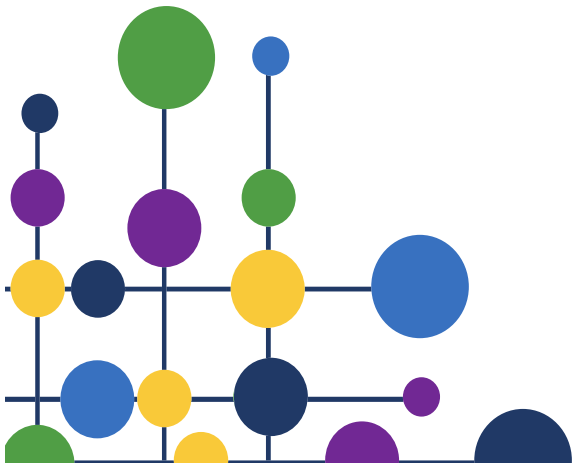


Shelley College
Careers Education, Information and
Guidance (CEIAG) Policy and Procedure
(Including Provider Access Policy)

Version	1.0
Name of policy writer	Lewis Day
Date of last review	Sept 2026
Date of next review	Sept 2027
Approved by Governors	



1. Policy statement

- 1.1 Shelley College believes in 'Valuing People, Supporting Personal Best'. Supporting students to develop the knowledge, skills and attributes they need to lead successful and happy lives is a vital part of achieving this overarching aim.
- 1.2 We pursue this aim using both universal/core whole school approaches, and where required, we use specialised, targeted approaches.
- 1.3 The Department for Education recognises that it is important 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.
- 1.4 Shelley College remains committed to ensuring that our Careers Education, Information, Advice and Guidance (CEIAG) offer is in line with the DfE guidance and Gatsby Benchmarks.

2. Scope

- 2.1 This policy applies to:
 - 2.1.1 All academy employees and workers (including agency staff and contractors)
 - 2.1.2 Local academy governors
 - 2.1.3 Pupils and their families/carers
 - 2.1.4 Volunteers and visitors
 - 2.1.5 Third parties delivering services on behalf of the academy
 - 2.1.6 Third party providers of education, employment and training
- 2.2 It covers CEIAG given to students in Key Stages Three, Four and Five
- 2.3 The policy also applies to Year 11 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, the policy is still applicable.
- 2.4 All members of staff at Shelley College are expected to be aware of this policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of the Careers Advisor or Careers Leader.

3. Legal and statutory framework

- 3.1 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, May 2025)
- 3.2 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in [Appendix 1](#) of this policy.
- 3.3 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 3.4 The school has a series of statutory duties:
 - 3.4.1 All registered pupils at the school must receive independent careers advice by the end of Year 11, and again by the end of Year 13
 - 3.4.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
 - 3.4.3 This advice must cover a range of education or training options
 - 3.4.4 This guidance must be in the best interests of the pupil

- 3.4.5 There must be an opportunity for education and training providers to access pupils in Year 7-11 and again in Year 12-13 in order to inform them about approved technical qualifications or apprenticeships [see [Section 6](#) and [Appendix 2](#)]
- 3.4.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published [see [Section 6](#), and [Appendix 3](#)].

4. Policy aims and objectives

- 4.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- 4.1.1 To ensure that all students at the school receive a stable careers programme
- 4.1.2 To enable all students to learn from information provided by the career and labour market
- 4.1.3 The CEIAG programme should be individual and address the needs of each student
- 4.1.4 To link the curriculum learning to careers learning
- 4.1.5 To provide students with a series of encounters with employers and employees
- 4.1.6 To provide students with experiences of workplace(s)
- 4.1.7 To ensure that students have a series of encounters with further and higher education
- 4.1.8 To provide each student with the opportunity to receive personal guidance

5. Role and responsibilities

- 5.1 The following staff have a responsibility to support the delivery of a strong CEIAG offer:

Role	Responsibilities	Contact
Teachers	Uphold the CEIAG Policy; speak to pupils about their careers options; deliver the CEIAG curriculum through form time, drop down days, and PD lessons.	
Form Tutors / Personal Development Mentors	Uphold the CEIAG Policy; Support students with applications; provide references where appropriate; log student data to support with tracking of destinations	
Curriculum Leaders	Uphold the CEIAG Policy; promote careers options in their subject(s); make links between their curriculum and career paths; support with key transition points such as options evening, results day, and open evenings.	
Student Managers	Uphold the CEIAG Policy; support students through key transition phases; promote ambition in their year groups; provide references and data where appropriate; support with the organisation of extended work experience placements where appropriate; support with work experience where appropriate.	

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Careers Advisor	Uphold the CEIAG Policy; meet with students and give impartial advice regarding post-16 and post-18 education, training, and careers; ensure that all students receive their entitlement of a careers advice meeting by the end of Year 11, and again by the end of Year 13; monitor and support work experience opportunities in line with the work experience entitlement as set out by government policy; organise encounters with employers and educators, including talks, visits, and fairs; support pastoral and safeguarding teams with extended work placements, including speaking to students to identify suitable placements, liaising with placement hosts, and monitoring progress at those placements; monitor post-16 and post-18 applications, liaising with colleges and universities as necessary; collect and monitor destinations data; attend careers fairs on behalf of 6th form; liaise with parents and the local community, strengthening relationships between the school and the local area.	Nadine Stocks
Careers Leader	Uphold the CEIAG Policy; strategically lead on Gatsby benchmarks, ensuring that the school is compliant; ensure there is a planned careers curriculum which is informed by Local Market Information and quality assure its delivery; strategically organise the careers calendar, supporting the Careers Advisor to identify appropriate times for talks, visits, fairs, and work experience; organise and oversee work experience opportunities in line with the work experience entitlement as set out by government policy; strategically collect information about post-16 and post-18 applications, including liaison with tutors; line manager the Careers Advisor	Lewis Day
Senior Leader for Curriculum and Personal Development	Uphold the CEIAG Policy; strategically support with the delivery of the Gatsby Benchmarks; ensure that the school is meeting its statutory duties; line manage the Careers Leader	Andrew Hewitt
Head Teacher	Uphold the CEIAG Policy; prioritise CEIAG offer in line with the statutory duties; ensure that the CEIAG offer is impartial in line with statutory duties	Jack Wyatt
Governors	Ensure the school has a clear policy on CEIAG and that this is clearly communicated to all stakeholders; ensure the policy is based on the eight Gatsby benchmarks; ensure the policy meets the school's legal requirements; ensure that arrangements are in place to allow a range of educational and training providers to access pupils in years 7-13; nominate a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement	

6. Provider Access

- 6.1 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.
- 6.2 Schools must comply with the provider access legislation and ensure that every pupil, whatever their ambitions, has at least 6 opportunities to meet providers of technical education or apprenticeships during years 8 to 13.
- 6.3 Schools have flexibility to decide which providers to invite, but should particularly consider those within reasonable travelling distance of the school, including, where available:
 - 6.3.1 General FE colleges
 - 6.3.2 Independent Training Providers (ITPs)
 - 6.3.3 Institutes of Technology
 - 6.3.4 University Technical Colleges
 - 6.3.5 Studio Schools
 - 6.3.6 Other schools that are offering technical education, such as T Levels or other vocational qualifications
 - 6.3.7 Apprenticeship providers
 - 6.3.8 Universities
- 6.4 All students in years 7-13 are entitled to:
 - 6.4.1 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;
 - 6.4.2 Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions, lessons, and taster events
 - 6.4.3 Understand how to make applications for the full range of academic and technical courses available.
- 6.5 The full range of opportunities for providers to access pupils is outlined in [Appendix 2](#) of this policy.
- 6.6 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 is outlined in Appendix 3 of this policy.
- 6.7 Experiences or encounters could be in person or a combination of in person and virtual, and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider.
- 6.8 Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit.
- 6.9 The school should consider such requests and consent cannot be withheld unreasonably. Schools and colleges should not require a DBS check for a visitor who is in the school for a one-off visit. However, headteachers and principals should decide on the appropriate level of supervision for the duration of the visit.
- 6.10 As outlined in the DfE Careers Guidance and Access for Education and Training Providers statutory guidance, providers will be expected to deliver meaningful encounters which will:
 - 6.10.1 Have a clear purpose, which is shared with the provider and the young person

- 6.10.2 Be underpinned by learning outcomes that are appropriate to the needs of the young person
- 6.10.3 Involve a two-way interaction between the young person and the provider
- 6.10.4 Include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- 6.10.5 Describe what learning or training with the provider is like
- 6.10.6 Be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

7. Monitoring and evaluation

- 7.1 In order to evaluate success for the above objectives, we will monitor the following:
 - 7.1.1 Continued Quality Assurance of the curriculum through learning walks, student and staff voice, and work scrutinies
 - 7.1.2 Progress against the Gatsby Benchmarks through the Compass+ Evaluation Tool twice a year
 - 7.1.3 Feedback from stakeholders through mechanisms such as the student and parent survey
 - 7.1.4 Feedback from external visitors to the school such as Peer Reviews and Ofsted
 - 7.1.5 Feedback from providers after events through mechanisms such as MS Forms.
 - 7.1.6 The number of students who are NEET in October having left the school in the previous summer, in comparison to national figures and the equivalent figure from similar schools on a national and local level

8. Training and Awareness

- 8.1 The school will ensure appropriate training is in place to provide a fully qualified level 6 Careers Advisor and a trained Careers Leader
- 8.2 Teachers, Form Tutors, Personal Development Mentors, and Curriculum Leaders will receive training when appropriate in the school calendar to support with: the delivery of the curriculum; preparing students for key transition points; collecting destination information; providing references; advising students impartially
- 8.3 Student Managers will receive training when appropriate in the school calendar to support with: preparing students for key transition points; providing references; advising students impartially; supporting with extended work placements; supporting with the delivery of the work experience programme

9. Equality Statement

- 9.1 Shelley College is committed to ensuring that career development opportunities are inclusive and accessible to all students, regardless of their background, abilities or challenges. This will include the adaptation of activities and alternatives where appropriate to the needs of the learner.
- 9.2 Shelley College recognises the unique strengths, interests and needs of each of our students and tailor career planning accordingly. We ensure that all students are supported into whichever pathway they would like to choose.
- 9.3 Shelley College recognises the Public Sector Equality Duty, including the Specific Duty. In particular, our CEIAG curriculum is designed to advance equality of opportunity between people who share a protected characteristic and people who do not share it by breaking down stereotypes regarding careers, ambition and opportunities.

9.4 Shelley College prioritises the mental health and emotional well-being of all our students throughout their career development journey, recognising that a clear goal and support through transition points can support students' mental health.

10. **Linked policies**

School Policies

- Work Experience Policy and Procedure
- Attendance Policy
- Curriculum Policy

Government & DfE Guidance

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- Skills and Post 16 Act 2022
- Education (Careers guidance in schools) Act 2022
- Careers Guidance and Access for Education and Training Providers (May 2025)
- Technical and Further Education Act 2017 (Including The Baker Clause)
- The Gatsby Benchmarks (February 2025)
- The Work Experience Guarantee

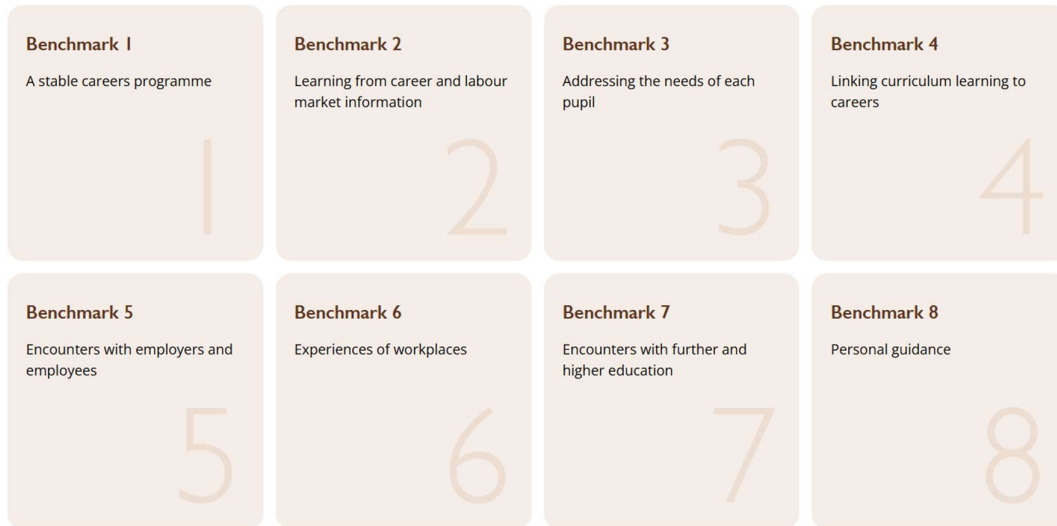
11. **Schedule of Amendment**

Version No	Amendment
1	Complete rewrite of policy in line with new DfE guidance.

12. Appendices

Appendix 1.

The eight benchmarks



For detailed information about the Gatsby Benchmarks, visit <https://www.gatsbybenchmarks.org.uk/>

Appendix 2.

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/pr their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 9	Careers Fair	Drop Down Morning	University Visits
Year 10	Careers Fair	Drop Down Morning Assemblies Employability Skills	Mock Interviews Morning Work Experience Preparation Sessions Work Experience Post-16 Provider Visits
Year 11	Careers Fair Industry Talks	Drop Down Morning Break and Lunchtime Stalls Post-16 Taster Sessions Industry Talks	
Year 12	Careers Fair Industry Talks Progression Module 2 x Assemblies University Visits	Drop Down Morning Industry Talks Progression Module University Visits	Work Experience Preparation Sessions Work Experience Progression Module University Visits Evolve Week
Year 13	Careers Fair Industry Talks 2 x Assemblies	Drop Down Morning Industry Talks Progression Module	

Appendix 3.

- A3.1 A provider wishing to request access should contact Nadine Stocks, Careers Coordinator, in the first instance. Outlining the activities on offer, and some information about the provider and the courses they run. Telephone: 01484868777 ex. 2024 Email: nadine.stocks@sharemat.co.uk
- A3.2 Access will be granted providing it is targeted to appropriate student groups. We look for providers with a particular focus on vocational qualifications and apprenticeships.
- A3.3 Access may be refused if:
- A3.3.1 There is a conflict of interest with our own 6th form offer
 - A3.3.2 Our students already have access to similar events or information
 - A3.3.3 The event you propose would not fit into our school calendar
 - A3.3.4 Our facilities would not support the event you propose
- A3.4 We have various rooms that activities can take place in, from classrooms for small focused group activities to our New Hall for presentations to entire year groups.
- A3.5 We also have a range of audio/ visual presentation equipment available. Presentations to be emailed prior to activities. These can be booked via Nadine Stocks when arranging the activities.
- A3.6 Providers are welcome to leave or post copies of their prospectus for our students to access providing they have a vocational/ technical focus. Providers of 6th form/ A Level qualifications can leave copies with Nadine Stocks to go in our Careers Library.
- A3.7 Our safeguarding/child protection policy, available on our website, outlines the school's procedure for checking the identity and suitability of visitors. All visitors are expected to adhere to this policy. For a single visit, we do not require DBS checks, but visitors without a DBS certificate must wear a red lanyard and be supervised by a staff member at all times.
- A3.5 Please note we are unable to allow USB drives or similar devices to be used on school computer equipment. All presentations and other media should be emailed prior to the event to nadine.stocks@sharemat.co.uk