Careers Education, Information, Advice & Guidance Policy

Policy Owner: Emma Lakin

Approved By: Local Governing Body

Date: February 2026

Next Review Date: February 2027

CEIAG Team

Assistant Headteacher and CEIAG Leader: Emma Lakin

Careers and Aspirations Leaders: Dan Edmonds

PSHE Leader: Peter Green

Linked Governor: Jean Young

Enterprise Co-ordinator: Kam Kaur

Introduction

Q3 Academy Tipton are committed to ensuring that all our students in years 7 to 13 have access to high quality, impartial advice on career opportunities and that they progress into appropriate courses or employment upon leaving school.
This policy and procedure will be implemented in accordance with our policies on equality and diversity, disability & race equality. Careers education and guidance provided will not be influenced by the students' background or situation. Advisers will promote career choices based on interests and potential, and challenge stereotyping or discrimination where encountered.

This policy has been developed in the background of the following agendas:

- Every Child Matters;
- 14-19 Strategy;
- The Academies' Development Plan;
- The Health and Safety Guidelines;
- The CEG in England. National Framework 11-19;
- DfE Study Programmes for 16-19 year olds, July 2018;
- The Equal Opportunities Policy;
- Raising the Participation Age (RPA);
- The Work-Related Learning Policy;
- Government's Response to Recommendations from Ofsted`s Thematic Review and National Careers Council Report, Sept 2013.;
- Gatsby Benchmarks.

Q3 Academy Tipton is an active member of the Black Country Careers Hub. The Black Country Careers Hubs is made up of 36 schools and colleges, including 2 special educational needs providers, working together with enterprise advisor networks, universities, training providers, employers and career professionals to improve careers education. The Black Country Hub has access to: support and funding to help them meet the eight Gatsby Benchmarks of excellent careers education.

Aspire to HE is a partnership funded through the National Collaborative Outreach Programme (NCOP) and led by The University of Wolverhampton to support the government's goal to increase the number of disadvantaged young people entering higher education. NCOP supports 29 consortia across the country to work with young people from targeted postcodes. Aspire to HE covers the areas of Sandwell and Dudley, Walsall and Wolverhampton, and Telford and Wrekin.

Q3 Academy Tipton is committed to working in partnership with Aspire to HE to raise aspirations of our students and work in collaboration to strive to create opportunities for young people who have the ability to succeed in higher education but who may lack some of the skills, aspirations or information necessary to take that step forward.

Objectives

Careers programmes in the Academy contribute to strategies for raising achievement, especially by:

- Increasing motivation.
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Developing enterprise and employability skills.
- Reducing drop out from, and course switching in, education and training.
- Contributing to the economic prosperity of individuals and communities.
- Contributing towards reducing the numbers of students who are Not in Education, Employment or Training (NEET).
- Q3 Academy Tipton and the Connexions Service have a working agreement as defined in an annually determined Partnership Agreement in relation to vulnerable students.
- Supporting participation in learning & successful progression through key transitions 11-14, 14-16, 16-19.

It is very important to us to know that all students are aware of the opportunities available to them and how to get there. Our main objective in relation to careers is to develop the knowledge, attributes, skills and experiences of our students to enable them to make effective, informed decisions about their future education, training and employment. All students are provided with the opportunity to access free, independent and impartial careers advices and guidance from year 7 to year 13.

All students will participate in a Careers Education, Information, Advice and Guidance (CEIAG) programme that:

- Provides good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- Provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- Based on the Gatsby Benchmarks for good careers guidance;
- Contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- Provide opportunities to work in partnership with employers, training providers, local colleges and others;
- Provide opportunities to inspire students through real-life contact with the world of work;
- Develop enterprise and employability skills including skills for self-employment;
- Support inclusion, challenge stereotyping and promote equality of opportunity;
- Encourage students to see career development as a life-long process;
- Develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- Ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- Provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- Support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds, those with special educational needs and disabilities and those with protected characteristics.

Careers Education

Careers education is embedded within the curriculum and is designed to inform aspirational decisions and pathways for all. Our curriculum intention *is that it is ambitious, inclusive and knowledge rich which will enable students to become well-rounded citizens who are prepared for life.* It is delivered both through Life Lessons, the curriculum itself and also through additional information, advice and guidance.

Key Stage 3 Careers education will focus on:

- Developing self-esteem;
- Self-presentation;
- Making informed choices and decision making;
- Financial education
- Strategies for avoiding negative stereotypes;
- Developing positive relationships with different groups of people;
- Examining employability skills;
- Career exploration exercises.

Key Stage 4 Careers education will focus on:

- The world of work.
- Preparing for work experience.
- Career exploration and planning.
- Self-development.
- Preparing for interviews.
- Preparing a CV.
- Professional guidance.

Key Stage 5 Careers education will focus on individual interviews relating to:

- Career planning.
- Self-development.
- Target setting.
- Exploring the opportunities in higher education.
- Preparing application forms, UCAS forms and CVs.
- Personal Statements.

This helps students to:

- Understand themselves, including recognising personal skills and qualities and the influences on them.
- Understand what qualities, skills and knowledge various employers and training providers require from applicants.
- Investigate opportunities in learning and work.
- Make and adjust plans to manage change and transition.
- Make and implement career decisions.
- Develop career management skills. Students have opportunities to attend presentations by invited outside agencies. Students will be made aware of presentations/careers events outside of the Academies.
- Builds on previous discussions about the students' progress in learning and assists in their personal and career development.

- Enables students to make informed decisions and support them through this process in an appropriate way.
- Is impartial and free from institutional bias.

One-to-one careers interviews

The Careers Advisor provides impartial, independent information, advice and guidance available to all students. The Careers Leader co-ordinates the activities of, and works with, the Connexions Service and ensures that careers education and guidance is available at times and in locations which maximise take-up and support widening participation. The Director of Sixth Form is responsible for overseeing UCAS applications and will also conduct Sixth Form interviews.

The Connexions service provision is flexible and support can be offered at a level and location which suits the needs of the students. The Personal Advisor works closely with the Careers Advisor and support is provided to vulnerable students aged 13–19. Students will benefit from structured and scheduled careers guidance interviews from appropriate staff and the Personal Advisor and with, where appropriate, the support of nominated learning support assistants, or can receive group advice from the Personal Advisor.

External careers advice and guidance The National Careers Service – for 13-18 year olds On-line through https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx On the phone 0800 100 900.

All Year 9 students have a one-to-one interview with a member of staff regarding their GCSE Options. These members of staff are members of the CEIAG team, middle and senior leaders and also the SENCO and ALENCO.

Work Experience

Equalex framework compliance

Purpose
Our school is committed to delivering high-quality, equitable work experience opportunities for all students in line with the Equalex framework developed by The Careers & Enterprise Company. This approach ensures that every young person has access to progressive, meaningful workplace experiences throughout their secondary education journey.
Key Principles

- **Equity and Inclusion**: All students, regardless of background or ability, will have equal access to work experience opportunities. Targeted support will be provided for those at risk of missing out.
- **Progressive experience**: Students will complete a minimum of 5 days of work experience across Key Stage 3 and Key Stage 4:
  - Years 7–9: At least one week of employer-led activities (virtual or onsite).
  - Years 10–11: At least one week of physical work placements.
- **Employer engagement**: Experiences will be designed in partnership with employers to ensure relevance and authenticity.
- **Learning outcomes**: Each placement will be underpinned by clear learning objectives aligned with Gatsby Benchmark 6 (Experiences of Workplaces).

- **Flexibility**: Opportunities will include a mix of onsite placements, virtual experiences, and project-based work to meet individual needs and local context.

Implementation

- The Careers and Aspirations leader will oversee planning, promotion, and tracking of placements.
- Risk assessments, insurance documentation, health and safety requirements and safeguarding checks will be completed for all placements.
- Students will receive pre-placement preparation and post-placement reflection sessions.
- Monitoring and evaluation will ensure compliance with Equalex standards and inform continuous improvement.

Governance and Review

- The governing body will review provision annually.
- Reports will include participation data, feedback from students and employers, and progress against Gatsby Benchmarks.

Skills Builder

This year we are using the Skills Builder programme to help students identify key employability skills. The eight essential skills as devised by employers are:

- Speaking
- Listening
- Problem solving
- Creativity
- Adapting
- Planning
- Teamwork
- Leadership

Each subject curriculum has been mapped to all of these skills meaning that students have the opportunity to experience elements of every skill regardless of lesson or subject area. This then provides students with examples of skills to present to potential future employers. More immediately students are able to identify strengths and weaknesses and are given plenty of opportunities explore and grow these skills.

More information about Skills Builder can be found here: https://www.skillsbuilder.org/about

Preparing for Adulthood (PfA)

Preparing for Adulthood is a daily process for all our students and is central to our work with them. It is also an exciting time for our students as they transition onto the next stage of their lives, but for families it can be a difficult and confusing time.

We aim to make this process as informative and smooth as possible.

At Q3 Academy Tipton we have high aspirations for all our students. Throughout their school journey we work with families and professionals to ensure our students are challenged and supported to go on to live fulfilling lives that encompass the Preparing for Adulthood four key outcomes:

Further Education and/or employment – including the opportunity exploring different employment options, such as supported internships, volunteering and apprenticeships.

Independent living – students have a say in all aspects of their daily living. Students are supported to have input into where they live and who with, this includes supported living.

Being Active Member of the Community – Young people have opportunities to spend time with their peers outside of school and college. They are supported to develop and maintain friendships and relationships. They can access their community and feel safe and confident.

Being as healthy as possible in adult life – ensuring access to the right health professionals who understand the young person's learning difficulties and disabilities and where possible students to have a say in the health care plan.

More information can be found here: https://www.preparingforadulthood.org.uk/

Providers Access Policy Statement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Procedure

A provider wishing to request access should contact Dan Edmonds, Careers and Aspirations leader

Telephone: 0121 521 1540 Email : d.edmonds@tpt.merciantrust.org.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Premises and facilities

The school will make the classrooms, meeting spaces and/or IT resources available for discussions between the provider and students, as appropriate to the activity.

Career Audits

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools the careers Strategy is built around them. Q3 Academy Tipton will use 'Compass', an online self-evaluation tool, to assess how our careers support compares against the Gatsby benchmarks and the national average.

The eight Gatsby benchmarks of Good Career Guidance 1. A stable careers programme 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. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance.

The Careers Advisor attends external examination results days for Year 11 and Post 16 students and collates the destination details of students in conjunction with the Connexions service.

Review and evaluation

The Careers Leader will use Compass +, an online self-evaluation tool, to assess how our careers support compares against the Gatsby Benchmarks and the national average. We will baseline ourselves using this tool, consider the opportunities to improve our careers programme based on our results, and track progress against the Benchmarks over time.

We will analyse our student destination data over three years to ensure our students are entering high quality destinations and more importantly are remaining in those destinations. We will evaluate student participation through our destination data. After careers events we will offer the opportunity for feedback from students, staff and external employers about their experience and consider the comments to further improve our careers offer and make changes as necessary.

The review and evaluation of CEIAG is an integral part of the Academies' self-evaluation process and includes:

- Reports to, and attendance at, meetings of the Governing Body.
- Regular calendared team meetings to review preparation, delivery, content and development of work.
- Student/Parent/Carer feedback.
- Responses from outside agencies and adults other than teachers.
- Compass Audits four times per year.

The Careers Leader will develop and update the careers development plan on an annual basis. The plan will complement the academies Strategic Improvement Plan.
When reviewing this policy document every effort is made to include the views of parents/carers, students, employers, work-based learning and training providers, teachers, governors and external agencies.

This Policy has been scrutinised by all interested stakeholders and has been endorsed by the Board of Trustees. The Headteacher will review this policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the Academy.