CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

This policy forms part of the **Personal Development Policy** and includes the following appendices:

Appendix 1	Summary of the Gatsby Benchmarks
Appendix 2	Careers Charter
Appendix 3	Arrangements for Provider Access

School Vision

Shirley High School seeks to develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators. We recognise that developing aspirational learners requires the provision of excellent careers education, information, advice and guidance at all stages of the school journey.
The governing body have therefore adopted this policy in order to provide a clear commitment to, and framework for, Careers Education, Information, Advice and Guidance for all students.

Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five. The policy also applies to Year 11/13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11/13, the policy is still applicable.

This policy has been reviewed in line with the DfE statutory guidance 'Careers guidance and access for education and training providers' (Department for Education, updated 23 June 2026). That guidance applies to all pupils in school from Year 7 to Year 13 and to learners aged up to 25 who have an Education, Health and Care Plan (EHCP). This policy adopts the eight updated Gatsby Benchmarks, published by the Gatsby Charitable Foundation in 'Good Career Guidance: The Next Ten Years' and expected by the DfE to be used by all schools from the 2025/26 academic year. A summary can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools, under Section 42B of the Education Act 1997 as amended by the Skills and Post-16 Education Act 2022, to ensure that a range of education and training providers can access pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications and apprenticeships. The school's wider careers programme begins in Year 7 and refers to events and opportunities in all three Key Stages and in all years, and these events will impact upon all students at the school.

All members of staff at Shirley High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Assistant Principal who leads on Personal Development. It is important, therefore, that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- to ensure that all students at Shirley High School receive a stable, structured careers programme that is underpinned by learning outcomes, sequenced appropriately, linked to the whole-school development plan and led by an appropriately trained Careers Leader
- to enable all students, and their parents and carers, to access and use good quality, up-to-date information about careers, pathways and the labour market to inform their decisions
- to tailor the CEIAG programme to the needs of each student, paying particular attention to any additional or different support needed by vulnerable and disadvantaged students, students with SEND and those who are persistently absent
- to ensure that all teachers and subject staff link curriculum learning to careers, highlighting the progression routes from their subject and the relevance of the knowledge and skills it develops
- to provide students with meaningful encounters with employers and employees, including at least one meaningful encounter every year from the age of 11
- to provide students with meaningful experiences of workplaces, working towards the government's expectation of two weeks' worth of work experience by the end of Key Stage 4
- to ensure that students have meaningful encounters with providers of the full range of further and higher education and training options, including sixth forms, colleges, universities, apprenticeship providers and independent training providers
- to provide each student with the opportunity to receive personal guidance from a careers adviser trained to an appropriate level, at the points at which significant study or career choices are being made
- to engage parents and carers throughout the careers programme, recognising that they are among the biggest influences on their child's career decision-making

School Responsibilities

Shirley High School has a series of statutory duties:

- independent careers guidance must be provided to all registered pupils throughout their secondary education (Years 7 to 13), and to learners aged up to 25 who have an Education, Health and Care Plan
- this careers advice must be represented in an impartial manner, showing no bias towards particular institution, education or work option
- this advice must cover the full range of education and training options, including apprenticeships (including foundation apprenticeships), technical routes such as T Levels, Occupational Certificates and Higher Technical Qualifications, vocational and applied routes such as V Levels, and academic routes such as A Levels
- this guidance must be in the best interests of the pupil
- there must be an opportunity for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical education qualifications or apprenticeships
- pupils must receive a minimum of six provider encounters between Year 8 and Year 13: two that are mandatory for all pupils to attend, taking place during Year 8 or between 1 September and 28 February of Year 9; two that are mandatory for all pupils to attend, taking place during Year 10 or between 1 September and 28 February of Year 11; and two that the school must put on, but which are optional for students to attend, taking place during Year 12 or between 1 September and 28

February of Year 13. All six encounters must take place for a reasonable period of time during the standard school day

- Shirley High School must prepare and publish a provider access policy statement setting out the manner in which providers will be given access to pupils (see Appendix 3). This must set out the procedure for requesting access, the grounds for granting or refusing a request, the premises and facilities available, the times at which access can be given, and how the school will meet the requirement to put on six provider encounters. The Head of Personal Development will review the statement annually and agree it with the governing body
- the school will base its careers provision around the updated Gatsby Benchmarks, which the DfE expects all schools to use from September 2025. A summary can be seen in Appendix 1, and they cross reference with the objectives of this policy
- the school must publish information about its careers programme on its website, including the name and contact details of the Careers Leader, a summary of the careers programme, how students, parents, teachers and employers can access information about it, how the school measures and assesses the impact of the programme on students, and the date of the next review
- the school must share information with the local authority under Section 72 of the Education and Skills Act 2008 to support young people's participation in education and training, and must notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion, as required by Section 13 of that Act

Shirley High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school works with a range of local employers, across different sectors and of different sizes, to give every student meaningful encounters with employers and experiences of workplaces. Activities are sequenced across Years 7 to 13 so that students build their knowledge of local employment opportunities progressively, with time to prepare beforehand and reflect afterwards

The school will continuously monitor its CEIAG offer and seek further improvement. The school self-reports its progress against the eight Gatsby Benchmarks at least termly using Compass+, uses the Future Skills Questionnaire to measure students' career readiness, and completes the Careers Impact internal leadership review annually as part of its strategic planning cycle. Provision is also reviewed by the personnel involved in the design and delivery of the programme and by external stakeholders who assess the work of the school (e.g. the School Improvement Adviser or Ofsted). The school works towards the national Quality in Careers Standard.

Careers Leadership

The Assistant Principal who leads on Personal Development is the school's Careers Leader and is responsible and accountable for planning and delivering a progressive careers programme, for coordinating its various elements and its budget, and for evaluating and continuously improving it. The Careers Leader is given the authority, protected time and budget needed to carry out the role effectively, and has the explicit backing of the Principal, the Senior Leadership Team and the governing body. The

Careers Leader works with colleagues across the school – including senior leaders, governors, teaching staff, the SENCO, careers advisers, students and their parents and carers – and builds links externally with employers, providers and careers organisations. The school participates in its local careers hub and the Careers Leader accesses the DfE-funded careers leader training offer.

Employer Encounters and Experiences of Workplaces

The government's ambition is for every young person to have two weeks' worth of work experience by the end of Key Stage 4. From September 2026, schools should be reforming their programmes so that students receive one week's worth of work experience activities during Years 7 to 9 and one week's worth of work experience placement(s) during Years 10 and 11. Shirley High School is reviewing and developing its programme in line with this expectation. All experiences of workplaces should be meaningful: they should have a clear purpose that is shared with the employer and the student, be underpinned by appropriate learning outcomes, involve genuine two-way interaction with employees, give students the opportunity to perform a task and receive feedback, and be followed by time for the student to reflect on what they have gained. Students and employers will both be supported to prepare, and additional or different support will be provided for vulnerable and disadvantaged students and those with SEND.

Meeting the Needs of Every Student

Careers guidance is tailored to the needs of each student. The careers programme actively challenges misconceptions and stereotypical thinking, showcases a diverse range of role models and alumni, and raises aspirations. The school keeps systematic records of each student's participation in the careers programme, the individual advice given and any decisions agreed, and students have access to these records to use ahead of key transition points. Where a student joins or leaves the school during the secondary phase, information about their careers participation and the advice given is shared so that it can be integrated into their records.

Careers guidance for students with special educational needs and disabilities is delivered through a person-centred and graduated approach in line with the SEND Code of Practice. The Careers Leader works closely with the SENCO, the designated teacher for looked-after children, careers advisers and families to identify guidance needs and put personalised support and transition planning in place. For students with an EHCP, annual reviews from Year 9 onwards include a focus on preparing for adulthood, informed by impartial careers guidance.

The school collects and uses data on students' aspirations and intended destinations to identify those who may need additional support, and works with the local authority on Risk of NEET Indicators (RONI) to support early identification and effective post-16 transition. Targeted support is provided for vulnerable and disadvantaged students, including looked-after and previously looked-after children and care leavers.

Parents and Carers

Parents and carers are one of the biggest influences on their child's education and career decision-making. The school has a clear approach to engaging them throughout the careers programme: they are given relevant, current careers information, supported to make the best use of it, and encouraged to get involved in the opportunities offered. Parent and carer engagement is built into the planning of the careers programme and their feedback is used to evaluate and improve it.

Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education,
Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.

They should ensure that this policy is based on the eight updated Gatsby Benchmarks and meets the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of technical education, apprenticeship and training providers to access pupils in Years 8 to 13, and that students receive a minimum of six provider encounters between Year 8 and Year 13. The governing body will provide clear advice and guidance to the Principal on which to base a strategic careers plan, will hold senior leaders to account for delivering the school's careers requirements, and will ensure that the Careers Leader has the authority, protected time and budget needed to carry out the role. There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

Provider Access
This section of the policy sets out the school's arrangements for managing the access of providers to pupils at 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.

All pupils 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
    - to a minimum of six encounters with providers of technical education and apprenticeships between Year 8 and Year 13, arranged as set out in Appendix 3

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Monitoring, Evaluation and Review
The Principal will ensure that:
- the work of the Assistant Principal who leads on Personal Development and CEIAG events are supported and monitored
- the Assistant Principal has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:
- regular feedback from stakeholders, including students, parents and carers, teachers and other staff who support students, careers advisers and employers, gathered through surveys and other mechanisms
- feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted. Since November 2025, Ofsted has inspected careers guidance under the revised Education Inspection Framework, primarily when evaluating personal development and wellbeing, considering how well the school provides impartial careers guidance that supports students' readiness to transition to their next phase, how far the school is making progress towards the

Gatsby Benchmarks, and how well post-16 careers provision is embedded across 16 to 19 study programmes

- destinations data for students leaving the school, including the number who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the borough. The school also collects data on students' aspirations and intended destinations in order to target support, and uses sustained and longer-term destinations data to evaluate the careers programme
- termly self-assessment of the careers programme against the eight Gatsby Benchmarks using Compass+, together with the annual Careers Impact internal leadership review
- students' career readiness as measured by the Future Skills Questionnaire
- progress towards, and external assessment through, the national Quality in Careers Standard

This policy will be reviewed annually by the Head of Personal Development and approved by the Governors of Shirley High School. The provider access statement at Appendix 3 must be reviewed annually and agreed with the governing body.

Links to other policies

- Personal Development Policy
- Curriculum Policy

We want all at SHS to believe in and maintain the values of our school:



Appendix 1 **The Gatsby Benchmarks**

1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. The programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should be published on the school's website and regularly evaluated using feedback from stakeholders.
2. Learning from career and labour market information	All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. During each key stage, all learners should access and use this information to inform their own decisions on study options or next steps. Parents and carers should be encouraged and supported to use it too. All learners will need the support of an informed adviser.
3. Addressing the needs of each young person	Learners have different careers guidance needs at different stages, and opportunities should be tailored to the needs of each learner, including the additional needs of vulnerable and disadvantaged learners, learners with SEND and those who are absent. Programmes should challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. Schools should keep systematic records of participation and advice given, and collect data on aspirations and intended destinations to inform personalised support.
4. Linking curriculum learning to careers	All teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject help people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme.
5. Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace, through a range of enrichment opportunities including visiting speakers,

	mentoring and enterprise schemes. Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. By the age of 16, every pupil should have had meaningful experiences of workplaces; by the age of 18, every pupil should have had at least one further meaningful experience.
7. Encounters with further and higher education	All learners should understand the full range of learning opportunities available to them, including academic, technical and vocational routes, and learning in schools, colleges, independent training providers, universities and in the workplace. By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and independent training providers. By the age of 18, all pupils considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal guidance	Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. The adviser could be internal (a member of school staff) or external, provided they are trained to an appropriate level. Meetings should be scheduled within the careers programme to meet the needs of pupils.

Appendix 2

Shirley High School Careers Plan

The school works with a range of local employers, across different sectors and of different sizes, to give every student meaningful encounters with employers and experiences of workplaces. Activities are sequenced across Years 7 to 13 so that students build their knowledge of local employment opportunities progressively, with time to prepare beforehand and reflect afterwards.

7	Students are introduced to careers in year 7, where they use a range of activities to discover their strengths and interests to develop a positive self-image that provides the foundation for optimistic pathway planning. They develop an awareness of the importance of social and interpersonal skills in their future life and work roles. Students investigate the contribution of work to the community and family, recognising the role of paid and unpaid work. They focus on understanding issues relating to stereotyping and discrimination through the study of occupational and labour market information. Students build their career action plan on the self-knowledge they have acquired through the activities they have undertaken Students also take part in various activities during National Careers week, which includes guest speakers from a variety of sectors and a careers roadshow hosted by BAE Systems.
8	Students continue the work started in year 7 on social and interpersonal skills and build on this to explore how self-esteem can have an impact on career aspirations. Students will also investigate LMI and how useful it can be and look in more depth at the 10 main job sectors in the UK. All year 8 students complete a day of school based work experience working as runners to assist our reception. Students also take part in various activities during National Careers week, which includes guest speakers from a variety of sectors and a careers roadshow hosted by BAE Systems.
9	Through PSHE lessons students build on the work done in year 7 and 8, with particular focus at the start of the year on aspirations for the future. Students are also supported with their option choices during their PD lessons and during tutor time. Year 9 Options evening is attended by our careers advisor from CER, where she meets individually with parents and students. Meetings can be arranged at the request of parents, priority will be given to vulnerable students. Students take part in various activities during National Careers week, which includes guest speakers from a variety of sectors and an introduction to Apprenticeships from Amazing Apprenticeships.
10 /11	All year 10 students complete a week of work experience in July, which plays an important role in raising our student's aspirations and allowing them to make informed decisions

	about their future career path. Students are encouraged to find their own placement, as this enables them to gain real life experiences in searching for and applying for jobs. They are supported throughout this process by the Head of Personal Development and have access to contacts to a number of business links that we have built up over the previous years due to the year on year success of previous placements. All year 11s take part in a mock interview day in the spring term, where each student goes through the process of applying for a job up to taking part in an interview based on the job they have applied for. The interviews are carried out by a group of employers who interview the students as they would potential employees. They also provide the students with verbal and written feedback on their performance. Students are provided with 1-1 careers interviews or small group meetings, based on their needs. Pupil premium students and potential NEETs are targeted initially for support with their post-16 choices. Support is also provided during both year 10 and 11 Parents' Evenings. High achieving students are targeted with small group sessions looking at university/higher education options. Students in both Year 10/11 have assemblies focusing on post-16 options and choices available to them. Students who are interested in apprenticeships are enrolled on the Apprenticeship Academy (see below) Parents are also invited to an information meeting at the start of the year to highlight the focus for the year, which includes post-16 choices, careers advice and how to seek it.
12 /13	Following work completed within the 6th Form, students are identified for IAG. They are given extended 1-1 consultations which are followed up with feedback to the Head of 6th Form where necessary. Students are also provided with a detailed report following their consultations. As part of the 6th Form PD program students are prepared for UCAS applications from Year 12. This includes preparing identifying suitable courses/universities and personal statements. Students who are interested in apprenticeships are enrolled on the Apprenticeship Academy (see below) Parents are also invited to an information meeting at the start of the year to highlight the focus for the year, which includes post-18 choices, careers advice and how to seek it.

Other activities include:
UCAS conference
Russell Group (High Achievers Group) – Led by sixth form staff throughout the year for Y11 High Achievers
Talks throughout the year by external agencies – student finance, setting up a business, working in the Arts (assemblies)
Post 16 Careers Week– Mock Interviews, talks throughout the week by a range of people including a music technician, accountant and Journalist
Work Experience
Work Shadowing
UCAS training/ Apprenticeships
Y12 UCAS Evening
Y10 Higher Education Evening
Careers Fair

1. Apprenticeship Academy

Our subscription to The Careers People's Apprenticeship Academy allows us to refer all our learners in Years 10-13 who are interested in an apprenticeship to take part in a 6 week online programme where they learn where to find apprenticeships, how to apply for apprenticeships and how to approach interviews & assessments. These sessions are run by a qualified careers advisor and participants are able to ask questions throughout the programme to gain personalised support.

In addition to this information session, participants also benefit from hearing from 6 different apprentices and employers across the 6 weeks. These are live sessions where students can ask questions and gain support.

We refer students at three points during the academic year (September, February and June) so whenever they show an interest in the Apprenticeship route, we are able to provide them with high quality support and guidance on this pathway.

Appendix 3

Application for Provider Access

Introduction

This document sets out the Shirley High School's arrangements for managing the access of providers to pupils at 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.

Pupil entitlement

All pupils 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
    - to a minimum of six encounters with providers of technical education and apprenticeships between Year 8 and Year 13

Management of provider access requests

Procedure

A provider wishing to request access should contact Vicki Murawski, Head of Personal Development:
Telephone: 02086569755
Email: murawski@shirley.croydon.sch.uk

Meeting the requirement for six provider encounters

The school meets its duty under Section 42B of the Education Act 1997 by providing: two encounters that are mandatory for all pupils, taking place during Year 8 or between 1 September and 28 February of Year 9; two encounters that are mandatory for all pupils, taking place during Year 10 or between 1 September and 28 February of Year 11; and two encounters that the school puts on during Year 12 or between 1 September and 28 February of Year 13, which students are strongly encouraged, but not required, to attend. These encounters are delivered through assemblies, options and information events, group sessions and taster activities, and all take place for a reasonable period of time during the standard school day.

Grounds for granting or refusing a request

Requests for access will normally be granted where the provider offers approved technical education qualifications or apprenticeships and where the timing can be accommodated within the school's careers programme and calendar. The school may refuse or ask to reschedule a request where: the provider does not offer approved technical education qualifications or apprenticeships; the timing would disrupt examinations, assessments or other planned activities; the information to be shared is not impartial or is not appropriate to the age and stage of the pupils; or the provider is unable to meet the school's safeguarding requirements. All visitors must comply with the school's safeguarding policy and visitor procedures and will be accompanied by a member of staff at all times.

Times at which access will be given

Access will normally be given during the standard school day at times agreed in advance with the Head of Personal Development.

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Head of Personal Development to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.
Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the Learning Resource Centre.