Upton-by-Chester High School

Careers Education, Information, Advice and Guidance (CEIAG) and Work Experience Policy

Policy Link	
SLT	Paul Lewis
Governor	Mrs H Nellist
Statutory	Yes

To	Date
Curriculum Committee	10 June 2026
Full Governing Body	
Next Review	June 2027
Make available on	
Staff Website	Yes
School Website	Yes

'Learning to shape the future'

Rationale

Careers Education Information Advice and Guidance (CEIAG) makes a major contribution to the education of all learners. The school provides a stable, structured careers programme of information, advice and guidance for learners to learn about employment, the world of work, the skills required and qualification pathways available to them. This is developed throughout learners' time at the school and is always supportive of their aspirations, strengths and skills. This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Aims and purpose

- Provide learners with impartial CEIAG
- Support learners in making informed decisions which are suitable and ambitious for them
- Prepare learners for the transition to life beyond secondary school (apprenticeships, higher education and the world of work)
- Develop the 8 essential skills that enable young people to find work and succeed in their career: speaking, listening, creativity, problem solving, adapting, planning, teamwork and leadership.
- Inspire and motivate learners to develop their aspirations
- Provide learners with worthwhile experiences including work experience

As part of our commitment to high quality CEIAG, we have worked towards the national quality award "The Quality in Careers Standard" delivered by Inspiring IAG (3 stages).

- Stage 1 and 2 were respectively achieved in July 2017 and Nov 2018
- Stage 3 the full national Quality in Careers Standard Award was achieved in May 2020

Following Stage 3, there are two Annual Reviews. The first annual review was achieved in May 2021.The second annual review was received in September 2022.
We were fully accredited once again in August 2023, this award is for a period of 3 years.

The January 2018 National Careers Strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. In addition to this there is a further initiative to the Baker Clause. This is called the Provider Access Legislation- at each Key Stage all learners should have access to impartial guidance via two encounters with approved providers of apprenticeship and technical education for all learners, for which attendance is mandatory. In May 2025, the DfE released changes to the statutory guidance to include:

- an overview of the changes to the Gatsby Benchmarks of Good Career Guidance following extensive research led by the Gatsby Charitable Foundation
- detailed information on the amendments to the descriptive and measurable elements of the 8 benchmarks
- DfE's expectations of what schools, colleges and ITPs should do to meet the updated benchmarks
- preparing for the future introduction of a guarantee of 2 weeks' worth of work experience for every young person
- signposting and links to resources, support and further information

Recognition of this is through the Careers and Enterprise network Compass Assessment.

The Gatsby Benchmarks

The DfE expects all institutions to use the updated Gatsby Benchmarks, see below, from September 2025.

1. **A Stable Careers Programme**

Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.

- Every school, college and ITP should have a stable, structured careers programme that has the explicit backing of those in governance roles, the headteacher, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
- The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout.
- The careers programme should be published on the institution's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.
- The programme should be regularly evaluated using feedback from learners, parents and carers, teachers, subject staff and other staff who support learners, careers advisers and employers, to increase its impact.

2. **Learning from career and labour market information**

All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

- During each key stage or programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- Parents and carers should be encouraged to access and supported to use information about careers, pathways and the labour market to inform their support of the learners in their care.

3. **Addressing the needs of each young person**

Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any

additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.

- An institution's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Schools and colleges should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.
- For school pupils who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition.
- For colleges and ITPs, records of participation and advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school), where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development.
- Schools and colleges should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.
- Schools and colleges should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

4. Linking curriculum learning to careers

As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.

Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.

- For schools: every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- For colleges and ITPs: throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.
- Careers should form part of the institution's ongoing staff development programme for teachers, subject staff and all staff who support learners.

5. Encounters with employers and employees

Every learner 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters).

- For schools: every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
- For colleges and ITPs: every year, alongside their programme of study, learners should participate in at least 2 meaningful encounters with an employer. At least one should be delivered through their curriculum area.

6. Experiences of workplaces

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

For schools:

- by the age of 16, every pupil should have had meaningful experiences of workplaces
- by the age of 18, every pupil should have had at least one further meaningful experience

7. Encounters with further and higher education

All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.

- By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.
- By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners.
- By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.

8. Personal guidance

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.

- Every learner should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of learners.
- Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.

Meeting the benchmarks

Below is a, non-exhaustive, list of some of the methods by which the CEIAG team will accomplish these goals:

- Maintaining the status of the national quality award "The Quality in Careers Standard"
- Half termly careers lessons delivered by form tutors
- Promoting awareness of the world of work, breaking down barriers and stereotype preconceptions
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement.
- Promoting awareness and understanding of work, industry, the economy and community through activities such as the school's annual Careers Fair and inviting employers to visit the school and talk to learners in each year group.
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing learners' personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling learners' to make considered decisions in regard to future choices
- Maintaining and developing effective links with industry
- Preparing learners for transition to Sixth Form, Further Education (through local colleges), Higher Education (universities), Vocational Education and Apprenticeships (through DWP including LMI: Local Market Intelligence). Learners will be encouraged to have at least two visits to universities to meet staff and learners (Gatsby 7)

Specifically, impartial and independent IAG is provided to learners through a careers guidance professional with expertise and experience of both the needs of our learners and links to careers opportunities at both a local and national level. For post 16 learners this facility is extended, guiding our learners through the university and apprenticeship application process.

Leadership

CEIAG involves

• The management and co-ordination of the various aspects of CEIAG
• The activities at each Key Stage
• Monitoring/evaluation
• Liaison (SLT, Governing Body, Partners)

The team is managed by P Lewis (SLT), the Careers Leader and supported by the Careers Team and Mrs Helen Nellist, link governor.

Upon the strengthened offering of careers we have built a wider careers team to include:

- Mrs E Bradbury (Deputy Headteacher- Curriculum): to support our work on careers in the curriculum (GB4).
- Mrs K McCarthy (Deputy Headteacher- Pastoral): to support our provision of a high quality careers education for our Disadvantaged learners.
- Mr M Oakley (Director of KS3): to support the provision of a high quality careers education to KS3 learners.
- Mr M Rutter (Director of KS4): to support the provision of a high quality careers education to KS4 learners.
- Mr M Jones (SENDCO): to support the provision of a high quality careers education for our learners with SEND.

The Careers guidance specialists are responsible for alerting the school to opportunities for the learners and staff to enable the quality of provision to be maintained and improved upon where available. The PSHE team and Pastoral teams deliver work specific lessons and information throughout the year and this is included in PSHE schemes of work and PLAN time through forms. Subject staff are responsible for identification of work related learning elements within schemes/plans and implementation of work related elements.

Work experience

Learners in Year 10 and Year 12 will complete 1 school week of compulsory work experience, with the intention that all learners complete this face to face, off school site, where possible. For Year 10 this will take place the week before the October half term, and Year 12 will complete theirs the week before the February half term. Learners across Key Stage 4 and 5 can also request additional work experience days via contacting Mr Lewis in advance. Learners, and relevant businesses, should complete all relevant paperwork via Unifrog. Learners cannot access work experience unless this paperwork is completed in advance. As a school we take the safety, and safeguarding of, our learners as a priority therefore it is the school who has the final decision on whether a placement can, or cannot, go ahead.

There is now a requirement for learners to obtain 25 hours of work experience encounters in KS3. We have developed a programme of activities that are delivered within school by both our own staff and external agencies such as Urenco and Encirc.

Bespoke Additional Strategies for SEND and DA Learners

Learners who are DA in Year 9 and 10 have half termly careers sessions with the DWP advisors which is aimed to make that cohort of learners more prepared for the world of work and develop self confidence. A similar programme is run for a small group of SEND learners on a termly basis.

Review

The strategy is evaluated for its effectiveness throughout the year and new strategies and opportunities are taken up as required and/or as they arise.

Each academic year the team produces an Action Plan using the Quality in Careers Standard kitemark and the Compass careers self-evaluation tool to audit progress against the Gatsby Benchmarks and the national average. This is incorporated into the School Development Plan. An evaluation of our data retention, destinations, educational visits, expedition participation, attendance at the Upton High school Careers Talks, and evaluation of events hosted and attended will enable us to have a measurement of success and impact.

Guidance

This policy has been written with regard to the updated (May 2025) Duty on schools to provide independent and impartial Careers Guidance and Inspiration for pupils and the accompanying departmental Advice document.

Careers guidance and access for education and training providers - GOV.UK

Annex A: Provider access statement on provider access

Upton-by-Chester High School: Provider Access Policy

Introduction

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.

Learner entitlement

Provider Access Statement

Here at Upton by Chester High School we are proud of our offering for all of our learners in supporting them with their own vision of what their own future might look like. With no designated pathway set out for any learner we value our broad and varied approach to learning around the world of careers and the different routes on offer for all.

This statement sets out the school's arrangements for managing the access of Providers to learners at the school for the purposes of giving them information about the Provider's education or training offer.
All of our learners in school from year 7-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships
- To understand how to make applications for the full range of academic and technical courses

A number of events, integrated into the school careers programme, will offer Providers an opportunity to come into school to speak with learners and/or their parents.
At each Key Stage learners have access to at least two meaningful encounters with providers of technical education or apprenticeships.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the careers coordinator as a hard copy or via email to be shared via the weekly newsletter or respective Google Classrooms.

Management of provider access requests
Procedure

A provider wishing to request access should contact Liz Gwyther - Careers Leader Administrator on 01244 259800

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. The list below shows a comprehensive, yet not conclusive, list of events available to all learners in school.

	Autumn Term	**Spring Term**	**Summer Term**
Year 7	Annual Careers Fair	Upton H.S. Careers Talks	Visit from a local employer (i.e. Chester zoo)
Year 8	Annual Careers Fair Visit from local employers	KS3 PAL day	Upton H.S. Careers Talks Barclays Life skills programme (PSHE)
Year 9	Annual Careers Fair	Parents Evening Careers Adviser in attendance Visit from local employers	JobCentre Plus workshop "In ten year's time" (PP)
Year 10	Annual Careers Fair Visit from local employers Work Experience - Gatsby 6	Parents Evening Careers Adviser in attendance KS4 PAL day. Apprenticeship week events Upton H.S. Careers Talks - Work Experience	Year 10 Sixth Form taster lessons JobCentre Plus workshop "A day in the life of a Jobseeker" (PP)

Year 11	Annual Careers Fair Visit from local employers Apprenticeship week events	Parents Evening Careers Adviser in attendance Post Mock examinations workshops Upton H.S. Careers Talks: ● FE and local colleges ● Apprenticeships and post 16 routes ● Higher ideas programme 6th form Open Evening	GCSE examinations Careers Adviser available
Year 12	Annual Careers Fair Upton H.S. Careers Talks Chester University Visit KS5 PAL day Visit from Local employers Sixth form Careers Programme	Upton H.S. Careers Talks Work experience – Gatsby 6 Visit from Universities Sixth form Careers Programme	Visit from, and to Universities Sixth form Careers Programme Next Steps day Skills morning - “Building your own profile” UCAS discovery day
Year 13	Annual Careers Fair Upton H.S. Careers Talks Opportunities to visit mock assessment centres UCAS/ Next Steps Support Sixth form Careers Programme in THRIVE	Upton H.S. Careers Talks Sixth form Careers Programme in THRIVE	Examinations

We also run half termly Careers Breakfasts which are accessible for all learners.

Please speak to our Careers Leader to identify the most suitable opportunity for yourself.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between provider and learners, as appropriate to the activity. The school will also make available A.V. and other specialist equipment to support provider presentations. This

will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Adviser or the Librarian. The Learning Hub is available for Year 7-11 learners before registration, at break, lunchtime and after school. The Learning Hub is available throughout the school day for Year 12 and 13 learners also.