



Sackville School Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning Policy

Reviewed by: Sam Ellis / Helen Smith

Date approved by FGB: January 2026

Next Review Date: October 2026

Executive Summary

P2. Commitments changed from prose to bullet points

P2. Policy and Statutory Requirements moved to this page

P3. Gatsby Benchmarks 3 changed from pupil to young people. All Benchmarks given greater definition.

P3 – change Students'needs and entitlement to Student Entitlement – with bullet points versus prose.

P4 – change Staffing to Staffing and Responsibility. Change line manager of Futures Leader to Sam Ellis. In addition to responsibilities of all staff members to deliver the CEIAG and WRL programme.

Introduction

This policy statement sets out Sackville School and Sixth Forms arrangements for providing students with careers education, information, advice and guidance (CEIAG). A young person's career is defined by the progress they make in learning and work. All our young people will benefit from a programme of activities that will help them to choose the 11-19 pathways that are right for them, to be able to manage their own careers and to aspire to lifelong career wellbeing and happiness.

Publication of this policy complies with, and contributes towards, the School's statutory duties and recommendations under:

- Section 42A, 42B, 45 AND 45a of the Education ACT 1997
- Section 72 of the Education and Skills Act 2008
- Statutory Guidance on Careers Guidance and Access for Education and Training Providers updated by the Department for Education in May 2025

Commitment

Sackville School is committed:-

- Delivering a planned and progressive CEIAG and Employability program for all students from Year 7 through Year 13.
- Ensuring students receive independent, impartial, and personalised guidance, particularly at key transition points.
- Supporting all students, including those who are disadvantaged or with additional needs, to make ambitious and informed choices about their future.
- Embedding CEIAG across the curriculum to link learning to the world of work, fostering enterprise, leadership, and employability.
- Offering meaningful encounters with a diverse range of employers, education, training, and apprenticeship providers.
- Providing high-quality personal guidance by a qualified Level 6 careers adviser, in line with statutory entitlement.
- Tracking, reviewing, and evaluating student destinations to ensure they transition successfully into further education, training, apprenticeships, or employment.

Policy and Statutory Requirements

As per statutory guidance and guidance published by the Department for Education in July 2021, the school has a duty to:

- Act impartially and in the best interests of the student; this includes
 - Avoiding bias towards any particular education provider, study pathway, or work option and the promotion of higher education study as a better or more favourable route than others.
 - Informing students when evidence suggests that a course they are considering may lead to detrimental career outcomes
- Ensure students have access to a wide range of up-to-date guidance and reference materials relating to careers education and career opportunities.
- Provide students with independent careers guidance, using the Gatsby Benchmarks of good careers guidance as a framework.

- Make sure students are aware of the raising participation age requirements and what it means for them, including options available to them.
- Publish a policy statement on provider access
- Ensure that there are opportunities for providers to access year 7-13 students for the purpose of informing them to the full range of education and training options available (including technical and apprenticeship pathways)
- Provide information to local authorities in order for them to deliver their relevant duties including notifying them whenever a 16 or 17 year old leaves education or training programme before completion.

The governing body plays an important role in ensuring that the school meets these statutory duties alongside the publication of an up to date CEIAG policy on the school website.

Gatsby Benchmarks of Good Career Guidance (2025 Update)

Our CEIAG provision is mapped against the eight Gatsby Benchmarks, recognised nationally as the gold standard for effective careers guidance:

- A Stable Careers Programme – A clearly defined, resourced, and evaluated careers program that is known and understood by students, staff, parents, employers, and partners.
- Learning from Career and Labour Market Information (LMI) – All students and parents have access to accurate and up-to-date LMI to support informed decision-making, especially regarding future skills needs and local employment trends.
- Addressing the needs of each student – Personalised guidance, tailored interventions, and data tracking ensure equity and support for all, including those from disadvantaged backgrounds or with SEND.
- Linking curriculum learning to Careers – All departments contribute to CEIAG by highlighting careers relevance in subject content, particularly in core subjects and STEM disciplines.
- Encounters with Employers and Employees – Every student has multiple opportunities to learn from employers and professionals through career talks, projects, mentoring, and employer-led activities.
- Experiences of workplaces – All students benefit from at least one workplace experience by age 16 and another by age 18, through placements, shadowing, or virtual experiences.
- Encounters with Further and Higher Education – Students have meaningful encounters with a range of learning providers, including colleges, universities, apprenticeship, and training organisations.
- Personal Guidance – Every student has access to at least one personal guidance interview with a qualified Level 6 adviser by age 16 and a further opportunity by age 18.

Student Entitlement

All students at Sackville School are entitled to a CEIAG and Employability program that:

- Meets current statutory guidance and professional standards of practice.
- is integrated into their full educational experience, rather than a standalone activity.
- is inclusive, personalised and impartial, and actively promotes equality of opportunity.
- Provides up-to-date labour market information (LMI) to inform choices.

- Is underpinned by the eight updated Gatsby Benchmarks and the CDI 2023 Framework.
- Ensures meaningful access to providers of technical education and apprenticeships, in line with the enhanced Provider Access Legislation (2025).
- Raises aspirations, addresses unconscious bias, and challenges stereotypes related to gender, ethnicity, class, disability, or background.

Staffing and Responsibility

The Headteacher and Governors have overall responsibility for CEIAG/WRL provision. In addition to this the Futures Leader Mrs Helen Smith oversees the careers provision for all students in the school.

The designated Futures Leader has achieved the OCR Level 6 Diploma in Careers Guidance and Development which has increased their expertise and increases the availability of appropriately qualified CEIAG within the school.

The designated Futures Leader is line managed by Mrs Sam Ellis (Associate Assistant Headteacher) and the programme of study for careers is overseen by Mr Paul Street, Deputy Headteacher (Student Provision).

Management The CEIAG program is co-ordinated by the designated Futures Leader and Associate Assistant Headteacher supported by:

- Heads of Community
- Curriculum Team Leaders
- The Learning for Life Leader
- Form tutors
- The SENCo and TAs (to ensure appropriate careers guidance and support for students with SEND)

Responsibilities include:

- Planning, implementing and evaluating CEIAG activities.
- Coordinating encounters with employers, HE/FE providers, and training organisations.
- Organising and quality-assuring work experience placements.
- Ensuring accurate record-keeping via Compass+, FROG, and Unifrog.
- Staffing
- All staff have a responsibility to support careers education through curriculum delivery, tutor programmes and mentoring.
- Targeted CEIAG sessions are delivered via Learning for Life (Key Stages 3–4) and tutor time (Key Stage 5).
- Staff are supported through annual CPD informed by school priorities and the School Improvement Plan (SIP).
- The Careers Adviser (Level 6 qualified – Futures Leader) provides personal guidance, targeted interventions, and support for curriculum and careers planning.

Partnerships

Links with businesses and other organisations including colleges & universities have been established and they form a foundation for careers events such as the Find it out Thursday evening and other careers events. The designated careers lead works with external partners including West Sussex County Council.

Resources

Funding of the schools careers programme is allocated during annual budget planning processes and is considered within the context of whole school priorities. The designated careers lead is responsible for the effective deployment of allocated resources.

Careers information is available for students, parents, teachers and employers to access via the career sections of the school website, unifrog and Learning Resource Centre.

Raised Participation Age

In line with statutory guidance published by the Department for Education in July 2021, the school makes sure that students are aware of the raising participation age requirements and what it means for them, including options available.

Monitoring and Evaluation Arrangements

The school's strategy for the monitoring and evaluation of its careers programme is led by the Futures Leader and monitored by the member of SLT and link governor responsible for the careers programme.

This policy will be reviewed by the Futures Leader every two years or at an earlier date in the event of relevant statutory updates. At every review, the policy will be approved by the Governing Body.