Clitheroe Royal Grammar School

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

(including Enterprise, Work Related Learning and preparation for Higher Education)

Staff member responsible: Assistant Headteacher
Governors' Committee: Students and Staffing
Nominated Governor: Mr M Frankish

Background

Careers education, information, advice and guidance (CEAIG) are key elements of our work with learners at Clitheroe Royal Grammar School. CEIAG covers a range of activities and interventions that help our learners to become more self-reliant and better able to manage their personal and career development, as part of their on-going learning.

Statutory Guidance

Our CEIAG provision will include information on the range of education or training options including apprenticeships and other vocational pathways; it will be presented in an impartial manner; and promote the best interests of students. We follow the statutory guidance published by the Department for Education, including the 2025 publication 'Careers guidance and access for education and training providers' https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

These documents set a clear framework for the provision of advice and guidance

CEIAG provision

Careers education, information, advice and guidance (CEIAG) in our school has four essential and interlinked principles:

1. **Careers Education** – a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers

2. **Careers Information** – including learning options, skills, occupations, labour market information and progression routes – facilitated by a range of on-line resources, including access to the National Careers Service and Unifrog, our comprehensive online careers platform for all students

3. **Careers Advice and Guidance** – personalised help to identify long-term goals and plan steps to attain them – including access to advisers who can provide a careers interview

4. **Work-Related Learning** – experiences within and outside of the curriculum that help students learn about economic wellbeing, careers and enterprise

At Clitheroe Royal Grammar School, effective CEIAG provision in our curriculum will:

1. actively encourage and inspire young people to take ownership of their career plans, to think ambitiously and to consider all options, so that they are:

a) able to access information, helping them to select the best way forward for their interests, motivations, learning styles, abilities and aspirations

b) able to make appropriate decisions at key stages in their lives

c) aware of the opportunities afforded by prestigious universities for students from all backgrounds and the potential for apprenticeships and degree apprenticeships to offer a high-calibre route into employment and higher education in some sectors

2. be actively led by the senior leadership team and relevant TLR holders (including pastoral and curriculum leaders) in the school, who will foster the culture of high expectations that characterises the ethos of Clitheroe Royal Grammar School

3. provide sustained and varied contacts with a range of employers, mentors, advisers, coaches, alumni and other high-achieving individuals

4. provide transparent, up-to-date, objective, impartial and accessible information, advice and guidance on:

a) the resources allocated to CEIAG, and the content and timing of CEIAG, delivered to young people

b) local (and where appropriate national) education pathways, and labour market opportunities, for young people aged 14, 16 and post-18

c) expectations of collaborative partners including employers, parents, other educational or training providers and careers professionals

d) the development of employability skills

5. support teachers at all levels in the school to actively consider links between their subjects and future careers, and to embed careers information into lessons and subjects including ensuring young people are aware of the value of English and Mathematics, the diversity of career options and routes in all of their subjects

6. use Destination Measures data to assess our success in supporting students to take up education or training that offers good long-term prospects including promoting this destination information e.g. in our Sixth Form promotional materials

7. actively consult with young people, parents and staff on CEIAG provision to inform continuing improvement

8. involve working closely with local authorities to identify young people in need of specialist support, for example, those with special educational needs or those at risk of disengaging

9. involve the use of new technologies to support personalised learning and curriculum development

10. involve working in collaboration with the Careers and Enterprise Company (including allocated Enterprise Co-ordinator and Enterprise Adviser) and local Careers Hubs to ensure the best possible CEIAG education and opportunities for our young people.

11. make effective use of the Compass self-evaluation tool to ensure that potential areas for development and improvement are identified and addressed in the school Careers Strategic Plan.

12. ensure that there is an opportunity for a range of education and training providers to access all students in years 7-13 for the purpose of informing them about approved technical education and apprenticeships. This is commonly known as the 'Baker Clause' or 'Baker Duty' and is addressed by our Provider Access Policy.

13. in doing the above, be guided by the use the Gatsby Benchmarks (see Appendix) to improve careers provision.

The CRGS programme will be overseen and led by the Careers Lead, who will work closely with the Senior Assistant Headteacher (Main School), the Assistant Headteacher (Sixth Form) and the Careers Co-ordinator and will oversee the work of staff involved in the wide programme of provision.

Date of last review:	October 2026
Date of approval by Governors:	October 2026
Date of next review:	September/October 2027

Appendix

The Gatsby Benchmarks

The eight benchmarks below are a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance. The school achieved all eight Gatsby Benchmarks in Spring 2024 and continues to evaluate and develop its careers programme against the updated Gatsby framework.
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They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England and now form part of the government's careers strategy, launched December 2017. Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. The Gatsby Benchmarks have been updated in 2025. These updated benchmarks are included below.

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1. **A stable careers programme.** Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.
   Every school, college and ITP should have a stable, structured careers programme that has the explicit backing of those in governance roles, the headteacher, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
   The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout.
   The careers programme should be published on the institution's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.
   The programme should be regularly evaluated using feedback from learners, parents and carers, teachers, subject staff and other staff who support learners, careers advisers and employers, to increase its impact.

2. **Learning from career and labour market information.** . All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

3. **Addressing the needs of each student.** Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.

4. **Linking curriculum learning to careers.** All teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.

5. **Encounters with employers and employees.** Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes , and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters)

6. **Experiences of workplaces.** Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
   By the age of 16, every pupil should have had meaningful experiences of workplaces.
   By the age of 18, every pupil should have had at least one further meaningful experience.

7. **Encounters with further and higher education.** All learners should understand the full range of learning opportunities that are available to them including academic, technical and vocational routes. This should incorporate learning in schools, colleges, Independent Training Providers (ITPs), universities and in the workplace. By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners. By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.

8. **Personal guidance.** Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme. Every learner 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. Meetings should be scheduled in the careers programme to meet the needs of learners. Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.

More information on the Gatsby benchmarks is available here:
https://www.gatsbybenchmarks.org.uk