



**SHENFIELD
HIGH SCHOOL**

CEIAG and Employability Policy

October 2025

| | |
|--------------------------------|---------------|
| Ratified by Governing Body on: | November 2025 |
| Review Date: | November 2027 |

1. Introduction

CEIAG (Careers Education, Information, Advice and Guidance) is one of the foundations to achieving Shenfield High School's vision of preparing our students to embrace all opportunities and fulfil ambitions, striving to ensure our students are known and known well and prepared for a future of lifelong learning. Students will be able to reflect often on the core values: Respectful, Responsible and Ready.

This policy sets out how learners are supported to help them achieve their best outcomes by raising aspirations and providing access to different, impartial and independent information and guidance about the range of options that are available.

2. Statutory Guidance and Legislation

This policy is written in line with the latest statutory guidance, Department for Education, May 2025.

[Careers guidance and access for education and training providers - GOV.UK](#)

Statutory guidance from the Department for Education (DfE) issued under [Section 45A of the Education Act 1997](#).

The Statutory Guidance refers to:

- Section 42A, 42B, 45 and 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

It is reflective of the changes to the Gatsby Benchmarks, the framework that defines world-class careers guidance for young people in England.

High quality careers guidance will:

- help young people make informed choices about their futures, develop their interests and potential, and follow the path that is right for them.
- break down barriers to opportunity.
- improve skills needed for success in work.
- improve national productivity and grow the economy.

The government's vision for careers guidance is to improve careers advice in school and colleges and to guarantee 2 weeks' worth of work experience for every young person.

3. Aims of the Careers Programme

Shenfield High School will prepare all students from year 7 to 13 to achieve their best outcome through a progressive careers programme which aims to:

- provide students with the ability to identify and develop transferable skills for life.
- help students plan and make well informed and realistic choices at key stages in their education.
- provide students with impartial careers guidance that is tailored to their personal needs.
- provide students with an understanding of all opportunities available to them post-16 and post-18 (including vocational, apprenticeship, HE, FE employment and training opportunities)

- promote equality, diversity, social mobility and challenge stereotypes

These will be achieved by aligning its careers programme and strategy to the Gatsby Benchmarks and by working in partnership with relevant staff and external organisations to assist in its delivery.

4. Roles & responsibilities

4.1 Careers Leader

Is responsible for the management and co-ordination of CEIAG with the school. Responsibilities include:

- Develop and execute a careers programme that meets expectations as set out in the Gatsby Benchmarks, liaising with all relevant parties as appropriate.
- Ensure that the careers programme is accessible to all via publication on the school website alongside the policy for providers to gain access to talk with students (Provider Access Policy)
- Liaise with external partners who contribute to CEIAG including parents and carers, FE Colleges, Training Providers, employers, Greater Essex Careers Hub/Enterprise Coordinator, any other local agencies to communicate purpose and outcome of events and activities delivered as part of the careers programme.
- Review and evaluation of provision with all stakeholders including young people.
- Ensuring that all students have access to impartial IAG by an appropriately trained advisor and that accurate records are kept of the advice given.
- Ensuring accurate records are maintained of careers encounters and these are accessible as outlined by Gatsby Benchmark requirements.
- Evaluate and monitor the effectiveness of the careers programme through feedback from students, parents, external providers and staff.
- Collect and record intended destination information in collaboration with school staff.
- In collaboration with the Local Authority, the collection, analysis and publication of Post-16 and Post-18 destinations

The school's careers leader is:

Mrs S Wood

Contact email: s.wood@shenfiled.essex.sch.uk

Tel: 01277 249213

4.2 Governors

The link governor for CEIAG is responsible for ensuring that the school is delivering the best possible career education, information and guidance to its students. This includes ensuring that:

- it is presented in an impartial manner and shows no bias to any particular institution education or work option.
- includes a full range of education and training options.
- is considering the best interest of individual students.
- meets statutory and legal requirements.

4.3 Senior Leadership Team (SLT)

CEIAG has a designated representative on the SLT who has line management responsibilities for the Careers Lead. The Assistant Headteacher for Sixth form holds this role, working closely with the Careers Lead in making sure that the careers programme is effective and work on strategies for improving CEIAG in line with the school's improvement plan, vision and values.

4.4 Staff

All staff will be expected to engage with, facilitate and support the Careers Lead in delivering the careers programme as required as part of their teaching and pastoral role.

In particular, PSHE/Social Science staff play a crucial role in the delivery of careers education within their lessons delivered at KS3 / KS4.

4.5 Students

Students are expected to actively engage in the careers programme by:

- Fully engaging in careers lessons and activities, reflecting on and recording associated skills and activity learning appropriately.
- Actively participate in workshops, presentations and visits from external providers
- Uphold the school values during career education lessons and activities.

4.6 Parents

Parents should take advantage of the information made available to them through the school website, newsletters and other communications to help them engage in meaningful career discussions with their child.

4.7 Greater Essex Careers Hub

The school works closely with the Greater Essex Careers Hub to ensure students receive outstanding, relevant careers education throughout their time at school. The Greater Essex Careers hub aims to bridge the gap between education and employment by bringing the school together with local employers to aid in the delivery of the Careers Programme.

5. Curriculum Provision & Learning and Gatsby Benchmarks

5.1 Students access CEIAG through a planned programme of meaningful encounters aligned to the Gatsby Benchmarks. The programme covers Year 7 through to 13 and is designed to be both progressive and inclusive with clear and defined expectations at key transitional times in the student's education.

In addition to the PSHE and Social Science curriculum, students will access CEIAG opportunities and learning through employer or external agency engagement encounters during form time focus, assemblies, visits and trips. The purpose of these opportunities will be communicated to the student and provider to identify intent and outcome.

Students will be equipped with the tools necessary to record and access their careers learning.

5.2 Overview of Gatsby benchmark provision

| Gatsby Benchmark | What this means/criteria | How is it delivered |
|---------------------------------|---|---|
| Learning from the labour market | <p>During each Key Stage, all students should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>Parents and carers should be encouraged to access and use information about careers, pathways and the labour market to inform their support for students in their care.</p> | <p>PSHE / Social Science lessons</p> <p>Access to online careers platform (Unifrog)</p> <p>Access to other useful websites e.g. National Careers Service published in Newsletter and via in-touch communication</p> |

| | | |
|---|---|---|
| Addressing the needs of every young person | <p>Schools' careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>Schools should keep systematic records of the participation of student in all aspects of their career programme, including advice given to individuals and any subsequent agreed decisions.</p> <p>For students who change schools during secondary phase, information of participation should be integrated into the students' records. Records of students should be kept from first point of contact or point of transition.</p> <p>All students should have access to their records and know how to use them ahead of any key transition point to support their next steps and career development.</p> <p>Schools should collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destination to inform personalised support.</p> <p>Use sustained and long term data as part of the evaluation process and use alumni to support their careers programme</p> | <p>Accurate record keeping on Compass+ and Unifrog to support the monitoring and evaluation of the effectiveness of the programme.</p> <p>Tailored support for those students identified from the above, or from supporting staff.</p> <p>Tutor engagement to collect aspiration and intended destination information.</p> <p>Unifrog 'Made-to-Measure' data</p> <p>Information collected and recorded as part of guidance meetings.</p> <p>Local government/government data to analyse destination trends.</p> |
| Linking curriculum learning to careers | <p>Every year, in every subject, every student should have the opportunity to learn how the knowledge and skills developed in that subject helps people to gain entry to and be effective workers within a range of careers.</p> <p>Careers should form part of the school's ongoing staff development programme for teachers and staff who support pupils.</p> | <p>Subjects identify future careers as part of displays on notice boards and at key events.</p> <p>Careers subject audits to highlight links and opportunities.</p> <p>Staff evaluations of careers programme to identify training requirements</p> |
| Encounters with employers (included within PAL*) | <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p> | <p>All engagement with employers to have a clearly defined intent, outcome and evaluation:</p> <ul style="list-style-type: none"> • Employer led assemblies, workshops and activities • Mock interview |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> Alumni engagement <p>Students own part-time work can also be included in this benchmark.</p> |
| Experiences of the workplace | <p>By the age of 16, every student should have had meaningful experiences of the workplace.</p> <p>By the age of 18, every student should have had at least one further meaningful experience of the workplace.</p> | <p>These encounters could include:</p> <ul style="list-style-type: none"> Trips and visits Work experience Part-time work Volunteering Workplace visits Job shadowing Work experience in school Internships and holiday placements <p><i>(still awaiting final definition)</i></p> |
| <p>Encounters with FE and HE *</p> <p>(Included within PAL*)</p> | <p>By the age of 16, every student should have meaningful encounters with providers of the full range of learning opportunities, including sixth forms, college, universities and ITPs.</p> <p>By the age of 18, all students who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners.</p> | <p>These encounters could include:</p> <ul style="list-style-type: none"> Assemblies Workshops Careers Fairs Open days |
| Personal Guidance | <p>Every student should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meeting should be scheduled in the careers programme to meet the needs of the student.</p> <p>Information about personal guidance support and how to access it should be communicated to students and parents/carers, including through the school website</p> | <p>Careers advice available to all year groups on request.</p> <p>Priority given to students that are at key transition points – Year 9, 11, 12 and 13 and to those students identified as needing additional support.</p> <p>Information available on website re Post-16 and Post-18 Termly Newsletter signposting to useful website and services</p> |

*** Provider Access Legislation (PAL)**

All students to have six meaningful encounters with approved providers who offer apprenticeship and technical education. The encounter must include Q&A.

Two mandatory encounters of PAL approved provider between 1 September of Year 8 and 28 February of Year 9.

Two mandatory encounters of PAL approved provider between 1 September of Year 10 and 28 February of Year 11.

Two optional encounters of PAL approved provider between 1 September of Year 12 and 28 February of Year 13.

6. Monitoring & Evaluation

The quality and effectiveness of the careers programme is constantly monitored and evaluated. It is considered as a fluid document that may need adjusting to fit the needs and requirements of a particular cohort at any given feedback point.

Monitoring and evaluation of events shall be undertaken by:

- Feedback from students after participation in events and activities
- Feedback from external contributors to CEIAG and Employability events
- Feedback from parents via evaluation surveys and open comments
- Feedback from staff involved in delivering CEIAG and Employability curriculum and those involved in CEIAG and Employability events.

Monitoring and evaluation of the programme shall be achieved by:

- Completing termly Compass+ evaluations with Greater Essex Careers Hub
- Students completing Future Skills Questionnaire via Compass+, particularly at key transition stages.
- Analysis of destination information

7. Funding

There is a separate budget for CEIAG and Employability (amount determined on an annual basis). This budget covers internal needs, CPD opportunities and commissioning of external services.

8. Partnerships

Shenfield High School has worked with a number of external providers to ensure the delivery of their careers programme. These include, but are not limited to:

- The Greater Essex Careers Hub
- Anglia Ruskin University
- University of Essex
- Chelmsford College
- Get Set UK
- Unifrog
- DWP
- Barclays Bank
- Brentwood Borough Council
- NHS
- First Intuition