



Achieving Excellence for all

Aspiration Kindness Pride

Document Control Sheet

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CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

1 Background

- 1.1 The Sir John Brunner Foundation is a multi-academy trust created under the provisions of the Academies Act 2010. The Foundation is a company limited by guarantee incorporated in England and Wales with company number 11227336. It is an exempt charity and its Directors are also charity trustees.
- 1.2 The County High School Leftwich is a member of The Sir John Brunner Foundation and will deliver Careers Education, Information, Advice and Guidance (CEIAG) in accordance with this policy and ensure that its contents are shared with all relevant stakeholders.

2 Aims

- 2.1 This policy aims to set out the provision of impartial and informed CEIAG for students at secondary academies within the Sir John Brunner Foundation. This includes the ways in which students, parents, teachers and employers can access information about the careers programme.
- 2.2 High-quality CEIAG is important for our students' futures, and the provision aims to:
- Help students prepare for the workplace, by building self-development and career management skills
 - Provide experience and a clear understanding of the working world
 - Develop students' awareness of the variety of education, training and careers opportunities available to them
 - Help students 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

3 Statutory Requirements

- 3.1 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
- 3.2 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 secondary academies must provide a minimum of **6 encounters** with technical education or training providers to all students in Years 8 to 13. For more detail on these encounters, see the academy Provider Access Policy.

3.3 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:

- Secondary academies must now secure independent careers guidance from Year 7 (instead of from Year 8, previously)
- Academies in England, are now required to provide and publish careers guidance

3.4 The above guidance requires that academies publish information about their careers programme on their website. Each secondary academy is responsible for ensuring that they comply with this requirement.

3.5 This policy complies with our funding agreement and articles of association.

3.6 Secondary academies act in line with the 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 the Provider Access Policy, which sets out how we meet this duty.

4 Roles and Responsibilities

4.1 Careers Leader

The Careers Leader in each secondary academy works closely with the Senior Leadership Team and will:

- Take responsibility for developing, implementing and reporting on The Academy's 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 the Special Educational Needs Co-ordinator (SENDCo), Careers Adviser and Designated Teacher for Children in Care (CiC), to identify and support the additional Careers Education needs of identified learners.
- Review the Provider Access Policy at least annually, prior to approval by the Governing Body.

4.2 Senior Leadership Team

The Senior Leadership Team in each secondary academy will:

- Support the Careers Leader's implementation of the Careers Programme
- Facilitate training providers access, as set out in the Provider Access Policy

4.3 The Governing Body

The Governing Body will:

- Appoint a member of the Governing Body who will take a strategic interest in Careers Education and act as a Link Governor.
- Ensure compliance with the statutory requirements for CEIAG, including meeting the legal requirements of the 'Baker Clause'.

5 Careers Programme

5.1 Each secondary academy 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. Statutory independent careers guidance is provided to pupils from Year 7 onwards.

5.2 The Careers 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

5.3 The Careers Programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

5.4 It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. The Careers Programme is delivered through a number of methods, both in lessons and through a range of Careers Activities beyond timetabled lessons.

5.5 The Careers Programme includes opportunities for students to provide feedback and have their progress measured as they move through the Key Stages.

6 Monitoring Arrangements

6.1 This policy, the information included, and its implementation will be monitored by the Governing Body and reviewed and approved annually.