

# TIBSHELF COMMUNITY SCHOOL CEIAG POLICY

Ratified: Jan 2026

(Tibshelf Policy)





## Introduction


The School Careers Plan sets out how the School intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths. Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose. CEIAG is an essential part of the Personal Development offer and will take place through all areas of the School explicitly and discreetly including Personal Development lessons, Tutor Time, Assemblies, Curriculum Time and Personal Development Days. The School uses the Gatsby Benchmarks to enable it to provide a thorough Careers Programme to all its students –


## Statutory Requirements

This policy adheres to the statutory guidance from the Department for Education (careers guidance and access for education and training providers 2025) issued under Section 45A of the Education Act 1997. As a maintained school in England, Tibshelf Community School ensures that there are opportunities for a range of providers to speak with pupils, informing them about technical education and apprenticeships whilst also ensuring that pupils are provided with independent careers guidance. The provider access legislation is also adhered to support the CEIAG provision in school (see provider access policy). A minimum of six meaningful encounters with providers of technical education and apprenticeships to inform pupils in years 8-11 about options, as per the Skills and Post-16 Education Act 2022.

## The eight Gatsby benchmarks of Good Career Guidance (2025 update)

Our CEIAG provision is mapped against the eight Gatsby Benchmarks, recognised nationally as the gold standard for effective careers guidance:

1. **A Stable Careers Programme** – A clearly defined, resourced, and evaluated careers program that is known and understood by students, staff, parents, employers, and partners.
  2. **Learning from Career and Labour Market Information (LMI)** – All students and parents have access to accurate and up-to-date LMI to support informed decision-making, especially regarding future skills needs and local employment trends.
  3. **Addressing the needs of each student** – Personalised guidance, tailored interventions, and data tracking ensure equity and support for all, including those from disadvantaged backgrounds or with SEND.
  4. **Linking curriculum learning to Careers** – All departments contribute to CEIAG by highlighting careers relevance in subject content, particularly in core subjects and STEM disciplines.
  5. **Encounters with Employers and Employees** – Every student has multiple opportunities to learn from employers and professionals through career talks, projects, mentoring, and employer-led activities.
  6. **Experiences of workplaces** – All students benefit from at least one workplace experience by age 16 and another by age 18, through placements, shadowing, or virtual experiences.
  7. **Encounters with Further and Higher Education** – Students have meaningful encounters with a range of learning providers, including colleges, universities, apprenticeship, and training organisations.
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8. **Personal Guidance** – Every student has access to at least one personal guidance interview with a qualified Level 6 adviser by age 16 and a further opportunity by age 18.

## **Student Entitlement Statements**

### **Year 7 Careers Entitlement**

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students have optional access to independent and impartial advisers via drop-in sessions.
- Students will have access to motivational speakers through presentations.
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.


### **Year 8 Careers Entitlement**

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students will have access to motivational speakers through presentations.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Opportunities for meaningful encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend (a minimum of two encounters during this phase).

### **Year 9 Careers Entitlement**

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE options in terms of career pathways and plan future within school.
- Students will have access to motivational speakers through presentations.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Opportunities for meaningful encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend (a minimum of two encounters during this phase).

### **Year 10 Careers Entitlement**

- Students begin to explore post 16 options including A levels, T Levels, vocational courses and apprenticeships and interview techniques.
  - Economic awareness developed further, and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
  - Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
  - Students will have access to motivational speakers through presentations.
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- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience.
- Opportunities for meaningful encounters with pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend (a minimum of two encounters during this phase).

#### Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form, colleges, apprenticeships and other training providers. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Guest speakers from local business, colleges, schools and apprenticeship providers will speak to students throughout the year, providing information and allowing opportunities for students to ask questions.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter.
- Students are kept up to date with post 16 deadlines.
- Students will have access to motivational speakers through presentations.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Opportunities for meaningful encounters with pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend (a minimum of two encounters during this phase).

In the context of the provider access legislation, a provider is an organisation that offers approved technical education qualifications or their representative, for example an FE college or training provider.

A provider, to whom access is given, must deliver an encounter that includes the following:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

All pupils in Y7-11 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.

#### CEIAG Goals

Our CEIAG Goals set out the key areas where we will focus our efforts this year. These are the areas that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Gatsby Benchmark	Target Date
Collect and maintain destination data for all student leavers.	We will collect and maintain destination data for all student leavers and use this information to guide our long-term planning.		All students have provided details of FE or work destinations.	2	Data collected each Sept
Every Student in Y11 to be provided with a Careers Action Plan.	Through our schoolwide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers action plan and that this is used as a key stimulus for their learning.		Every student furnished with a Careers Action Plan.	3,8	April each year
Integrate Career readiness into School curriculum.	We will ensure that we take every opportunity to integrate career readiness into the school curriculum.		Curriculum lesson plans that include a provision for careers readiness.	1,3,4,5,6	Aug 2026
Build a network of Business contacts.	We will work closely with local businesses, local enterprise partnerships and other organisations to build partnerships which will benefit our students, communities and society as a whole.		A database of business contacts that can offer CEIAG to the school.	2,4,5,6	Ongoing
Provide independent guidance for all year 7 - 11 pupils.	We will set high expectations for our students and provide independent careers guidance for all our year 7 – 11 pupils.		A number of services have been delivered to students by independent providers.	3,8	Ongoing
Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.		Up to date LMI sources used during tutor time/ PD lessons	1,4	Ongoing

Provide year 10 students direct access to work experience.  Work experience opportunities are being developed for students in KS3.	We will provide Year 10 students with opportunities to obtain direct experience of the work environment.		The majority of students will have completed work experience directly with an employer. Those unable to attend a placement will take part in a virtual work experience programme.	5,6	Ongoing
Provide additional careers guidance to vulnerable students.	We will work closely with the local authority to ensure that a good level of career guidance is provided to our vulnerable students.	Independent Careers Advisor working with SENCO and Intervention Team will provide a 1:1 interview and action plan for vulnerable students	All LAC's are identified and receiving additional provision.	3,8	Ongoing
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.		Useful Measurements and feedback on CEIAG activity collected.	1	Summer 2
Produce a number of careers engagements for parents and carers.	We will consult with parents, carers and students through online consultations, reviews, public forums, careers events and parent, staff and student surveys.		Annual careers fair organised.  Careers information updated and easily accessible on the school website.	1,3	Summer 2
Measure the impact and gather feedback on careers provisions.	Measure the impact of the services provided (including evidence of learning outcomes and progression) and gather feedback from students on the usefulness and effectiveness of individual provisions.		Feedback forms completed by students after events and activities.  Student voice during Personal Development QA.	1	Ongoing

Ensure we understand the needs of the local community and local businesses.	We will consult with representatives of the local community and local businesses to establish their needs and aim to include activities which will contribute to meeting their needs.		Feedback forms completed by business and community representatives.	2,5,6	Ongoing
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## Information & Self Help

### Self-Help Resources

Resource	Description
School website careers page	The school will provide a webpage on the main website dedicated to the careers service. The webpage will highlight key events from the careers programme and display the school careers plan.
Noticeboard	The Careers Noticeboard will be kept up to date by the Personal Development Team.
Social media	The school will use all their social media to keep all stakeholders up to date with relevant information

## Careers Providers

### Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post -14: GCSEs; options offered by local universities and colleges.
- Post -16: A levels, advanced general qualifications, apprenticeships, T levels, employment combined with training, supported internships, and traineeships.

Provider	Services	Summary
	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters 1:2:1 Interviews Group Work Personal Development Days Work Experience Support Mock Applications and Interviews Post-16 Education	<b>Provision</b> 2 Days per Week

## Access to Independent Careers Guidance

The school's careers education programme adheres to the ACEG/CDI framework for careers education and work-related learning and complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Personal Development Team in consultation with the Senior Leadership Team and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first. Any other pupils who self-refer are accommodated and will be given an appointment at a suitable time.

#### Access to Internal Careers Guidance

The Personal Development Team will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.

#### Provider Access Legislation (PAL)

Tibshelf Community School adheres to the updated PAL (May 2025), which requires that:

- Every student in Years 8–11 has at least six meaningful provider encounters, covering a range of technical education, training, and apprenticeship pathways.
- These encounters must be timely, diverse, and recorded, enabling students to compare academic and technical routes.
- The school publishes and annually reviews a Provider Access Policy, outlining the process for engaging with education and training providers.

#### Stakeholder Engagements

##### Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Engagement	Description	Month	Students	Parents	Leadership	Providers	Employers
Termly Newsletter	Produce a termly newsletter containing all careers programme updates to be emailed to parents as an engagement exercise.	Ongoing	✓	✓	✓		
Social Media Updates	Posting careers updates and success stories to twitter and Facebook so students, parents and business can receive regular updates on the careers provision.	Ongoing	✓	✓	✓	✓	✓

Website Careers Section	Regularly update the careers section of the school website with updates and success stories from the careers department.	Ongoing	✓	✓	✓	✓	✓
Destination Data Collection	Collection of all destination data from students at the end of year 11.	January			✓		
Governors update meeting	Present draft career plan to governors.	Ongoing			✓		

## Roles and Responsibilities

To maintain and run effective CEIAG within the School and identify roles and responsibilities in order to provide support and guidance.

### Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure school meets and exceeds the statutory careers requirements.
- Provide support to the Personal Development Team and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

### Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the Personal Development Team.
- Chair regular reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

#### SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the Personal Development Team understands the school's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

#### Personal Development Team responsibilities

- Support the development and delivery of the careers plan.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide as required.
- Engage with all stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

#### Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Personal Development Team.

#### Head of Year

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Personal Development Team provide additional support for the NEET risk group.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Personal Development Team.

## CEIAG Evaluation

### Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

	Focus	Methods	Due Date
1.	Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.	Ongoing
2.	Student Needs	Student voice completed during each QA to understand how well we met our students' needs and to identify improvements.	Ongoing
5.	Staff Needs	End of year survey to measure careers integration and identify changes for next academic year.	Summer 2
7.	Careers Programme Review	Year-end review of how well the school has delivered the careers programme, summarising the feedback from stakeholders.	Ongoing