

Careers, Education, Information, Advice and Guidance Policy (CEIAG)**1. Rationale**

Helsby High School is fully committed to ensuring that all our students acquire the skills, knowledge and attitudes to manage their learning and career progression. Through a range of effective careers guidance activities, we aim to support our students to achieve positive, appropriate destination choices and have the qualifications and employability skills to meet their needs.

We are committed to providing high-quality CEIAG that complies with statutory guidance, meets the needs of our learners from Years 7–13, and supports all students, including those with special educational needs and/or disabilities (SEND).

2. Aims

Helsby High School's Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and self-esteem.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education.
- To develop enterprise, employability and career management skills.
- To reduce the risk of students not participating in education, employment or training (NEET) post-16.
- To contribute to the economic prosperity of individuals and communities.
- To meet the needs of all our students through appropriate differentiation and a variety of experiences to enhance their careers education.
- To focus students on their future aspirations.
- To develop students' understanding of the changing nature of work, learning, and career choices, including the full range of post-16 education or training options, including apprenticeships, T Levels, and other technical routes.
- To inform and involve parents and carers in the provision and evaluation of careers education.
- To ensure compliance with statutory careers guidance and provider access duties as set out by the Department for Education.

3. Student Entitlements

It is the policy of Helsby High School that all students should have access to:

- A planned programme of CEIAG which provides opportunities to develop and apply the knowledge, understanding and skills necessary to make realistic careers decisions.
- Individual guidance from the School's Careers staff as well as from form tutors, 6th form tutors, and teaching staff, where appropriate.
- Support for job searching, preparing effective CVs and job applications, and developing interview, presentation and employability skills.
- Opportunities to experience the world of work.
- Access to careers guidance platforms, including Student Unifrog Locker, and information via the National Careers Service, Prospects, icould and other relevant resources.
- Advice on the best combination of subjects for different careers pathways.
- Opportunities to engage with further and higher education providers.
- At least six encounters with providers of technical education and apprenticeships for students in Years 8–13, in line with the statutory provider access duty.
- Access to impartial and independent careers guidance that includes information on the full range of options available.

4. Equal Opportunities

School policy is to foster equal opportunities and ensure that aspirations are not constrained by stereotypes or protected characteristics, supporting all students, including those with SEND and disadvantaged learners.

5. Delivery

The careers programme is managed by the Head of Careers and PSHCE and the Senior Leadership Team Link for CEIAG.

- Careers-focused activities are delivered through the PSHCE curriculum (Years 7–11), form tutor periods, off-timetable events and specialist CEIAG sessions for Years 7–13.
- In accordance with statutory expectations, there is a whole-school approach to



careers and all teachers contribute to linking learning with future pathways across the curriculum.

- Helsby High School employs the services of an external Careers Advisor, qualified to Level 6 in Careers Education and Guidance.
- The Careers Department works in partnership with The Pledge, the Careers & Enterprise Company, and other employers and organisations.
- See the School website for details of the current careers provision for each year group.

6. Provider Access

As required by statutory guidance and the Provider Access Legislation (Baker Clause), Helsby High School:

- Has a published Policy Statement outlining arrangements for education and training providers to access students in Years 8–13.
- Ensures students are informed about approved technical education and apprenticeship options.
- Offers a programme of encounters with providers of technical education and apprenticeships that meets the statutory minimum of six engagements.
- Reviews this statement annually with the governing body.

7. Provision: Gatsby Benchmarks

The table below provides detailed interventions for each Gatsby Benchmark:

8. Policy Monitoring and Quality Assurance

- Senior Leadership Team Link for CEIAG reports to Governors and SLT on delivery and impact.
- Career activities are evaluated by students, staff, parents, employers, and providers.
- Annual student feedback using the Future Skills questionnaire and stakeholder consultation informs policy development.
- Compass/Compass+ reviews are undertaken termly with external careers professionals to plan improvements and meet Gatsby Benchmarks.

9. Review and Publication

- This policy will be reviewed annually or in response to changes in statutory guidance.
- The careers programme, including published information and provider access policy statements, will be available on the school website.

Benchmark	Benchmark Explained	School Interventions
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Helsby High School implements a stable, structured careers programme that has the explicit backing of the Senior Leadership Team. The programme is published on the school website and regularly evaluated with feedback from learners, parents, staff, employers and other agencies.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	All learners have access to and use information about career paths and the labour market to inform their own decisions on study options. Parents/carers are encouraged to access and use information to support learners. All

		learners and parents have access to Unifrog, Class Charts, school careers page, and Learn Live.
3. Addressing the needs of each student	<p>Pupils have different career guidance needs at different stages.</p> <p>Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>Helsby High School challenges stereotypical thinking, raises aspirations, keeps systematic records of the individual advice given to each learner, integrates KS4 and KS5 guidance, and records all advice in Student Unifrog Locker. Parents/guardians are notified of appointments. Destination data is maintained accurately.</p>
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>Learners experience how their subjects help entry to a wide range of occupations. Embedded in medium-term plans and department reviews. Learners self-reflect on skills and interests using Student Unifrog Locker.</p>
5. Encounters with employers and employees	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>	<p>Every year, learners participate in at least one meaningful encounter with an employer, where they learn what work is like and what it takes to</p>

	<p>This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>be successful in the workplace.</p>
<p>6. Experiences of workplaces</p>	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the end of Year 10 and Year 12, learners have had at least one workplace experience. Year 12 students complete a week of work experience. Insight days and Learn Live sessions are organised.</p>
<p>7. Encounters with further and higher education</p>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>Each year, learners encounter different providers of learning and training to make informed decisions about their future options. Sixth Form is not disproportionately promoted. Engagements include FE colleges, HE providers, apprenticeships, and other technical qualifications.</p>
<p>8. Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal or</p>	<p>By the end of Y11 and Y13, all students have at least one individual appointment with an independent careers</p>



	external, provided they are trained to an appropriate level.	advisor. Partnerships with The Pledge and Careers & Enterprise Company help deliver high-quality, impartial CEIAG.
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Policy approved by: _____

Date of approval: _____

Next review date: _____