



Auckland College Independent School

Every Pupil Matters, Every Pupil Counts

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





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

Introduction

Every pupil should leave school well prepared for life in modern Britain. High-quality Careers Education, Information, Advice and Guidance (CEIAG) is central to ensuring pupils develop high aspirations, understand opportunities, and make informed decisions at key transition points particularly at GCSE options and post-16 progression.

The school is committed to delivering a **planned, impartial, and inclusive careers programme** for **Years 7–11** that supports personal development, promotes equality of opportunity, challenges stereotyping, and equips pupils with the knowledge and skills needed for further education, training, apprenticeships, and employment.

CEIAG includes careers education, labour market information, employer engagement, encounters with training and education providers, enterprise learning, and personal guidance.

Aims

The school's CEIAG programme aims to:

- Raise aspirations and broaden horizons so pupils consider a wide and ambitious range of pathways.
- Ensure pupils and parents/carers understand the **full range of post-16 options**, including:
 - school/sixth form provision
 - further education (FE)
 - apprenticeships and traineeships
 - technical education (including T Levels, where relevant)
- Enable pupils to make informed decisions at key transition points, including **GCSE option choices** and **post-16 applications**.
- Develop employability and enterprise skills including self-awareness, decision-making, teamwork, resilience, communication, and self-presentation.
- Ensure all guidance is impartial and in pupils' best interests, free from bias and stereotyping.
- Support social mobility through targeted guidance and high expectations for every pupil.
- Provide up-to-date careers resources and relevant labour market information (LMI).
- Meet statutory duties, align with the **Gatsby Benchmarks**, and meet expectations under the Independent School Standards (ISI).



Statutory Framework and Expectations

The school's careers provision reflects statutory requirements and best practice, including:

- The duty to secure independent and impartial careers guidance for pupils in Year 8 to Year 11
- The duty to provide access to a range of education and training providers (technical education and apprenticeships)
- Department for Education (DfE) statutory guidance on careers guidance and provider access
- The Gatsby Benchmarks for Good Career Guidance
- Independent School Standards (ISI) expectations regarding safeguarding, welfare, and provision of relevant information to support pupils' development and transitions

Roles and Responsibilities

The governing body is responsible for ensuring:

- the school meets statutory duties for CEIAG and provider access
- careers provision is appropriately resourced and monitored
- the programme promotes equality of opportunity and pupil welfare
- A nominated link governor may take a strategic interest in careers education and employer engagement.

The senior leadership team ensures:

- CEIAG is embedded in whole-school planning
- curriculum leaders support careers learning within subjects
- quality assurance and improvement planning are in place

The Careers Leader:

- designs, coordinates and evaluates the careers programme (Years 7–11)
- ensures Gatsby coverage and progression across year groups
- develops partnerships with employers, FE/HE and training providers
- leads staff development and supports curriculum integration
- oversees destination tracking (post-16) and programme evaluation

All staff contribute by:

- promoting high expectations and challenging stereotypes
- linking learning to careers in subject teaching and tutoring
- supporting pupils' decision making and readiness for transitions



Auckland Pathways

The Auckland Pathways programme is structured, progressive and age-appropriate.

Delivery includes:

- Careers education through PSHE / personal development curriculum and/or tutor time
- Enrichment days, assemblies, and targeted workshops
- Employer encounters and workplace learning experiences
- Encounters with FE, apprenticeship/technical providers and (where appropriate) HE
- Use of digital platforms and LMI resources
- Targeted and individual support, including personal guidance interviews

The school ensures pupils understand expectations and progression routes, including the importance of securing strong outcomes in English and mathematics and what post-16 requirements may apply.

Gatsby Benchmarks: Expanded (Years 7–11)

The school uses the Gatsby Benchmarks to plan, deliver, evaluate and continuously improve careers provision. The programme is designed to ensure meaningful progression from Year 7 through Year 11.

Benchmark 1: A Stable Careers Programme

- The school maintains a planned careers programme for Years 7–11 which is published and reviewed annually.
- The programme has clear aims, intended outcomes and a calendar of activities by year group.
- Feedback is gathered from pupils, parents/carers, staff and external partners to evaluate impact.
- The Careers Leader coordinates delivery and ensures consistency and quality.

Benchmark 2: Learning from Career and Labour Market Information (LMI)

- Pupils and parents/carers can access reliable, up-to-date information about:
 - local and national labour market trends
 - skills shortages and growth sectors
 - progression routes and entry requirements
- Pupils are taught how to interpret and apply LMI to support decisions such as GCSE options and post-16 choices.
- LMI is embedded into careers lessons and reinforced through events and assemblies.



Benchmark 3: Addressing the Needs of Each Pupil

- The school provides careers support that is inclusive and responsive to individual need.
- The school maintains appropriate records of pupil participation and guidance to support progression.
- Targeted support is provided for pupils who may be vulnerable or at risk of becoming NEET.
- The school actively challenges stereotyping and ensures every pupil can access the full range of opportunities.

Benchmark 4: Linking Curriculum Learning to Careers

- Subject leaders and teachers identify opportunities to highlight career pathways linked to their subjects.
- Pupils are helped to understand how curriculum content builds transferable skills valued by employers.
- STEM careers are actively promoted and pupils encounter diverse role models, helping to challenge assumptions about “who” certain careers are for.
- Curriculum links support informed GCSE options choices and future progression.

Benchmark 5: Encounters with Employers and Employees

- Every pupil participates in at least one meaningful encounter with an employer each year (adapted appropriately for Years 7–11).
- Encounters are planned to broaden horizons and raise aspirations.
- Encounters may include:
 - careers talks and panels
 - careers fairs/carousels
 - enterprise challenges and competitions
 - mentoring (including alumni where possible)
 - employability workshops (CV, interview skills as pupils approach Year 10/11)

Benchmark 6: Experiences of Workplaces

- Pupils have opportunities to experience workplaces through:
 - visits, work-related learning, and/or job-shadowing activities
 - work experience opportunities (commonly in Key Stage 4)
- The school aims for at least one meaningful workplace experience by the end of Year 11, proportionate to local context and safeguarding arrangements.
- Pupils are prepared in advance and supported to reflect on learning afterwards.



Benchmark 7: Encounters with Further and Higher Education

- Pupils are provided with a structured programme of encounters with post-16 providers, including technical and apprenticeship routes.
- As pupils approach key transition points (Years 9–11), they receive additional focused opportunities to understand:
 - entry requirements
 - course structures
 - application processes
 - the realities of different learning environments
- Encounters include provider presentations, taster sessions, visits (where feasible), and impartial guidance that presents all pathways fairly.

Benchmark 8: Personal Guidance

- The school ensures that:
 - pupils receive timely guidance before key decision points (e.g., GCSE options; post-16 planning)
 - interviews are recorded and followed up through pastoral and academic systems
- Additional guidance is available for pupils needing targeted support, including pupils with SEND and those facing disadvantage.

Inclusion, SEND and Targeted Support

The school ensures careers guidance is accessible and aspirational for all pupils, including those with SEND and/or additional vulnerabilities.

Support may include:

- adapted resources and differentiated guidance approaches
- earlier transition planning where appropriate
- collaboration with families and relevant professionals
- support to access workplace experiences that are safe, meaningful and well matched

The school actively promotes equality of opportunity and challenges stereotyping related to gender, background, disability, ethnicity, and socio-economic circumstance.



Quality Assurance, Monitoring and Evaluation

The school evaluates CEIAG through:

- Gatsby benchmarking and action planning
- pupil voice and questionnaires
- parental feedback
- participation monitoring (encounters, events, guidance sessions)
- review meetings with partners and providers
- analysis of post-16 destination data.

The policy and programme are reviewed annually to ensure continued compliance and improvement.