Document Title	**Trust-wide Careers Education, Information, Advice and Guidance (CEIAG) Policy**
Author/Owner (Name and Title)	Director of Education
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Policy Category (Please Indicate)	**1**	Trust/Academies to use without amendment
	2	Academy specific appendices
	3	**Academy personalisation required (in highlighted fields)**

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	Sept 26	LRA	New policy

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1. PURPOSE

This policy sets out Place Partnership Trust's strategic framework and statutory expectations for Careers Education, Information, Advice and Guidance (CEIAG) across all Trust Academies. It ensures compliance with Department for Education statutory guidance and the Gatsby Benchmarks, while enabling each Academy to tailor delivery to its local context through a school-specific appendix.

2. TRUST VISION FOR CAREERS EDUCATION

Place Partnership Trust is committed to delivering a high-quality, progressive and inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme that enables every learner to develop ambition, make informed choices and successfully transition into further education, training or employment.

Across all Trust Academies, CEIAG:

- Is delivered through a structured programme from Year 7 to Year 13.
- Is embedded within the curriculum, tutor programme and enrichment offer.
- Provides access to impartial and up-to-date labour market information.
- Ensures meaningful encounters with employers, further education, higher education and training providers.
- Supports students and families at key decision points (KS4 options, post-16 and post-18 pathways).

CEIAG is a core entitlement for all students from Year 7 to Year 13 and forms an integral part of each Academy's wider personal development, curriculum and raising aspirations strategy.

3. STATUTORY AND FRAMEWORK ALIGNMENT

This policy aligns with:

- Department for Education statutory careers guidance.
- The Gatsby Benchmarks for Good Career Guidance.
- Provider Access Legislation (Education Act 1997 as amended.
- Ofsted inspection expectations.

All Academies must meet or exceed the Gatsby Benchmarks and statutory provider access requirements.

Specifically, this policy aligns with the Department for Education guidance "Careers guidance and access for education and training providers" (DfE statutory guidance, most recently updated June 2026).

4.1. TRUST-WIDE STUDENT ENTITLEMENT

Across all Trust Academies, every student is entitled to independent and impartial careers education, information, advice and guidance that informs and underpins personal career planning. Students will be provided with opportunities to learn about the full range of academic, technical and vocational pathways and to develop aspirations, confidence and goal-setting skills. Students will also have access to up-to-date local and national labour market information to inform realistic and ambitious pathway planning.

Students are expected to reflect on and evaluate their goals and use this information to make informed decisions about future pathways. Life Skills, Character Education and careers activities, events and trips support delivery of this entitlement.

STUDENT RESPONSIBILITIES

Students are encouraged to take responsibility for their future by:

- Making the most of opportunities offered.
- Working hard to reach full potential.
- Researching available options.
- Using Life Skills and Character Education to learn how to plan and set goals.
- Speaking to careers advisers to explore options.
- Being realistic and fully informed at all stages of their learning journey.

STUDENT ENTITLEMENT

Every student will have:

- The opportunity to access independent and impartial careers guidance from a Level 6 qualified careers adviser.
- Opportunities to meet and experience different employers and workplaces throughout their educational journey.
- Opportunities to learn about the world of work and the skills valued by employers.
- Access to a team of professionals who support successful career planning and goal achievement.

KEY STAGE 3 CAREERS ENTITLEMENT

During Key Stage 3, the careers programme will:

- Help students to understand themselves, their strengths and how key skills support future goals.
- Develop confidence in decision-making and personal abilities.
- Support identification of aspirations and long-term goals.
- Develop understanding of how subjects link to career pathways.
- Provide exposure to different career areas and qualification routes through Life Skills, Character Education, careers networking and careers fairs.
- Offer insight into the world of work through employer visits and work-shadowing opportunities.
- Introduce digital careers platforms to identify skills and interests.
- Offer optional access to impartial information, advice and guidance from the school's careers adviser.
- Support informed GCSE option choices through options evenings, assemblies and bespoke tutor and Life Skills provision.

KEY STAGE 4 CAREERS ENTITLEMENT

During Key Stage 4, the careers programme will:

- Provide information about education providers, pathways and routes so students understand all post-16 options.
- Offer access to 1-to-1 independent and impartial careers guidance.
- Introduce employability skills and opportunities to practice these through activities such as mock interview programmes.

- Support reflection, re-evaluation and goal setting through Life Skills and Character Education programmes.
- Develop skills in using a range of resources and media to support career planning and decision-making.
- Support development of financial capability including budgeting and banking.
- Develop understanding of rights and responsibilities at work, discrimination and stereotyping.
- Provide access to digital careers platforms to identify skills, interests and career pathways.

KEY STAGE 5 CAREERS ENTITLEMENT

During Key Stage 5, the careers programme will:

- Prepare students to make effective and informed post-18 choices.
- Provide information on all learning pathways and opportunities through digital platforms and Character Education sessions.
- Introduce higher education, apprenticeships and alternative training routes through open days, virtual tours and enrichment activities.
- Encourage students to engage with opportunities through regular careers and higher education communications.
- Offer workshops and Character Education sessions covering university, gap years, employment, apprenticeships and self-employment.
- Provide opportunities to engage with employers, experts and alumni.
- Offer access to 1-to-1 independent and impartial careers guidance.

PERSONAL GUIDANCE GUARANTEE

The Trust guarantees that:

- Every student will receive at least one personal guidance interview by the age of 16.
- Every student will receive at least one further personal guidance interview by the age of 18.

Additional guidance interviews will be provided for students who request further support and for those identified as requiring targeted intervention, including students with SEND, disadvantaged and vulnerable learners.

All careers guidance interviews are delivered or supervised by a Level 6 qualified careers adviser.

4.2. PARENT AND CARER ENTITLEMENT

Place Partnership Trust works in partnership with parents and carers to support students in making positive, informed choices and developing the skills required for future success.

Parents and carers are entitled to:

- Access careers information via Academy website careers pages.
- Request careers support for their child through online request forms.
- Contact the Academy Careers Team directly for advice and guidance.
- Request referral discussions through tutors and parents' evenings.
- Arrange meetings with the Academy's Careers Adviser to discuss post-16 and post-18 planning.

Each Academy publishes contact details for the Careers Team and Careers Leader on its website to ensure parents and carers can easily access support.

5. PROVIDER ACCESS LEGISLATION (BAKER CLAUSE) – TRUST REQUIREMENT

All Trust Academies must ensure that approved technical education and apprenticeship providers are given access to students in Years 8–13.

Each Academy must provide a minimum of six provider encounters during the normal school day:

- Two encounters in Year 8 or (1 September – 28 February of Year 9).
- Two encounters in Year 10 or (1 September – 28 February of Year 11).
- Two encounters in Year 12 or (1 September – 28 February of Year 13).

Provider encounters must include:

- Information about the provider.
- Technical education and apprenticeship pathways.
- Career routes linked to those pathways.
- What learning or training with the provider is like, including opportunities for questions.

Each Academy must publish a Provider Access Policy Statement outlining local procedures, facilities and grounds for granting or refusing access.

6. GATSBY BENCHMARK 6 – WORKPLACE EXPERIENCES

All Trust Academies ensure that students have multiple meaningful encounters with the world of work to develop understanding of employment sectors, workplace expectations and career pathways.

All Academies must ensure:

- At least one meaningful workplace experience before the age of 16.
- At least one further meaningful workplace experience by the age of 18.

Academies are expected to work towards providing the equivalent of two weeks of workplace experience activity by age 16, comprising:

- One week (or equivalent activities) in Years 7–9, including employer-led workshops, career talks, workplace visits and work shadowing opportunities.
- One week (or equivalent placement activities) in Years 10–11, including structured work experience placements supported by preparation and reflection activities.

Current Trust-wide practice includes Key Stage 3 work shadowing opportunities, Year 10 work experience placements and Year 12 placement or employer project opportunities. These arrangements meet and exceed statutory expectations and support delivery of Gatsby Benchmarks 5 and 6.

7. INCLUSION AND TARGETED SUPPORT

The Trust is committed to equitable access to CEIAG for all learners. Each Academy must provide targeted careers support for:

- Students with SEND and those with Education, Health and Care Plans.
- Disadvantaged students.
- Looked After and Previously Looked After Children.

Careers planning must be integrated into SEND review processes and transition planning.

8. LEADERSHIP AND GOVERNANCE

TRUST LEVEL

- The Executive Director of Secondary Education holds strategic oversight of CEIAG across the Trust.
- Annual reporting to Trustees on compliance, destinations and Gatsby performance.

ACADEMY LEVEL

- Each Academy must appoint a named Careers Leader. The Careers Leader will be a member of the senior leadership team or will have direct reporting access to senior leadership to ensure strategic oversight and influence.
- Each Academy Education Committee must nominate a Careers Link Governor.
- Annual review meetings between Careers Leader and Link Governor.

9. QUALITY ASSURANCE AND IMPACT

All Academies will monitor and evaluate the impact of CEIAG through:

- Gatsby Benchmark tracking and termly self-evaluation.
- Student voice and learner feedback.
- Parent and carer feedback.
- Employer and provider feedback.
- Participation and attendance in CEIAG activities.
- Destination tracking at post-16 and post-18 transition points.
- Identification of students at risk of becoming NEET.

Each Academy produces an annual CEIAG review and improvement plan. Trust-wide reviews are conducted to ensure consistency, quality assurance and statutory compliance.

10. PUBLICATION REQUIREMENTS

Each Academy must publish on its website:

- The name and contact details of the Careers Leader.
- A summary of the Careers Programme.
- The Provider Access Policy Statement.

- Review dates and impact reporting.

11. POLICY REVIEW

This Trust-wide policy is reviewed annually or sooner if national guidance changes.

APPENDIX 1

Each Academy must complete the Academy Careers Policy Appendix in full, including publication links and local delivery plans, to ensure statutory website compliance.

Academy Name: Wath Academy
Careers Leader: Nichola Laite; nlaite@wathacademy.com; 01709 760222 ext. 147
Careers Link Governor: Brian Tinnion
Last Review: 30.09.26

ACADEMY CAREERS PROGRAMME OVERVIEW

Each Academy delivers a structured, progressive CEIAG programme from Year 7 to Year 13 that is embedded within the curriculum, tutor programme and enrichment offer.

Typical programme elements include:

- Careers education through PSHE, tutor time and subject curriculum links.
- Use of digital careers platforms to explore pathways and labour market information.
- Assemblies, career talks and themed careers events.
- Employer encounters and enterprise activities.
- Further and higher education encounters.
- Workplace visits, work shadowing and work experience placements.
- Individual guidance interviews with qualified careers advisers.

The local programme is reviewed annually to ensure alignment with Gatsby Benchmarks, statutory guidance and local labour market priorities.

Wath Academy Careers Programme -
Wath Academy Careers Programme 2026 - 2027

PROVIDER ACCESS POLICY STATEMENT

The Academy Provider Access Policy Statement can be found via the following link below:

Provider Access Policy Statement 2026 - 2027

PROVIDER ENCOUNTER DELIVERY PLAN

Year Group Planned Encounters

	Encounter 1	Encounter 2	Content
Year 8 / Year 9	RNN / DVC	Opportunity Sheffield	FE/Technical education, T-levels, apprenticeships and progression routes
Year 10 / Year 11	JCP/DWP	Opportunity Sheffield NHS	Levels 2-7 apprenticeships

			Apprenticeships, traineeships/entry routes occupational training
Year 12 / Year 13	Henry Boot	Opportunity Sheffield	Direct-entry apprenticeship opportunities Higher/degree apprenticeships

WORKPLACE EXPERIENCE PROVISION

Each Academy provides a range of workplace experiences, including:

- KS3 work shadowing or workplace visit opportunities.
- Year 10 structured work experience placements.
- Year 12 placement opportunities or employer-led project work.
- Employer workshops, career insight events and sector-focused experience.

Workplace experiences are supported by preparation activities, safeguarding procedures, reflection tasks and evaluation to ensure learning impact.

PERSONAL GUIDANCE DELIVERY

Each Academy provides personal careers guidance delivered or supervised by a Level 6 qualified careers adviser.

Arrangements include:

- Scheduled one-to-one guidance interviews.
- Additional interviews for students requiring targeted support.
- Drop-in or referral-based guidance opportunities.
- Close working with tutors, Heads of Year and pastoral teams.

Guidance outcomes are recorded to inform student planning, transition support and destination tracking, and are retained centrally to support audit, quality assurance and inspection evidence.

INCLUSION ARRANGEMENTS

Each Academy ensures equitable access to CEIAG for all learners.

Targeted support is provided for:

- Students with SEND and those with Education, Health and Care Plans, including careers input to annual review and transition planning.
- Disadvantaged students.
- Looked After and Previously Looked After Children.

The Careers Leader works closely with SENDCo, designated safeguarding leads and pastoral teams to identify students requiring additional support and monitor participation and destinations.

A MULTI-ACADEMY TRUST

MONITORING AND EVALUATION

CEIAG is monitored and evaluated using a range of methods including Compass + evaluations, the Gatsby Benchmarks and CDI Framework, student voice, destinations analysis and improvement priorities.