



Cloughwood
Academy

Cloughwood Academy Careers Education, Information, Advice, and Guidance (CEIAG) Policy

Author	Review Frequency	Approval	Next Review Date
R McEvoy	Every 3 Years	Executive Team 12.01.2026	12.01.2029

Cloughwood Academy Careers Education, Information, Advice, and Guidance (CEIAG) Policy

Purpose and Vision

Cloughwood Academy is committed to delivering a high-quality CEIAG programme that supports students from Years 7–13 in raising aspirations, exploring career pathways, and developing the knowledge, skills, and confidence to achieve sustained employability and positive life outcomes.

The programme is fully aligned with:

- Gatsby Benchmarks for Good Career Guidance (2025 update)
- DfE Statutory Guidance: Careers Guidance and Access for Education and Training Providers (Jan 2025)
- Preparing for Adulthood (PfA) outcomes

Careers guidance at Cloughwood Academy is independent, impartial, and student-focused, promoting all progression routes — academic, vocational, and technical — without bias toward any institution or qualification type.

Aims of the CEIAG Programme

The CEIAG programme is designed to:

- Encourage high aspirations and challenge stereotypes.
- Equip students with the knowledge and skills to navigate transitions in education and employment.
- Provide insights into a wide range of careers, enabling informed and ambitious decision-making.
- Ensure equal access to opportunities, promoting diversity, inclusion, and equality of opportunity.
- Prepare students for adulthood through employability, independence, and life skills development.

Key Objectives

Students will:

1. Gain a broad understanding of the world of work and respond to evolving opportunities, including green and digital careers.
2. Develop independent research skills for effective use of career and labour market information (LMI).
3. Leverage self-awareness to make informed decisions about learning, work, and life.
4. Enhance employability skills and understand how to improve them.
5. Build confidence in planning, decision-making, and adapting to change.

Statutory Duties

This policy complies with:

- Education (Careers Guidance in Schools) Act 2022
- Skills and Post-16 Education Act 2022 (Section 42B — Provider Access Duty)
- DfE Statutory Guidance: Careers Guidance and Access for Education and Training Providers (Jan 2025)
- Equality Act 2010

Cloughwood Academy ensures that:

- All pupils in Years 7–13 receive independent and impartial careers guidance.
- Students have at least six meaningful encounters with approved providers of technical, vocational, and apprenticeship education (two in each key phase: Years 8–9, 10–11, 12–13).
- Careers education incorporates SEND inclusion, aligned to Preparing for Adulthood outcomes: employment, independent living, community inclusion, and health.

Delivery of Careers Education

Cloughwood Academy delivers a coherent, inclusive CEIAG programme combining careers education, guidance, and work-related experiences to help students:

- Understand a wide range of career pathways and labour market opportunities.
- Develop transferable skills for employment, enterprise, and lifelong learning.
- Access tailored, impartial advice for post-16 and post-18 decision-making.
- Prepare effectively for adulthood and transitions beyond school.

Provision Includes:

- Planned CEIAG curriculum for all pupils in Years 7–13, mapped to the Gatsby Benchmarks, delivered via PSHE and PFA lessons.
- Access to qualified careers professionals and independent advisers.
- Use of Unifrog and other online careers platforms.
- Employer and alumni engagement, including mentoring, talks, and workplace encounters.
- Guidance on interviews, job applications, and workplace expectations.
- External visits to colleges, universities, apprenticeship providers, and workplaces.
- Workplace experiences for students who wish to participate.
- Apprenticeship and technical education talks.
- Annual careers fairs and participation in regional/national events.
- Curriculum-linked career learning embedded across subjects.
- Parental engagement via letters, meetings, and the school website.
- Up-to-date local and national Labour Market Information (LMI) shared with students and parents.
- Various interventions targeting individual student needs.
- Access to inspirational role models, alumni, and diverse representation.

- Apprenticeship drop-in clinics and regional/national career fairs.

Gatsby Benchmarks (2025)

1. A stable careers programme – structured, visible, and understood by pupils, parents, staff, and employers.
2. Learning from career and labour market information (LMI) – all pupils and parents have access to high-quality, up-to-date information.
3. Addressing the needs of each pupil – guidance is tailored, inclusive, and informed by equality and diversity principles.
4. Linking curriculum learning to careers – subjects highlight relevance to future pathways, including STEM, green, and digital sectors.
5. Encounters with employers and employees – multiple opportunities to learn from employers via talks, mentoring, and enterprise schemes.
6. Experiences of workplaces – first-hand experiences through visits, shadowing, and placements.
7. Encounters with further and higher education – understanding all learning options, including academic, vocational, and technical routes.
8. Personal guidance – access to one-to-one interviews with trained advisers at key transition points.

Leadership and Management

The Careers Leader, Mr Richard McEvoy (Assistant Headteacher), oversees the strategic and operational management of CEIAG.

Supported by a Link Governor for Careers, who monitors delivery and compliance on behalf of the governing body.

All staff contribute to CEIAG through their roles as tutors, subject teachers, and support staff.

The Careers Leader coordinates planning, delivery, monitoring, and evaluation in consultation with the Senior Leadership Team and external partners.

Careers Leader Contact:

Richard McEvoy – Assistant Headteacher / Careers Leader

Email: rmcevoy@cloughwood.com

Curriculum Integration

- Explicit careers lessons within PSHE and PFA modules.
- Assemblies, workshops, and events linked to careers and employability.
- Work-related learning projects and enterprise challenges.
- Employer engagement activities and workplace visits.
- Personal tutoring, group guidance, and individual careers interviews.
- Careers embedded within subject areas via curriculum and schemes of learning.
- Student feedback and destination data inform the annual CEIAG Development Plan and School Development Plan.

Provider Access

The academy provides at least six meaningful encounters with approved providers of technical education, apprenticeships, and higher/further education:

- Years 8–9: 2 encounters
- Years 10–11: 2 encounters
- Years 12–13: 2 encounters

Full details are in the Provider Access Policy, available on the school website.

Equal Opportunities and Inclusion

Cloughwood Academy actively:

- Challenges stereotypes and promotes equality in employment and training.
- Ensures equitable access to all pathways for SEND and EHCP learners.
- Features diverse role models and underrepresented groups.
- Monitors alumni destinations to inspire current students.

Monitoring, Evaluation, and Publication

- Annual review of the CEIAG programme to reflect student needs, stakeholder feedback, and local/national priorities.
- Uses Compass+ and destination data to measure impact and progress against the Gatsby Benchmarks.
- Evaluation includes input from students, parents, staff, employers, and external advisers.
- Careers Policy, Provider Access Policy, programme overview, and Careers Leader details published on the academy website.

Policy Review Cycle: Annually

Next Review Due: January 2027

Reviewed By: Richard McEvoy and Link Governor