

THE HOWARD PARTNERSHIP TRUST

CEIAG (Careers, Education, Information, Advice and Guidance) and PROVIDER ACCESS POLICY

Date of review: May 2025	Responsible body: The Howard Partnership Trust
Review period: Annually	Trust/Committee: Standards & Performance
Next due for review: May 2026	Executive Lead: THPT Lead
Status: Statutory	Publication: Website

Related policies/statutory guidance:

This policy complies with the statutory guidance (Careers guidance and access for education and training providers, January 2023) and has been written with reference to the following related legislation, guidance and policies:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Skills and Post-16 Act 2022
- Education (Careers Guidance in Schools) Act 2022
- Skills for Jobs: Lifelong Learning for Opportunity and Growth (Department for Education, 2021)
- Personal, social, health and economic (PSHE) education (Department for Education, 2020)
- Careers strategy: making the most of everyone's skills and talents (Department for Education, 2017)
- (DfE Statutory) Careers Guidance and Access for Education and Training Providers (2025)
- Good Career Guidance (Gatsby Charitable Foundation, 2014)
- THPT Equality Policy
- THPT RSE and Health Education Policy
- THPT SEND Policy
- THPT Safeguarding and CP Policy

This policy is linked to each THPT school's Provider Access Policy.

Purpose

The purpose of Careers Education, Information, Advice and Guidance (CEIAG) in THPT schools is to support pupils to acquire the skills, ambitions and opportunities they need to succeed in fulfilling careers, achieve positive employment destinations, improve their life opportunities and be able to contribute to the local and wider community and to a productive and successful economy.

The Howard Partnership Trust seeks to "bring out the best" maximising the life chances of all our young people.

Pupils benefit from an inclusive, broad, quality, planned curriculum or programme of activities to help them make choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives and to fulfil their potential. This policy is framed to help support the Raising of the Participation Age (RPA) and to benefit the pupils in receipt of the pupil premium funding.

Aims and Objectives

The CEIAG programme in each THPT school is designed to meet the needs of its individual pupils. Each programme is differentiated to ensure progression through activities which is appropriate to pupils' stages of career learning, planning and development. The aims of the CEIAG Policy are as follows:

- Ensure all pupils participate in a stable careers programme
- Enable all pupils to increase their understanding of labour market information
- Link each area of the curriculum to careers education
- Provide pupils with meaningful encounters with employers and employees
- Work towards a guarantee of two weeks' worth of work experience for every young person
- Provide pupils with experiences of the workplace
- Ensure pupils engage with a range of further and higher education providers
- Reduce the number of pupils at risk of not being in employment, education or training following the completion of their education.

The DfE funded resources will be used to support these:

- [The Careers & Enterprise Company \(CEC\)](#) to support schools and colleges to develop careers programmes in line with their careers requirements and the Gatsby Benchmarks
- [National Careers Service](#) to provide free, impartial careers information, advice and guidance to students, parents and teachers through a website, web chat service and telephone helpline

The Trust schools use the Gatsby Benchmarks framework, including further benchmark toolkits for schools working inclusively with students with special educational needs or disabilities (SEND).

The 8 Gatsby Benchmarks are:

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

Whole school provision values:

- Careers at the heart of education and leadership
- Inclusion and impact for each and every young person
- Meaningful and varied encounters and experiences

- Focus on the use of information and data
- Engagement of parents and carers

Provider Access

All pupils in years 7-11 are entitled to independent careers opportunities. This advice must be shared in an impartial manner, showing no bias towards a particular institution, education or work option. There must be an opportunity for education and training providers to access pupils in years 7-11 to inform them about approved technical qualifications or apprenticeships. This information is shared by each school in their Provider Access policy.

The provider access legislation states that the minimum requirement is to provide six encounters during year 8 – 13. Pupils are entitled to:

- *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 access a range of local independent education and training providers about the opportunities they offer, including technical education qualifications (including T Levels and HTQs) and apprenticeships – through options events, assemblies and group discussions and taster events for all year 8 to 13 pupils*
- *to understand how to make applications for the full range of academic and technical courses. For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11)*

For pupils 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 pupils 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 pupils from the provider)*

CEIAG is integrated into pupils' experience through the whole curriculum and is based on a partnership with pupils and their parents/carers. The framework for CEIAG focuses on the learning outcomes provided by the CDI (Career Development Institute). Each school within THPT is a member of the Career Development Institute and is bound to its professional code of ethics. The CEIAG programme promotes equality of opportunity, inclusion and anti-racism and is differentiated to meet the needs of all pupils. The programme follows the entitlement statements for each educational phase. These are reviewed on an annual basis and published on each school's VLE for pupils and parents to view.

Operational

Careers education, information, advice and guidance is co-ordinated by the THPT Personal Development Lead. Each THPT school has a designated Careers Leader who is responsible for the overall planning, implementation and review of the programme, with support from the CEIAG SLT Lead.

- Staffing

All staff are expected to contribute to the CEIAG programme through their roles as tutors, subject teachers and support staff. Careers education is planned, monitored and evaluated by the Careers Leader and the staff responsible for the PSHE curriculum. Close working between school leaders, careers leaders, teachers and careers specialists is important for effective careers guidance. Careers information is available within each school through the VLE and in the Learning Resource Centre. The framework for careers, employability and enterprise education is used to support the understanding of the staff roles.

- Curriculum

The careers pathway programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and recording achievement. Careers lessons are part of the school's PSHE programmes. All pupils are provided with opportunities to learn about the pathways open to them including academic, technical and vocational routes. Pupils are made aware of technical education qualifications and apprenticeships and are supported in applying for courses.

- Partnerships

External providers of careers advice are sought where appropriate and are fully informed of the school's CEIAG policy and practice. The content of the CEIAG programme is available for viewing by all interested parties on the school's website. Best practice is shared amongst schools in The Howard Partnership Trust to ensure continuity and continued excellence. Each school is a member of its local Careers Hub, working with the Careers and Enterprise Company to engage with local employers and training providers. Best practice recognises the importance of the partnership with parents to support informed decision making.

- Resources

Funding is allocated in the annual budget planning round of each THPT school. Funding for developments in the school's improvement plan are considered in the context of whole-school priorities. Resources are allocated to ensure:

- Full range of technology including individual learning planning and UCAS progress
- Access to external, impartial careers advice
- Time allocation to support the delivery of CEIAG
- Appropriate staff development that supports, trains and develops the skills of those involved in leading and delivering the CEIAG programme
- Full range of experiential learning

- Staff development

The staff training needs, for planning and delivering the CEIAG programme, will be identified in the CEIAG action plan and activities will be planned to meet them.

Monitoring, Review and Evaluation

The CEIAG action plan for each THPT school is connected to the school improvement plan. It is reviewed termly by the Careers Leader and annually by the senior leadership team. Aspects of the programme are regularly evaluated by pupils and this informs future planning and development. Destination data is gathered and is collected and used where possible.

The Quality in Careers Standard is a recommended benchmark for each school to ensure high quality CEIAG provision. This is a nationally recognised qualification and is reassessed every three years.