



Policy Name	Careers Information Advice and Guidance Policy
Trust/Academy Specific	Trust
Statutory/Non-Statutory	Statutory
Date Created	July 2022
Review Frequency	Annual
Review Date	September 2026
Policy Owner(s)	Stephen Steinhaus

Key Contact	Job Title	Contact Details
Stephen Steinhaus	CEO	SSteinhaus@sapmat.org.uk
James Morris	Director of Education	JMorris@sapmat.org.uk
Kat Dockery	Principal: Solihull Academy	KDockery@sa.sapmat.org.uk
Tina Whitehouse	Headteacher: Daylesford Academy	TWhitehouse@da.sapmat.org.uk
Glenn Mellor	Headteacher: Coventry Academy	GMellor@ca.sapmat.org.uk
Marie Meehan	Director of Centre: Apollo	MMeehan@sa.sapmat.org.uk
George Ward	Assistant Principal: Short Term Provisions	GWard@sa.sapmat.org.uk
Matt Gregor	Careers Officer SA	MGregor@sa.sapmat.org.uk
Nicola Capok	Careers Officer DA	NCapok@da.sapmat.org.uk

Date Updated:	Updated By:		Date Approved:	Approved By:
March 2023	Debbie Mountford		July 2023	Trustees
July 2024	Debbie Mountford		July 2024	Trustees
July 2025	Debbie Mountford		July 2025	Trustees
September 2026			September 2026	Trustees

Contents

Rationale	3
Policy Scope	3
Objectives:	4
Trust Roles and Responsibilities:	5
Careers leaders	6
Senior leadership team (SLT)	6
Trustee Responsibilities	7
Staff Training and CPD	7
Provider Access:	7
Careers Management	8
Monitoring, Evaluation and Review	8
Destination Data and Impact Monitoring	9
Policy Links	9
Equality and Diversity	10
Resources	10
Partnerships	10
Appendix 1: Careers Advice and Student Entitlement Statement	11
Appendix 2:	14

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

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities and responsibilities in life beyond school. A planned and structured programme of careers interventions supports them in choosing 14 – 19 pathways that best suit their interests and abilities and helps them to effectively follow a suitable career path and sustain employability throughout their working lives. Solihull Alternative Provision Multi Academy Trust (hereafter referred to as: The Trust), is committed to providing students with all such available and appropriate programmes, to help our students develop knowledge, skills and attributes that will enable them to succeed and flourish.

Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training.

Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#). Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018) and Education (Careers Guidance in Schools) Act 2022.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- Education (Careers Guidance in Schools) Act 2022
- Skills and Post-16 Education Act 2022
- DfE's "Careers Guidance and Access for Education and Training Providers" (2023)
- Gatsby Benchmarks
- Ofsted's Education Inspection Framework (2025)

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:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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 our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 7 to 13 (11 across The Trust).

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance, and is informed by the updated Gatsby Benchmark Toolkits (2025) published by the [Careers and Enterprise Company](#). This provides practical guidance for implementation across schools, APs, and colleges.

This policy covers the legal duty of schools and academies to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students within The Trust.

All members of staff within The Trust are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

Objectives:

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The objectives of the Careers Education, Information, Advice and Guidance policy are:

- To contribute to strategies for raising attainment and increasing motivation
- To support inclusion
- To ensure that all students at the school receive a stable careers programme
- To encourage participation in continued learning beyond age 16
- To develop enterprise and employment skills

- To reduce drop out from course switching in education and training
- To contribute to the economic prosperity of individuals and communities
- To enable all students to learn from information provided by the career and labour market
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To meet the needs of students through appropriate differentiation & individualisation – addressing the needs of each student
- To focus students on their future aspirations and ensure that each student can receive personal guidance
- To involve parents and carers

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

The Trust's CEIAG programme includes guidance on emerging career pathways, including digital, green, and health sectors, in line with national skills priorities.

Adjustments to the Careers Education, Information, Advice and Guidance Policy, will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.

As stated, The Trust careers programme strives to reference and reflect the eight points of the Gatsby benchmarks. A full breakdown can be found in Appendix 4:

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

Trust Roles and Responsibilities:

The Trust has a series of statutory duties:

- All registered pupils must receive independent careers advice in Years 7 to 13

- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships
- The Trust must have a clear policy setting out how providers will be given access to pupils: this policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks, detailed above
- The Trust will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of our academies (e.g. School Improvement Partner or Ofsted)

Careers leaders

Our careers leaders work closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the 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 our special educational needs co-ordinator(s) (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our academy's designated teacher(s) for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our Trust's provider access policy statement at least annually, in agreement with our governing board

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme and the careers leader in developing their strategic careers plan
- Make sure our academy's careers leaders are allocated sufficient time, and have the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 7 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our Trust's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

Trustee Responsibilities:

- The Trust Board will ensure that The Trust has a clear policy on Careers Education Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders
- They should ensure that this policy is based on the eight Gatsby Benchmarks meeting The Trust's legal requirements
- The Trust Board will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11
- There will be a member of the Trust Board who takes a strategic interest in CEIAG and encourages employer engagement

Staff Training and CPD

To ensure high-quality delivery of careers education across the curriculum, the Trust is committed to providing ongoing professional development for all staff. Careers Leaders and Careers Advisors will receive regular training to stay up to date with statutory guidance, labour market trends, and best practice. In addition, teaching staff will be supported to embed careers learning into subject areas, particularly in relation to the Gatsby Benchmarks. Training may include CPD sessions, external workshops, and access to resources from the Careers and Enterprise Company, local enterprise partnerships, and other professional bodies. Staff involved in supporting SEND and vulnerable learners will receive additional guidance to ensure personalised and inclusive CEIAG provision.

Provider Access:

This separate policy (available on our website) sets out The Trust's arrangements for managing the access of providers to pupils within each of our academies 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.

All pupils in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships 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 – through options events, assemblies and group discussions and taster events;
- To learn how to make applications for the full range of academic and technical courses.
- The Trust will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

For more details and our full list of providers, please see our Provider Access Policy.

Careers Management

The CEIAG programme is developed and co-ordinated by The Trust/Academy careers adviser(s) and the manager(s) for careers within The Trust/Academy. They will

- Take responsibility for developing, running and reporting on The Trust's career programme.
- Plan and manage careers activities.
- Manage the budget for the 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 our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our Academy's designated teacher(s) for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice

Monitoring, Evaluation and Review

The Principal / Headteacher will ensure that:

- The work of the Careers Advisors and CEIAG events are supported and monitored

- A member of the Senior Leadership Team at each Academy has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as feedback from attendees (students, parents, carers, employers) at Careers events, feedback from students, staff via curriculum audits. Career's feedback form can be found in Appendix 3.

Student voice is gathered through surveys and focus groups and used to co-design and refine the careers curriculum.

- Feedback from external visitors to the school such as the School Improvement Partner (SIP), Business Adviser or Ofsted.
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

Destination Data and Impact Monitoring

The Trust will monitor the effectiveness of its CEIAG programme through the collection and analysis of destination data. This includes tracking the post-16 and post-18 pathways of all students, with a particular focus on reducing the number of students who are not in education, employment or training (NEET). Data will be disaggregated by key groups (e.g. SEND, LAC, disadvantaged) to ensure equity of access and outcomes. Trends will be reviewed annually and used to inform strategic planning, curriculum development, and targeted interventions. This data will also be shared with Trustees and external stakeholders as part of the Trust's commitment to transparency and continuous improvement.

The Trustees of Solihull Alternative Provision Multi Academy Trust will review this policy annually.

Policy Links

The policy for CEIAG supports and is underpinned by a range of school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, financial capability, work related learning and enterprise, equal opportunities, provider access and diversity, gifted and talented, looked after children SEN and safeguarding.

Equality and Diversity

Students are offered a programme of CEIAG that meets professional standards of practice, and which is differentiated, person centred, impartial and confidential. It will be integrated into the curriculum and be based on a partnership with students and their parents or carers.

Resources

Funding is allocated in the annual budget planning process and is considered in the context of whole Trust priorities and the particular needs of CEIAG. A careers interview room will be made available for confidential interviews, and is resourced with a telephone, printer and display racks, where possible.

Partnerships

The Trust/Academy careers adviser(s) liaises with outside organisations such as colleges, training providers and employers, in order to establish effective links and to organise effective input into The Trust careers programme at appropriate times.

Please see our Provider Access policy for more details.

Appendix 1: Careers Advice and Student Entitlement Statement

The Trust careers education programme is delivered to students from year 7 onwards through PSHE, and will allow students to explore the three core areas of careers development, which are:

- For students to understand themselves and the influences on them
- To understand opportunities in learning and work
- To make and adjust plans and to manage change and transition.

This is achieved by studying topics such as:

- Self-awareness
- Skills analysis
- Options after year 11
- Producing a CV
- Job search
- Completing application forms
- Career action planning

Individual Guidance

The Trust employs its own qualified careers' advisers across its academies, and part of the adviser's remit is to offer individual and group careers interviews to students. Several methods are used to allow students to access the service and meet their individual careers needs, and this can include:

- Completion of a career's questionnaire
- Self-referral
- Tutor referral
- Referral from the pastoral support manager

As part of the careers interview process, The Trust careers adviser can support students to:

- Explore their longer-term career goals
- Investigate their immediate post 16 options
- Help with job/education/training search
- Help with applications
- Supply specific and current careers information

Input From External Organisations

To supplement the careers education programme and individual guidance offered to students, The Trust also works with a variety of local impartial organisations and employers who make an input into the careers programme. This can include:

- Working in partnership with South & City College Birmingham, Right Trax
- Involvement in school employability and industry days
- A round table organised careers fair
- Mock interviews undertaken by local training providers
- An annual visit to the skills show at the NEC
- Attendance at the Solihull apprenticeship show
- Visits to colleges
- A structured programme of external work experience for year 10 and 11

Careers Information

Students are encouraged to undertake their own careers research and information is made available in many formats and sources to students in order to make access as flexible and easy as possible. Information can be made available by:

- Email
- Social Media
- The careers section of the school website
- Academy notice boards
- A range of printed pamphlets and booklets
- Careers websites

Careers Websites

The following websites are useful sources of careers information:

- National Careers Service
<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx?cloud>
<http://icould.com/>
- Career Box <http://www.careersbox.co.uk/>
- Career camel <http://www.careercamel.com/Plotr> <https://www.plotr.co.uk/>
- All About Careers <http://www.allaboutcareers.com/careers-advice>
- Science: It's a Girl Thing <http://science-girl-thing.eu/en>
- Hello Future <http://www.hellofuture.org.uk/>
- Not Going to Uni <http://www.notgoingtouni.co.uk/>
- Career Box Level 7 <http://www.careersbox.co.uk/films/level7/>
- Shell Live Wire <http://www.shell-livewire.org/>
- The Prince's Trust <http://www.princes-trust.org.uk/>

- Start Ups <http://startups.co.uk/>
- Great Business <http://www.greatbusiness.gov.uk/>
- Going to University www.goingtouniversity.org
- Student Ladder www.studentladder.co.uk
- Birmingham Voluntary Services www.bvsc.org
- Volunteering England www.volunteering.org.uk

Appendix 2:

1) A stable career programme:

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

2) Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.

They will need the support of an informed adviser to make best use of available information.

By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3) Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions
- All pupils should have access to these records to support their career development
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

4) Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5) Encounters with employers and employees

Every student 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 activities including visiting speakers, mentoring and enterprise schemes.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

6) Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

7) Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.

8) Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

- Every pupil should have at least one such interview by the age of 16.

For a full careers calendar for each Academy within The Trust, please refer to the relevant Academy Careers Policy, available on their website.