



Careers Education Information Advice and Guidance (CEIAG) Policy

At Queen Elizabeth's Grammar, Alford the named persons with responsibility for this policy are:

Authors	Careers Lead & SLT Link
Designated Governor	Full Governing Body

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INTRODUCTION

High-quality careers education and guidance in schools is critical to young people's futures. It helps prepare students for further/higher education and the world of work by giving them a clear understanding of job opportunities and career routes. It also supports the development of self-awareness, confidence, and the skills needed for successful transitions.

1. AIMS

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. STATUTORY REQUIREMENTS

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

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3. ROLES AND RESPONSIBILITIES

3.1 CAREERS LEADER

Our careers leader is Mr Vince Agorini, and they can be contacted by phoning the school or emailing V.Agorini@queenelizabeths.co.uk. Our careers leader works closely with the link senior leadership team member Mr M Johnson and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 SENIOR LEADERSHIP TEAM (SLT)

Mr M Johnson Associate Assistant Headteacher is the SLT link and our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 THE GOVERNING BOARD

Mr B Woodroffe is the appointed Careers link governor and the governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement

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- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a the school complies with the Provider Access Legislation.
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
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4. OUR CAREERS PROGRAMME

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

All students receive a weekly tutorial lesson that includes:

- PSHE (Personal, Social, Health and Economic Education)
- Careers Education
- Work-Related Learning

Careers education is delivered through:

- Tutorials
- Assemblies
- Employer encounters
- Work experience
- 1:1 Career Meetings

Date Approved: June 2025

Last reviewed: June 2025

Next date due to be reviewed: June 2026

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Key Stage 3

Our Key Stage 3 careers programme supports pupils in their planning and choices of GCSE subjects as well as looking at a range of careers that are available in different sectors so they are aware of a wide array of future career choices..

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. We also continue to look at a range of careers in different sectors and also provide 1:1 impartial guidance.

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes further 1:1 impartial guidance as well as support for UCAS applications if applicable.

4.1 PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Students with SEND are given priority access to 1:1 careers meetings in KS4.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 ACCESS TO OUR CAREERS PROGRAMME INFORMATION

A summary of our school's careers programme is published on our school website under the Careers Department section.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mr V Agorini V.Agorini@queenelizabeths.co.uk

4.3 CEIAG PLATFORMS AND TOOLS

We use **Unifrog**, a complete online destinations platform, to:

- Help students identify interests and strengths.
- Research careers, apprenticeships, university courses.
- Record activities and skills.
- Create CVs, personal statements, and track applications.
- Parental Involvement: Parents can access Unifrog to support their child's decision-making and attend careers-focused events and meetings.

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4.4 ASSESSING THE IMPACT ON PUPILS

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives using Compass+ Future Skills questionnaire which students are asked to fill out annually.

Along with the student evaluations we also complete

- Termly Compass+ Evaluation
- Student feedback through the Future Skills questionnaire
- Tracking student engagement and destinations
- Parental and employer feedback
- Termly reviews between SLT Link and Careers Lead
- Governor oversight

5. KEY PEOPLE AND CONTACT DETAILS

- Mr V Agorini – V.Agorini@queenelizabeths.co.uk – Careers Lead
- Mr M Johnson – M.Johnson@queenelizabeths.co.uk – SLT Careers Link
- Ms O Jade – O.Jade@queenelizabeths.co.uk – Work Experience Co-ordinator
- Mr B Woodroffe – B.Woodroffe@queenelizabeths.co.uk – Link Governor