

Careers Education, Information, Advice and Guidance Policy



The Cottesloe School

Policy Type:	Statutory
Reviewed by:	Mr S Jones (Headteacher and Careers Lead), Mrs A Gunn (Careers Coordinator) and Mr B Cleland (Careers Governor)
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1. Rationale

The Careers Education, Information, Advice and Guidance Policy (CEIAG) has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The school will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the Qualification Pathways available to them. Well thought through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

2. Purposes & Aims

The Gatsby Benchmarks provide us with a framework to enable us to create a world class careers provision. They are fundamentally important to shaping our provision, empowering us to deliver our aims. The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The school is committed to providing support and guidance throughout the student's time at The Cottesloe School. Through our understanding of the local labour market information we are able to guide our students and parents to make informed choices that support our wider community.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment.
- Helping students to follow courses that are appropriate to their needs.
- Improving understanding of the world of work.
- Ensuring appropriate provision and guidance.
- Successful transition to the next stage of education and employment.
- Empowering students to plan and manage their own futures.
- Offering a responsive service that allows time for face to face guidance.
- Providing comprehensive and unbiased advice and guidance.
- Actively promoting equality and challenging gender stereotypes.
- Ensuring each student has 6 encounters with outside providers; Apprenticeships, Colleges, Universities, T Levels, UTC, Higher Technical Qualifications in line with PAL Legislation.
https://bucksskillshub.org/media/2599/Provider-Access-Legislation-Toolkit-2024_.pdf

3. Careers team responsibilities

Headteacher (Careers Lead)

The Headteacher is responsible for strategic oversight, accountability, and securing resources.

Strategic Leadership:

- Setting the overall Careers Strategy and Vision for the institution, ensuring alignment with whole-school improvement priorities.
- Ensuring the school meets all statutory requirements and achieving the Gatsby Benchmarks.

Accountability and Governance:

- Reporting to the Governing Body/Trustees on careers performance and impact.
- Managing and controlling the overall Careers Budget and Resources.

External Relationships:

- Acting as the Senior External Contact for key partnerships (e.g., Enterprise Advisor Network, Local Authorities).
- Championing the careers programme to staff, parents, and the wider community.

Careers Coordinator

- The Coordinator focuses on the operational delivery, organisation, and integration of the careers programme across the curriculum.

Programme Planning and Management:

- Developing and maintaining the Careers Programme Plan (calendar of events, activities, and experiences).
- Managing the Careers Information Management Systems (e.g., Unifrog, student records, destination data).

Event and Experience Delivery:

- Organising and coordinating all large-scale career events (e.g., Careers Fairs, Employer Mock Interview Days, Higher Education visits).
- Facilitating and managing Work Experience/Taster Days placements.

Staff and Curriculum Liaison:

- Working with curriculum leaders to embed careers learning into subject areas (Gatsby Benchmark 4).
- Managing and organising Employer/Alumni Engagement for classroom talks and events.

Careers Consultant

The Consultant is responsible for direct, personalised support and guidance to all students.

Individual Guidance:

- Providing impartial, high-quality, one-to-one careers interviews and guidance for all students.
- Developing individual Careers Action Plans with students based on their needs and aspirations.

Information and Resources:

- Keeping up-to-date with labour market information (LMI), training routes, and university admissions criteria.
- Maintaining and curating an accessible suite of Careers Resources (digital and physical).

Targeted Support:

- Focusing on support for key transition points (e.g., Post-16 Choices) and application processes (e.g., UCAS, Apprenticeships, job searching).
- Providing specialist guidance for students who are at risk of becoming Not in Education, Employment, or Training (NEET) or those that are vulnerable such as Pupil Premium, SEND, LAC and EBNS Students.

4. Careers expectation and engagement

The matrix below details the key actions for students, parents/guardians, teachers, and school leaders (including the Headteacher/Careers Lead) regarding the implementation and review of the Careers Policy.

Student Actions

Students are the central focus; their actions revolve around engagement, self-reflection, and seeking information.

Action	Goal (Linked to Gatsby)
Actively Engage in Guidance: Attend and prepare for 1:1 careers interviews with the Careers Consultant (Gatsby 8).	Maximize personalised advice and create an accurate action plan.
Utilise LMI & Resources: Independently research careers and educational pathways using online tools, and review Labour Market Information (LMI) (Gatsby 2).	Ensure career choices are informed by current economic and sector trends.
Reflect on Curriculum: Ask subject teachers how the skills they are learning link to potential future jobs (Gatsby 4).	Understand the real-world value of academic subjects.
Seek Encounters: Participate fully in employer talks, careers fairs, and workplace visits (Gatsby 5 & 6).	Develop networking skills and gain insight into different work environments.
Provide Feedback: Offer honest feedback on the quality and relevance of careers events and guidance received.	Help the Careers Coordinator improve future provision.

Parent/Guardian Actions

Parents and guardians support the process through encouragement, communication, and sharing their own networks.

Action	Goal (Linked to Gatsby)
Engage with School Communications: Read newsletters, review the published Careers Policy and Programme on the school website (Gatsby 1).	Stay informed about key dates and opportunities available to their child.

Support Independent Research: Encourage their child to use careers tools and discuss their future pathways at home.	Reinforce the importance of career planning and self-reflection.
Attend Information Events: Participate in parent/carer careers evenings or options information sessions.	Understand post-16 and post-18 pathways (e.g., apprenticeships, T-Levels, HE) (Gatsby 7).
Offer Practical Support: Where possible, assist the school in finding relevant work experience placements or offering to speak about their own career (Gatsby 5 & 6).	Broaden the range of employer encounters available to students.
Communicate Challenges: Inform the school promptly if their child is facing difficulties or requires additional, tailored support for their career development (Gatsby 3).	Ensure the guidance is addressing the needs of the individual pupil.

Teacher Actions

Teachers integrate careers into the core business of the school through curriculum planning and active participation.

Action	Goal (Linked to Gatsby)
Embed Careers in Curriculum: Explicitly highlight the relevance of subject content to a range of careers, skills, and further study (Gatsby 4).	Make learning meaningful and connect academic study to the world of work.
Liaise with Coordinator: Regularly communicate with the Careers Coordinator to identify opportunities for employer engagement within their subject area (Gatsby 5).	Ensure the careers programme is integrated, not isolated.

Attend Careers CPD: Participate in Continuing Professional Development (CPD) related to Labour Market Information (LMI) and careers education.	Ensure they have the knowledge to link their subject effectively to careers (Gatsby 2).
Mentor/Supervise Encounters: Support the delivery of careers activities, such as supervising mock interviews, Progression Evening or employer speed-networking sessions.	Contribute to a stable and effective careers programme (Gatsby 1).
Refer Students: Quickly refer any students identified as needing 1:1 guidance or at risk of becoming NEET to the Careers Consultant/Coordinator (Gatsby 8).	Ensure timely access to personal guidance.

School Leader Actions (Headteacher/Careers Lead & SLT)

Leaders ensure strategic vision, resources, compliance, and accountability.

Action	Goal (Linked to Gatsby)
Approve and Resource the Policy: Formally sign off on the Careers Policy and allocate sufficient financial and staffing resources to its delivery (Gatsby 1).	Ensure the programme is stable, comprehensive, and well-funded.
Monitor and Evaluate: Oversee the annual Careers Programme Evaluation (e.g., using Compass+) and present findings to the governing body.	Drive continuous improvement and demonstrate impact.
Ensure Compliance: Act as the strategic lead for the Provider Access Legislation (PAL), ensuring technical and apprenticeship providers are given appropriate access (Gatsby 5 & 7).	Meet all statutory duties and ensure impartiality of advice.

Raise the Profile of Careers: Champion careers education across the entire school, ensuring it is a visible priority for all staff, students, and parents.	Foster a strong whole-school culture of careers learning.
Build Strategic Partnerships: Cultivate and maintain relationships with key external partners, such as the Enterprise Adviser, local employers, and FE/HE institutions.	Provide robust links to external opportunities.

5. Methods

A range of methods will be selected from the list below to accomplish these goals:

- Providing a range of opportunities that enhance the curriculum (Visits to Colleges/Taster Days).
- Promoting awareness of the world of work (Visitors from business, ABC (Alumni Business Careers) Talks, Half-Termly Careers Themed Assemblies all years
- Year 8 and 9 Careers Exploration, Year 10 Work Experience).
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement (visitors from Colleges and Sixth Forms, Skills Show visits) That meet PAL Legislation.
- Promoting awareness and understanding of work, industry, the economy and community (dedicated Careers lessons as part of the school's PSHCE programme).
- Relating skills, attitudes and knowledge learned in school to the wider world.
- Developing students' personal and social skills to relate to the world of work.
- Providing informed and impartial guidance (Options Evenings, Year 11 Careers Fair, College and Sixth Form Visits).
- Enabling students to make considered decisions in regard to future choices.
- Identifying and maintaining effective links with key partners including our designated Business Enterprise Partnership through the Bucks Skills Hub, local Colleges and Sixth Forms and local industry and business leaders.
- Preparing students for transition to Further Education or employment with training.

Each curriculum area is looking to identify Careers Education elements and to include these in lesson planning

- Schemes of Work should recognise the importance of Careers Education
- Lesson plans should include work related learning opportunities
- Departments should display subject links to occupations and progressions

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- PSHCE lessons across Key Stages
- Sixth form interviews
- Year Assemblies – Career and option choices
- Presentation to parents at Options Evening
- UCAS parent information evening
- Careers Parents' Evening (presented by ASK and Bucks Skills Hub)

- Courses to promote employability skills such as EPQ
- FE tasters and assemblies
- University Partnership Visit- Oxford Brookes/Bedfordshire/Pembroke College Cambridge
- 'Futures' – recognising shortage in employable skills
- ABC Talks - Alumni Business Careers Talk
- Industry specific talks and presentations
- Apprenticeship Presentation by outside providers
- Display boards
- Bucks Skills Show
- Local and National LMI
- Access to a Level 6 Qualified Careers Adviser
- Careers Interviews for all Year 11 and 12
- Subject Specific Careers Posters in classrooms and teaching blocks
- Work Experience - Minimum 3 days KS3, minimum 5 days KS4 and 5 days KS5
- Access to Unifrog for all Year Groups
- Updated Careers Website
- Use of Social Media to promote careers events and information
- Futures Google Classroom

6. Guidance

This policy has been written with regard to the following guidance, legislation and documentation:

6.1. DfE Statutory Guidance

This is the mandatory guidance that all schools and colleges must have regard to.

- **Document: Careers guidance and access for education and training providers**
- **Purpose:** Sets out the overarching vision, statutory duties (e.g., providing independent guidance, appointing a Careers Leader), and the expectation to use the Gatsby Benchmarks.

[Careers guidance and access for education and training providers](#)

This guidance details the legal requirements for providing access to technical and apprenticeship providers (often referred to as the 'Baker Clause'). The legal text is within the Education Act, but the DfE guidance explains how to comply.

Student entitlement

All students in Years 7 to 13 are entitled to:

- To find out about technical education qualifications and apprenticeship 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 have at least 6 encounters with outside providers of; Apprenticeships, T-Levels, Higher Technical Qualifications, UTCs, FE Colleges and Universities. (Provider Access Legislation 2023).

The full policy statement can be found here on our school website.

[Provider Access Statement](#)

6.2. The Gatsby Benchmarks

While owned by the Gatsby Charitable Foundation, these eight benchmarks form the structural framework for the DfE's statutory guidance and are essential for achieving a 'world-class' careers programme.

- **Document: The Gatsby Benchmarks**
- **Purpose:** Provides the eight standards against which a school's careers provision is measured and evaluated (e.g., using Compass/Compass+).
- **Link:** [Gatsby Benchmarks Explained - Gatsby Benchmarks Website](#)

6.3. Supporting Legislation (for Specific Pupil Groups)

- **Legislation: Children and Families Act 2014**
- **Purpose:** Ensures that careers guidance for pupils with **Education, Health and Care (EHC) plans** is included in their plan and supports them to make successful transitions up to age 25.

7. Review

This policy will be reviewed annually (earlier if any legislative change).

Appendix 1

Managing NEET Risk: Our Proactive Strategy

We use a dual-platform approach to identify, track, and support students who may be at risk of disengagement. This allows for early intervention and personalised pathway planning.

1. Early Identification with OnTrack+

OnTrack+ (integrated within Compass+) serves as our primary **Risk of NEET Indicator (RONI)**. It allows us to move from "intuition" to "evidence" by aggregating key indicators from as early as Year 7.

Risk Indicators: We monitor automated and manual flags such as attendance patterns, multiple school moves, suspensions, and indices of multiple deprivation.

- **Targeted Flagging:** Students identified with high-risk markers are "Flagged for Intervention," allowing our careers team to prioritise them for one-to-one guidance.
- **Trend Analysis:** We use OnTrack+ distribution reports to see which year groups or cohorts require additional "Careers Impact" interventions.

2. Tailored Support & Engagement via Unifrog

Once a student is identified as at-risk, **Unifrog** becomes the central hub for re-engaging them with their future.

- **Destinations Tracking:** We use the "Intended Destinations" tool to identify students with no clear plan for Post-16. This provides an early warning system for the summer transition.
- **Meaningful Encounters:** Research shows that 4+ employer encounters significantly reduce NEET risk. We use Unifrog to track these interactions, ensuring at-risk students are prioritised for careers fairs, work shadowing, and guest speaker events.
- **Personalised Pathway Exploration:** For students disengaged from traditional academic routes, we use Unifrog's **Apprenticeship** and **Special Opportunities** tools to showcase technical and vocational pathways that align with their specific interests.
- **Evidence Building:** The "Locker" and "Skills" tools help students build self-worth by recording their achievements, making the transition to college or work applications feel achievable rather than overwhelming.

Summary of NEET Prevention Provision

Feature	Tool Used	Action Taken
Early Warning	OnTrack+	Identifying students based on attendance, behavior, and disadvantage.
Aspiration Gap	Unifrog	Identifying students with "No Plan" or unrealistic destination data.

Intervention	One-to-One	Prioritising flagged students for meetings with our Careers Adviser
Employer Links	Unifrog/Events/Work Experience	Ensuring at-risk students achieve 4+ meaningful employer encounters.
Parental Support	Unifrog	Engaging parents of at-risk students through shared platform access.

Our Commitment: By utilising these tools, we aim to reduce the likelihood of NEET status by identifying barriers to progression up to four years before a student leaves our care.

Universal Engagement

The Bucks Skills Show

A core pillar of our Year 9 provision is ensuring **100% participation** in the **Bucks Skills Show**, the county's largest skills and careers event.

- **Broadening Horizons:** By taking the entire Year 9 cohort, we ensure every student interacts with employers from high-growth sectors including Creative Industries, Digital Technology, Healthcare, and Engineering.
- **Informed Options:** This trip is strategically timed to coincide with the **GCSE Options process**. It provides students with real-world context for their subject choices, linking classroom learning to future earning potential.
- **Reducing NEET Risk:** For students already identified via **OnTrack+** as being at risk of disengagement, the Skills Show acts as a vital "spark" event. We use **Unifrog** to log these interactions immediately, ensuring that the conversations started with employers at the show are followed up in 1-to-1 guidance sessions.
- **Tracking Impact:** Following the event, students complete a reflection activity on Unifrog, allowing us to measure the shift in their career aspirations and identify any students who remain undecided about their future pathways.

Targeted Support: The Careers Café

We recognise that a traditional classroom setting isn't always the best environment for every student to plan their future. Our **Careers Café** is a bespoke, four-week intervention designed to re-engage students who may feel disconnected from the standard school day.

The Careers Café provides a "low-stakes, high-impact" environment in **The Team Hub**. By removing the formal structures of school—utilising a non-uniform policy, providing refreshments, and scheduling sessions after the main school day—we create a safe space for students to focus on their "Action & Advocacy."

- **Reconnection:** Moving away from "attendance monitoring" toward "future investing," ensuring students feel valued regardless of their current classroom hours.
- **Strengths-Based Approach:** Using the sessions to uncover "hidden" skills that aren't always captured by academic data.
- **Employer Advocacy:** Introducing students to local employers who value diverse talents and non-traditional pathways.