

Littleover Community School




and Sixth Form Centre

Careers Education, Information and Guidance Policy

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Careers Education, Information and Guidance Policy

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Section 1 – Values and Vision

Aim:

The Careers Education, Information, Advice and Guidance (CEIAG) programme aims to develop students' knowledge, skills and understanding in the areas of self-awareness, opportunity awareness and decision making.

It will also ensure students know where to find, and how to access, key information about transition from one stage to another.

Students will be supported in making well informed, realistic decisions by providing access to impartial and independent information and guidance. This will include the full range of educational and training options that are most likely to help young people achieve their ambitions.

Every student should leave Littleover Community School prepared for life in modern Britain. Through the PSHE/Careers department and the broader curriculum, we will provide opportunities for students to develop key employability and entrepreneurial skills. Activities will simulate real life challenges and encourage students to develop key employability skills and qualities.

Careers Education Information and Guidance (CEIAG) has a significant role to play in ensuring that the school achieves its aims.

Learning

- Deliver an excellent quality of teaching which fosters an ethos of lifelong learning.
- Provide a relevant and accessible curriculum which meets the needs of our diverse community.

Caring

- Develop a caring and supportive environment where everyone feels safe and valued.
- Cultivate a comprehensive ethos that encourages inclusion.

Succeeding

- Deliver academic excellence to achieve the highest standards.
- Celebrate achievement in all its forms within and beyond the curriculum.

The CEIAG programme at our school is continually developed alongside the targets of the 8 Gatsby Benchmarks (see Appendix 1) which are:

1. A stable career programme.
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking the curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Section 2 - Statutory requirements and expectations

This policy document has been informed by:

- The School Development Plan
- National legislation and policy
- Appropriate school policy and planning documents

The policy is written in line with statutory guidance of:

- Careers Guidance and Access for Training providers January 2023
- Skills and Post 16 Education Act 2022
- Provider Access Legislation (PAL)

Provider Access Legislation refers to the legal duty placed on schools in England to give external education and training providers access to pupils so they can inform them about technical education, apprenticeships, and other Post-16 and Post-18 pathways.

This duty is set out in the DfE statutory guidance “Careers guidance and access for education and training providers” (updated May 2025). The guidance is issued under sections 42A, 42B, 45 and 45A of the Education Act 1997

The details of how our school meets the requirements are set out in the school’s policy statement of Provider Access listed in Appendix 2. This explains how other education and training providers can be given access to students.

As a minimum, we must offer:

- Two encounters for students in Year 8 or 9 that are mandatory for all students to attend, to take place any time during year 8 or between 1 September and 28 February during Year 9.
- Two encounters for students in Year 10 or 11 that are mandatory for all students to attend, to take place any time in Year 10 or between 1 September and 28 February during Year 11.
- Two encounters for students in Year 12 or 13 that are mandatory for the school to put on but optional for students to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

Encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from students.

DfE statutory guidance titled “Careers Guidance and access for education and training providers” (updated May 2025) states school duties to provide independent and impartial careers guidance to students from Year 7.

Careers guidance secured under the duty must:

- be presented in an impartial manner;

- include information on the full range of post-16 education or training options, including Apprenticeships and technical education routes
- promote the best interests of those to whom it is given.

This policy is also informed by:

- Advice from the Careers and Enterprise Company endorsed by the Careers Development Institute
- The Gatsby Benchmark Toolkit
- The D2N2 Employability Framework
- The National Quality in Careers Standard – Career Mark Award (Complete Careers, validated by QiCS)

School must not promote one route over another for the school's benefit, cover academic, vocational and technical routes equally and provide students with unbiased, up to date labour market and progression information.

Section 3 – Intended Learner Outcomes

Intended Learner Outcomes Years 7-13

By the end of Year 7, students will:

- Develop a clearer understanding of themselves, including their interests, strengths, and emerging aspirations.
- Identify key employability qualities and skills and demonstrate how these can be applied in simple enterprise or team-based activities.
- Use basic vocabulary and terminology related to the world of work with growing confidence.
- Recognise and begin to challenge stereotypical thinking about jobs and careers.

By the end of Year 8, students will:

- Build on their personal development and self-awareness to reflect more independently on their emerging career interests.
- Interpret introductory labour market information (LMI) to understand a broader range of jobs, sectors, and growth opportunities.
- Demonstrate increased awareness of diverse occupations within business and related industries.

By the end of Year 9, students will:

- Use online resources and careers software confidently to explore a wide variety of jobs and career pathways.
- Produce an aspirational action plan that informs their GCSE option choices and supports a well-reasoned transition.
- Show an increased understanding of how personal strengths, skills, and interests align with possible future pathways.

By the end of Year 10, students will:

- Demonstrate a solid understanding of Post-16 routes, including academic, vocational, and apprenticeship pathways.
- Apply research skills to identify appropriate Post-16 options matched to their interests and aspirations.
- Understand the components of the application process, including CVs, and produce application materials to support securing a work experience placement.

By the end of Year 11, students will:

- Make informed, realistic, and aspirational decisions about Post-16 transition routes.
- Produce high-quality employability documents (e.g., CV, personal statement) and demonstrate interview and application skills.
- Gain practical insight into the world of work through work experience and reflect on how this shapes their future choices.

By the end of Sixth Form, students will:

- Make informed, realistic, and aspirational decisions regarding Post-18 pathways, including higher education, apprenticeships, employment, or other training routes.
- Complete effective applications with appropriate supporting documents through structured tutor activities, Next Steps events, and guidance sessions.
- Strengthen employability skills and career readiness through engagement with work experience and relevant enrichment opportunities.

Section 4 – Management and Programme delivery

Roles and responsibilities

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme

CEIAG is the responsibility of the Careers Lead. The Careers Lead has responsibility for development, leadership, and management of CEIAG and ensures that adequate resources and are made for its provision and that the school conforms to national standards for CEIAG (Gatsby Benchmarks) and including its monitoring of student destinations after they leave LCS.

However, there are many other staff in school and external agencies who influence the decision making and have responsibility for the delivery of the CEIAG. These include:

- SMT in charge of Careers Strategy.
- The Governor with responsibility for CEIAG ensures that the school meets its statutory requirements for the delivery of CEIAG.
- Curriculum Co-ordinator for PSHE and Careers (line manager of Careers Lead).
- The Headteacher.
- Head and Deputy Head of Sixth Form.
- Enterprise Advisor.

Many other members of staff are involved in the delivery of the Careers Education Programme, in liaison with the Careers Lead. These teachers will be guided and advised by the Careers Lead, but will also have the opportunity to feed into the programme and contribute to its evaluation;

- Curriculum Coordinators and Heads of Year
- Deputy Head teacher responsible for Pupil Premium
- SENDCo and the Learning Support staff
- External Careers Personal Advisor, QCG level 6 qualified through Luminare Careers and Coaching
- All teachers of PSHE
- Careers administrative staff
- Local employers and careers providers

Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will:

Provide internal staff development by:

- Training for the PSHE team at department meetings
- Information sharing and training for relevant form tutors and Heads of Year at year team meetings
- Inset training for the wider school staff

Provide external staff development by:

- Attendance at Derbyshire South Careers Hub and relevant CPD opportunities attended by the Careers Lead

Funding and Resourcing

An annual budget is allocated within the PSHE/ Citizenship Department to cover basic expenses and licences for web-based programmes. There is an additional budget for extra resources used solely by sixth form students.

The Careers Lead is employed to undertake the management, development, and coordination of CEIAG related activities.

CEIAG resources are to be found mainly in Room S15 and S16. These rooms are a combined careers library, resource base and teaching area. Teaching resources for careers are held mainly in the office, S11. Sixth form students have access to a subsidiary facility in S7.

The Careers Lead is responsible for the maintenance and development of the library and managing the administration support. Students are introduced formally to the use of the careers library in Year 7 and are actively engaged in the careers software and online resources as a formal part of the Year 9 curriculum of PSHE 'Living in the Wider World' and detailed within the Careers Education Overview document written for each year group, that provides Intent and schemes of work.

Teaching, learning and assessment

The CEIAG programme in LCS is delivered via:

Timetabled PSHE/Citizenship once a week to all students. The programme begins in Year 7 and continues through to Year 11. In the 6th form the programme is delivered to tutor groups by dedicated staff through weekly hour-long tutor periods and afternoon registration time.

In the 6th form the programme is delivered by a combination of the Head/Deputy Head of Sixth Form and the Sixth Form Tutors.

Careers events and extracurricular careers opportunities are strategically planned throughout the year to complement and support the careers education in lessons and at key transition points in a student's life at LCS.

CEIAG is an important part of our PSHE/Citizenship curriculum which has the following Intent:

- Students are able to make their own decisions and manage risk, based on knowledge and understanding.
- They develop an understanding of themselves and others, in order to be accepting and tolerant of differences.
- They develop key transferable employability skills while developing the ability to communicate and work effectively with others.

Summary documents detailing the Intent and Implementation of CEIAG Years 7 – 11, along with a summary of schemes of work for PSHE/Citizenship lessons, are available on request.

Summary documents detailing the Intent and Implementation of CEIAG Years 12 – 13, along with summaries of the Tutor programme through which careers education is delivered, are available on request.

To support the careers programme, we also arrange:

- School assemblies and tutor input at relevant times in the academic year
- Subject teachers linking their lessons to the wider curriculum
- Drop-down careers activity and enterprise days for whole year groups and smaller working groups
- Involvement by external partners in these activities is planned and encouraged. External partners may include employers, education pathway providers, alumni, or from the wider community.

We use **Unifrog**, a platform to further enhance our careers programme. Each student within school has a Unifrog login which enables them to start recording and building a portfolio of skills, encounters and experiences to support their next steps. Unifrog has access to a database of over a thousand jobs and careers, detailing all the different routes into those careers including university, apprenticeships and traineeships.

Our curriculum content is constantly updated, and we seek out good practice and resources from the Careers and Enterprise Company (CEC) and the Careers Development Institute (CDI) Framework.

Information, advice and guidance

The careers library (S15/16) is available for students and staff to use at the following times:

- Tuesday and Wednesday 1.20 pm to 1.55 pm.
- Materials in translation and copies in larger print can be requested.
- Students can access photocopying facilities in Reprographics.
- Notice board outside S15/S16 for advertising of short-term opportunities and advertising of opportunities via electronic means e.g. email.

We will ensure that all students have access to the services of the external Personal Careers Advisor, QCG level 6 qualified, Luminate Careers and Coaching during the career's library opening times from October to May.

The Personal Careers Advisor conducts 1-1 and group careers guidance sessions with students given priority who are at key transition points in their school career. Students with SEND, EHCP, those who are 'looked after', Pupil Premium or require additional support identified by the school, are prioritised, and targeted to receive support in the first instance.

Parents receive information about careers pathways and choices at key transition points from Year 9 upwards at parent's evenings, Year 9 options event, Year 10 "Post 16 Get Ahead" and in Year 11 the "Opportunities Post 16 options" evening.

Students and parents are informed regularly of updates and event opportunities, internal and external, through ParentPay and social media.

Monitoring, reviewing evaluating and reporting

The implementation and impact of CEIAG at Littleover Community School is monitored and evaluated regularly through the School Careers Strategy Group at their termly meetings.

This enables key developments for CEIAG to be assessed and incorporated into the School Development Plan, the LCS Careers Strategy Plan and the PSHE/Careers Department Development Plan which are reviewed annually.

In order to monitor progress and identify key areas for development, the Careers Strategy Group will:

- Review the Careers and Employability Strategy which includes the Action plan of development
- Conduct termly CEC Compass Evaluation
- Complete student surveys
- Complete parent surveys
- Audit the range of activities available to students over the year
- Audit the number of students involved in activities over the year
- Complete the Gatsby Benchmarks
- Prepare for the next Career Mark application.
- Take staff views on the success of school careers activities
- Be fully aware of local and national priorities (by attending Derbyshire South Careers Hub meetings led by the Enterprise Coordinator).

Section 5 – Engagement of Stake holders and Partners

Parents/carers/guardians and ex-students

We recognise the important role that parents/carers/guardians have in their child's career development, and we support them by;

- ensuring they are provided with signposting to the careers resource on our website
- providing opportunities for careers information at parents' events and by email
- providing access to the Unifrog careers research platform that their children engage with throughout their school career

We invite all these stake holders to volunteer and take part in the delivery of events, such as mock interviews and curriculum support/ careers talks, and we actively involve them in the evaluation of these.

Careers support agencies

The school has an annual resource agreement with Luminare Careers Coaching to provide Personal Careers Advisor services (QCG level 6).

Employers, community partners and learning providers

One of the most beneficial things for students to experience is meeting people from the world of work. As well as the work experience programme for our Year 11 students, we have various employers coming into school to present to our students or be involved in our enterprise or curriculum activities.

We plan for and welcome involvement by external partners such as representatives from different education pathway providers, alumni or from the wider community of "Friends of LCS". Reference should be made to the **Policy Statement on Provider Access** listed in the appendix of this document.



Appendix 1 – Gatsby Benchmarks

Figure 1: The Gatsby benchmarks

<p>1 A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.</p> <p>1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2 Learning from career and labour market information (LMI)</p>	<p>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.</p>	<p>2.1 By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3 Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. 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>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>3.3 All pupils should have access to these records to support their career development.</p> <p>3.4 Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.</p>
<p>4 Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5 Encounters with employers and employees</p>	<p>Every pupil 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.</p>	<p>5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</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>6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</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>7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>7.2 By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>
<p>8 Personal guidance</p>	<p>Every pupil 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 pupils but should be timed to meet their individual needs.</p>	<p>Every pupil 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 pupils but should be timed to meet their individual needs.</p>

Appendix 2: Policy statement on Provider Access

This is the policy document which referenced in the LCS Careers policy (CEIAG) which sets out the circumstances in which education and training providers will be given access to students and to ensure that this is followed.

Introduction:

This policy statement sets out the school arrangements for managing the access to providers to students at the school for the purpose of giving them information about the provider's education or training offer.

This policy is informed by **Provider Access Legislation (PAL)**:

'Baker Clause' Section 42B of the Education Act 1997. The Technical and Further Education Act of 2017 inserts section 42B into the Education Act 1997 and came into force in January 2018.

This law requires each school to ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. PAL has subsequently been updated (**January 2023**), and in tandem with the **Skills and Post 16 Education Act 2022**, it further strengthens the prescribed requirement that school must offer to students.

Student entitlement:

All students in Years 8 – 13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through events, assemblies, group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses.

The Provider Access Legislation specifies that during their time as students in this school, students from Year 8 to 13 must be provided six encounters with a provider of technical education or apprenticeships.

As a minimum, we must offer:

- Two encounters for students in Year 8 or 9 that are mandatory for all students to attend, to take place any time during year 8 or between 1 September and 28 February during Year 9.
- Two encounters for students in Year 10 or 11 that are mandatory for all students to attend, to take place any time in Year 10 or between 1 September and 28 February during Year 11.
- Two encounters for students in Year 12 or 13 that are mandatory for the school to put on but optional for students to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from students.

The Provider Access Legislation is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications as well as accepted traditional routes such as degrees and courses at university.

Management of provider access requests:

Procedure:

A provider wishing to request access should contact the Headteacher.

Telephone 01332 513219 : Email: admin@littleover.derby.sch.uk

Opportunities for access

There are several events throughout the year that are integrated into our careers programme, which will offer providers the opportunity to come into school to speak to students and/or their parents. These include assemblies, and talks arranged inside and outside curriculum time.

Autumn Term

- Year 11 Post 16 information Evening
- Year 11 Work Experience Week
- Year 11 Mock Interview Event

Spring Term

- Year 9 Options Evening
- Year 9 Parents' Evening
- Year 7 Enterprise Day
- Year 12 Parents' Evening
- Year 9 College Event
- Year 12 Next Steps Day

Summer Term

- Year 8 Apprenticeship event
- Year 10 Post 16 Workshops

- Year 10 Careers Fair (Post 16 provider event coordinated by PSHE/Citizenship Dept)
- Year 10 Get Ahead Event

Premises and facilities:

The school will provide suitable rooms and resources, as far as is possible, as discussed and agreed in advance of the visit with the Head teacher.

Providers are welcome to leave a copy of their prospectus or other relevant pathway literature at the Careers Library which is managed by the Careers Lead responsible. The Careers Library is available to all students at lunch time twice in the week. Our school is happy to receive and distribute materials from providers.