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

Date effective	September 2025
Review Cycle	2 Yearly
Review Date	September 2027
Date of Approval by Governors	July 2025
Committee approved by	Foxford Local Governing Body
Author	Jack Tully

Date	Notes

1. Introduction

Foxford School recognises that high-quality careers education and guidance is vital in supporting students to make well-informed decisions about their future learning and work. Our comprehensive CEIAG programme aims to develop students' knowledge, skills and understanding of the world of work and empower them to take control of their own career development.

Our approach is underpinned by key frameworks, including the Gatsby Benchmarks, the Career Development Institute (CDI) framework and Skills Builder. These frameworks help ensure that all students have access to impartial, inclusive and impactful careers guidance.

2. Vision and Aims

The vision for CEIAG at Foxford is to broaden horizons, raise aspirations and support all students to make positive transitions into further education, training or employment.

Key aims include:

- Empowering students to make informed, realistic and aspirational choices
- Providing comprehensive exposure to a wide range of career pathways and employers
- Developing transferable employability and life skills
- Ensuring equity, inclusivity and celebration of diversity in all guidance and opportunities.

3. Implementation

3.1 Gatsby Benchmarks

Foxford fully incorporate the eight Gatsby Benchmarks as a foundation for planning and evaluating our careers provision.

1. A stable-careers programme
2. Learning from career and labour market information (LMI)
3. Addressing the needs of each pupil
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

3.2 Personal Guidance

All students receive at least one careers interview with a qualified adviser by Year 11, with additional interviews offered as needed. Sixth Form students have further personalised guidance to support their transition beyond school.

3.3 Labour Market Information

Students are given up-to-date LMI to help them understand local and national opportunities, future trends and potential earnings across different sectors.

3.4 Curriculum Links

Careers learning is embedded throughout subjects, helping students connect learning to future pathways. Teachers are encouraged to reference career applications of their subjects to raise awareness and motivations.

3.5 Employer and Provider Encounters

Foxford actively promote encounters with a wide range of employers, training providers, colleges and universities, through assemblies, workshops, mock interviews and work-related learning events.

3.6 Experiences of Workplaces

Work experience opportunities are offered in Year 10 and Year 12 to enable students to develop practical skills, explore career interests and build confidence.

3.7 Governing Body

A member of the governing body takes a strategic interest in careers education and encourages employer engagement. This ensures that CEIAG remains a school-wide priority and supports accountability at leadership level.

4. Careers Provision

At Foxford, we believe that careers-related learning goes beyond standalone careers lessons. Our increasing aspirations approach integrates the Gatsby Benchmarks into a rich, developmental programme that includes wider social, cultural and experiential learning opportunities.

Year Group	Careers Curriculum Theme	Activities and Opportunities	Gatsby Benchmark Links
7	Building self-Awareness and Communication Skills	Subjects signposted towards future career opportunities	4
		PSHCE programme develops character and employability skills, using Unifrog to link curriculum learning to careers and up-to-date labour market information	2, 3, 4
		Participation in National Careers Week	4, 5, 6
		Bespoke employer encounter and workplace experiences	2, 5, 6
		Careers Fair	2, 5, 7
		STEM Roadshow	4
		Experience Warwick	7
8	Exploring Problem-solving and Creativity	Bespoke employer encounters and workplace experiences.	2, 5, 6
		PSHCE programme develops character and employability skills, using Unifrog to link curriculum learning to careers and up-to-date labour market information	2, 3, 4
		Participation in National Careers Week	4, 5, 6
		Careers Fair	2, 5, 7
		STEM Roadshow	4
		Careers Panel	2, 5
		Experience Warwick	7

Year Group	Careers Curriculum Theme	Activities and Opportunities	Gatsby Benchmark Links
9	Strengthening Aspirations and Resilience	GCSE Options Events	4
		Financial Crime Panel with CBS	2, 5
		PSHCE programme develops character and employability skills, using Unifrog to link curriculum learning to careers and up-to-date labour market information	2, 3, 4
		Bespoke employer encounters and workplace experiences	2, 5, 6
		Careers Fair	2, 5, 7
		Experience Warwick	7
10	Developing Leadership and Workplace Skills	Mock interviews	3, 5
		Bespoke employer encounters and workplace experiences.	2, 5, 6
		Coventry Building Society Panels	2, 5
		Work Experience	6
		1:1 Careers Guidance Appointments	8
		Careers Fair	2, 5, 7
		PSHCE programme develops character and employability skills, using Unifrog to link curriculum learning to careers and up-to-date labour market information	2, 3, 4
		Experience Warwick	7
		Think Higher Programmes	3, 6, 7
11	Employability and Decision - Making	Careers Fair	2, 5, 7
		PSHCE programme develops character and employability skills, using Unifrog to link curriculum learning to careers and up-to-date labour market information	2, 3, 4
		1:1 Careers Guidance Appointments	8
		Post 16 Application Support	3, 8
		Experience Warwick	7

Year Group	Careers Curriculum Theme	Activities and Opportunities	Gatsby Benchmark Links
12	Professionalism and Independent Working.	Post-16 study skills	3
		Programme of speakers	2, 5, 7
		Work Experience	6
		UCAS week and UCAS Fair	7
		PSHCE programme develops character and employability skills, using Unifrog to link curriculum learning to careers and up-to-date labour market information	2, 3, 4
		1:1 Career Guidance Appointments	8
		CBS Employability skills programme	2, 3, 5
13	Future Readiness and Self-Promotion	UCAS and personal statement support	3
		Programme of speakers.	2, 5, 7
		1:1 Careers Guidance Appointments	8

4.2 Curricular and Extra-Curricular Opportunities

Students engage in visits, guest speaker events and other activities to develop self awareness and opportunity awareness. Preparation and reflective evaluation are key to maximising the impact of these experiences.

4.3 Unifrog

Foxford uses Unifrog, an online careers platform, to help students explore career pathways, develop CV's, record employability skills and reflect on experiences. This ensures each students have an ongoing digital record to support future applications. Unifrog is used to track students' interactions with careers related learning throughout their time at Foxford.

4.4 Support for Vulnerable Students

At Foxford we have a robust system to ensure that vulnerable students are given the full range of career pathway opportunities and that Year 11 NEET numbers are as low as possible. This includes:

- Targeted work by the Careers Adviser with students who have an EHCP and LAC students, ensuring both groups are prioritised for careers interviews
- The Careers Leader reviews the Personal Development programme to ensure it meets the needs of all students, of all abilities.
- A targeted NEET system which ensures that high tariff RONI (Risk of NEET Indicator) students are identified in Year 10 and all RONI students have at least 3 careers interviews before the end of Year 11, or until they have secured a destination.

4.5 Preventing Stereotyping

Students engage in activities designed to challenge stereotypes from Year 7 onwards. Careers materials are regularly reviewed to ensure inclusivity and unbiased messaging. Parents are also engaged to support understanding of the importance of challenging stereotypes and broadening aspirations.

Careers guidance is monitored to ensure it is as free as possible of unconscious bias.

4.6 Sixth Form CEIAG

The Sixth Form programme supports students through a comprehensive tutor programme, workshops, university and apprenticeship application guidance, careers fairs and targeted support for competitive pathways such as Oxbridge and Medicine. This is complemented by strong pastoral support to ensure individual needs are met.

5. Parents and Carers

Parents and carers are encouraged to be active partners in supporting their child's career development. Online resources are provided through accessible platforms and monthly careers newsletters help keep families informed and engaged.

6. Equality and Diversity

Foxford is committed to providing inclusive, impartial careers education to all students. Our programme promotes equal opportunities, challenge stereotypes, celebrate diversity and encourage all students to pursue career paths aligned with their interests, strengths and aspirations. Regular monitoring of resources and activities ensures inclusivity across all year groups.

7. Roles and Responsibilities

- Mr J Tully – Assistant Headteacher, Careers Leader with strategic oversight of CEIAG
- Mrs B Smith – Careers Adviser
- Mr A Roberts – Aspirations Lead
- Mr D Cozens – Governor with responsibility for Careers

8. Staffing

CEIAG at Foxford is a shared responsibility. All staff play a part in supporting career-related learning, whether through subject teaching, tutorial support or enrichment activities. Careers interviews and specialist guidance are delivered by a qualified Careers, with additional support from Sixth Form Staff, Year Teams and external partners.

9. Monitoring and evaluating impact:

We review our careers provision annually and actively seek feedback from all stakeholders including students, teachers and volunteers. Feedback is collated through evaluation forms, which are analysed by the Careers Adviser and Strategic Careers Lead to support our continuous improvement cycle. Feedback forms are available and encouraged after each event, with example forms published on our website.

Additionally, we track student destinations and report on NEETs (students not in education, employment or training), using this data to identify and support students at risk of becoming NEET. Final destination data is obtained on results day, supported by data-sharing agreements with local colleges to confirm enrolment.

We are also committed to using the Gatsby online monitoring tool, 'Compass+', each term to evaluate our progress against all benchmarks. This information is shared termly with our link governor and informs our ongoing development by identifying strengths and areas for improvement.

10. Statutory Requirements and Guidance

Our CEIAG programme aligns with:

- The Education Act 2011 and statutory guidance (DfE Careers Guidance and Access for Education and Training Providers, 2023)
- The Gatsby Benchmarks, which guide good career guidance
- The CDI's Career Development Framework, providing a foundation for progressing career learning
- The Skills Builder Essential Skills Framework

11. Provider Access

We are committed to providing opportunities for a range of education and training providers to access all pupils in Year 7 to Year 13 to inform them about technical education qualifications and apprenticeships.

11.1 Students entitlement

Students in years 8-13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme that provides information on the full range of education and training options available at each transition point.
- Hear from a variety of local providers about the opportunities they offer, including technical education and apprenticeships.
- Have a minimum of six meaningful encounters with approved technical education or training providers including:
  - Two encounters during Key Stage 3 (Years 8 or 9), mandatory for all pupils
  - Two encounters during Key Stage 4 (Year 10 or 11), mandatory for all pupils
  - Two encounters during Key Stage 5 (Year 12 or 13), mandatory for the school to put on but optional for pupils to attend.
- Understand how to make applications for the full range of academic and technical courses.

11.2 Management of provider access requests:

Providers wishing to request access should contact:

Names	Mr Tully/Mrs Smith/Mr Roberts
Telephone number	02476369200
Email address	foxfordcareers@Castlephoenixtrust.org.uk

11.3 Opportunities for access:

A number of events are integrated into the school careers programme, offering providers opportunities to come into school to speak to students and/or their parents and carers. As the school calendar varies from each year, providers should contact the named staff member above to identify the most suitable opportunities. Events are planned well in advance, so it is essential that providers contact the school earliest opportunity to be incorporated in our planning.

Access will be granted on the understanding that all information and guidance shared relates specifically to technical courses and apprentice opportunities. Providers must also meet the school's safeguarding requirements, outlined in our Safeguarding Policy Statement available on the school website.

11.4 Premise and Facilities:

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit. Providers are welcome to supply relevant brochures and printed material related to technical courses and apprenticeships, which will be made available to students in the Careers section of the school library and Careers Office.

11.5 Policy Statement

A copy of our Provider Access Policy Statement is available on the Foxford School website.

12. Next Steps 2025/2026

12.1 Deepen and Diversify Employer Engagement:

- Develop a broader, more diverse employer network representing a range of industries (including underrepresented and emerging sectors like green jobs, tech, creative industries).

- **12.2. Embed Curriculum-Linked Careers learning**
  - Provide CPD for staff to increase their confidence in delivering careers learning and talking about transferable skills and LMI within their subjects.
  - Continue developing subject-specific careers links by supporting staff to embed career-related learning into schemes of work, lesson content, and displays.

12.3 Enhance personalised support and tracking

- Strengthen individual career action plans (especially for vulnerable, EHCP, potential NEETs), integrating them more closely into annual reviews and mentoring conversations.
- Expand the use of Unifrog to track individual student progress and destinations more systematically, identifying those needing further intervention earlier.

12.4 Strengthen evaluation and impact measurement

- Develop clear, consistent evaluation methods using both quantitative (e.g., NEET rates, destination data) and qualitative feedback (e.g., student voice, employer feedback).
- Use this data to inform annual programme review and adjustments, and to evidence impact to governors and external stakeholders.