signatures of approval:

Head Teacher

Date

Chair of Governors

Date

APPENDIX 1

Careers Learning Outcomes by Key Stage

Key Stage 3 – Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
Plan for transition from KS3 to KS4.	<ul style="list-style-type: none">• Discuss with their tutor the differences and how they will cope with them.
Review personal skills and qualities.	<ul style="list-style-type: none">• Complete a skills and qualities analysis on UNIFROG.
Develop initiative and teamwork skills.	<ul style="list-style-type: none">• Take part in teambuilding activities such as the Year 7 Election campaign.
Start to plan their own future.	<ul style="list-style-type: none">• Be able to talk about a range of possible career options and career paths.
CAREER EXPLORATION	
Research careers using the careers resources in the Library, UNIFROG and a careers speed networking event.	<ul style="list-style-type: none">• Be able to talk about different careers and routes, skills and qualifications needed
Identify courses and qualifications at KS4 and choices and routes post 16.	<ul style="list-style-type: none">• Select suitable courses from the Year 9 Options booklet and explain the qualifications they will obtain.
CAREER MANAGEMENT	
Appreciate the implications of choosing subjects for GCSE.	<ul style="list-style-type: none">• Complete an Options Choice Form.
Make career related decisions.	<ul style="list-style-type: none">• Discuss with parents, teachers and the Careers Adviser the careers that lead from their chosen options.

Key Stage 4 – Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
Review their transition from KS3 to KS4.	<ul style="list-style-type: none"> • List the subjects where they are doing well and set early targets for TAGS they need to meet.
Identify employability skills and attitudes they have developed.	<ul style="list-style-type: none"> • Explain two positive skills and two positive attitudes they possess. • Identify one skill and one attitude they need to develop to aid employability.
Expand their interview skills.	<ul style="list-style-type: none"> • Take part in mock interviews with external business interviewers.
CAREER EXPLORATION	
Clarify opportunities and available routes post 16.	<ul style="list-style-type: none"> • Explain the possible Post 16 routes and identify their leading option.
Relate labour market trends to their career ideas.	<ul style="list-style-type: none"> • Specify what will be the safest jobs in the future. • Be aware of the school leaver destinations at St Peter's.
CAREER MANAGEMENT	
Use effective presentation skills to help achieve success in job application and college interviews.	<ul style="list-style-type: none"> • Prepare a high quality CV. • Complete application forms with competence. • Demonstrate high order skills in presentations to peers and in mock interviews.
Make decisions on progress to Post 16.	<ul style="list-style-type: none"> • Review GCSE progress to date using results from mock assessments and exams. • Find out content of A Level and BTEC courses. • Make a list of targets for improvement.

Key Stage 5 – Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
Plan for the transition to university life and the world of work.	<ul style="list-style-type: none"> • Take part in the St Peter’s Student Employability Award. • Develop their employability skills in dedicated Careers and Skills sessions and discussions with their form tutor to set improvement targets. • Practice and perfect CV, presentation and networking skills.
Prepare a personal development plan.	<ul style="list-style-type: none"> • List actions for job or university research with target dates.
Prepare a personal statement	<ul style="list-style-type: none"> • Be confident that they have produced an effective document that will motivate apprenticeship providers and universities to make an offer of a place/employment.
CAREER EXPLORATION	
Use careers resources effectively including UNIFROG and UCAS.	<ul style="list-style-type: none"> • Prepare long and short lists of universities to aim for. • Develop necessary skills, qualities and qualifications for jobs, apprenticeships or university routes.
Attend careers networking events, university open days and job conventions.	<ul style="list-style-type: none"> • Explain key points about student finance. • Explore gap year options. • Identify job openings.
CAREER MANAGEMENT	
Take full advantage of Work Experience Week.	<ul style="list-style-type: none"> • Experience the work place and make decisions on likes, dislikes and future aims.
Consult tutor, subject teachers, parents and other advisers to make use of their expertise.	<ul style="list-style-type: none"> • Finalise university choices and make effective applications. • Reach degree/apprenticeship/job decisions with back up plans.

APPENDIX 2

Student Entitlement Statements

Key Stages 3, 4 and 5

(How St Peter's will help me to make an informed decision about my future options and prepare me for the world of work)

In Year 7, by...

- ✓ finding out about the careers resources available to me
- ✓ learning about my strengths
- ✓ understanding the term 'Labour Market Information', what it is and how it can help me
- ✓ matching the careers I am interested in with my own strength areas
- ✓ finding out how my school subjects link to careers
- ✓ asking Mrs Calvert if I need guidance with my career ideas

In Year 8, by...

- ✓ learning about the different routes I can take when I leave school
- ✓ finding out about when I will need to make decisions about my future options
- ✓ understanding the importance of developing my employability skills
- ✓ using the careers resources in more detail to explore career areas and subjects I may be interested in
- ✓ understanding what self-employment means
- ✓ finding out how my school subjects link to careers
- ✓ matching my interest areas to suitable careers
- ✓ meeting with Mrs Calvert to look at careers resources and talk about my career ideas
- ✓ attending apprenticeship and technical education/training talks by external organisations to find out more about this route
- ✓ using the careers resources such as UNIFROG to explore career areas and subjects I may be interested in

In Year 9, by...

- ✓ ensuring that the GCSE option subjects I choose will keep my options open later on when I leave school and choose a career route
- ✓ attending special assemblies and parent meetings to help me to choose the option subjects I will do best at
- ✓ having the opportunity to attend a careers speed networking event to meet business people and find out about the options available to me in the future
- ✓ using the Year 9 Options Booklet to find out what type of careers relate to the subjects I am interested in studying
- ✓ finding out which GCSEs I need to study for different careers
- ✓ attending apprenticeship and technical education/training talks by external organisations to find out more about this route
- ✓ finding out how my school subjects link to careers
- ✓ understanding more about equality and diversity at work

- ✓ meeting with Mrs Calvert for guidance in choosing my GCSE option subjects

In Year 10, by taking part in Careers Week...

- ✓ visiting local businesses
- ✓ meeting past students
- ✓ learning how to find a part time job
- ✓
- ✓ creating a CV

and ...

- ✓ finding out how my school subjects link to careers
- ✓ asking Mrs Calvert if I need guidance with my career ideas or future possible routes
- ✓ attending apprenticeship and technical education/training talks by external organisations to find out more about this route

In Year 11, by...

- ✓ learning about good interview techniques and appropriate preparation
- ✓ having a practice interview with an external business person
- ✓ sampling A Level subjects
- ✓ attending apprenticeship and technical education/training talks by external organisations to find out more about this route
- ✓ if appropriate, visiting local colleges to find out more about their vocational and technical courses
- ✓ meeting with Mrs Calvert for guidance with my future options to help me to make an informed choice about my future
- ✓ learning about the UCAS process
- ✓ finding out how my school subjects link to careers

In the Sixth Form, by...

- ✓ participating in the Student Employability Award to develop my personal skills, explore careers and prepare for university and work
- ✓ working closely with my tutor to help me to make an informed choice for my 'next step'
- ✓ understanding how to make a university application on the UCAS website in Futures Week
- ✓ developing my personal statement
- ✓ participating in practice interviews to help to prepare me for my actual interviews
- ✓ finding out about alternative routes to university and how to apply to these using Unifrog
- ✓ recognising how to make a good application
- ✓ understanding student finance
- ✓ hearing about the labour market – trends and jobs for the future
- ✓ having a week's work experience
- ✓ using the careers resources available to help me with my choices
- ✓ attending apprenticeship and technical education/training talks by external organisations to find out more about this route
- ✓ finding out how my school subjects link to careers
- ✓ meeting with Mrs Calvert for guidance with my career ideas

APPENDIX 3

St Peter's Catholic School, Guildford:

Provider Access Policy (The Baker Clause)

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students in Years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (Year 8 to 9) and two encounters for students during the 'second key phase' (Year 10 to 11). For students in the 'third key phase' (Year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the 'Making it Meaningful' checklist.

Meaningful online engagement is also an option and we are open to providers who are able to provide live online engagement with our students.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our students:

- St Peter's Catholic School Sixth Form
- Guildford College
- Merrist Wood College
- Farnborough Technical College
- ALPS Apprenticeships

Destinations of our students

Last year our Year 11 students moved to range of providers in the local area after school including:

- St Peter's Catholic School Sixth Form
- Guildford College
- Merrist Wood College
- Farnborough Technical College
- Woking College
- Godalming College

Last year some of our Year 13 students moved to range of providers in the local area after school:

- University of Surrey
- Apprenticeship in Surrey
- University of the Creative Arts

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Sarah Calvert, Careers Lead; Telephone: 01483 534654; Email: scalvert@st-peters.surrey.sch.uk

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

	Autumn Term	Spring Term	Summer Term
Year 7	Career Insight presentations by guest speakers during lessons Opportunities for assembly sessions	Career Insight presentations by guest speakers during lessons Opportunities for assembly sessions	Career Insight presentations by guest speakers during lessons Other events by arrangement
Year 8	Career Insight presentations by guest speakers during lessons Opportunities for assembly sessions	Assembly with local technical education provider Career Insight presentations by guest speakers during lessons	Career Insight presentations by guest speakers during lessons Other events by arrangement
Year 9	Career Insight presentations by guest speakers during lessons Assembly with local technical education provider	Career Insight presentations by guest speakers during lessons Opportunities for assembly sessions	Career Insight presentations by guest speakers during lessons Other events by arrangement
Year 10	Career Insight presentations by guest speakers during lessons Opportunities for assembly sessions	Career Insight presentations by guest speakers held during lessons Assembly with local technical education provider	Other events by arrangement
Year 11	Assembly with local technical education provider	Opportunities for assembly sessions	
Year 12	Ad hoc feature lectures by guest speakers Apprenticeship workshop Optional assembly with local technical education provider	Sessions on Future Options Optional assembly with local technical education provider	Other events by arrangement

Year 13	Workshops – HE and apprenticeship applications Apprenticeship Workshop Optional assembly with local technical education provider	Optional assembly with local technical education provider	
---------	--	---	--

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure.

Approval and review

Approved by Governors at Local Governing Committee.

Next review: Spring 2027