



Cardinal Newman  
Catholic School

Part of Holy Cross Catholic MAC

# CAREERS EDUCATION AND GUIDANCE POLICY (CEIAG)

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Careers Education and Guidance Policy – (CEIAG)

Cardinal Newman Catholic School

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**1. Introduction****School Vision**

Cardinal Newman seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college.

*Knowledge through the light of faith is at the heart of all we do. In light of this we want to empower our students to lead successful and happy lives.*

The governing body have therefore adopted this policy to provide a clear commitment to a framework for Careers Education, Information, Advice and Guidance.

## **2. Policy Scope**

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key stages 3 and 4.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start their next place of education, employment or training. They are still under the mantle of the policy and we will support them as per the policy.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers Guidance and access for education and training providers. – statutory guidance for governing bodies, school leaders and school staff. (DfE July 2021)

2.4 This policy includes the 8 Gatsby Benchmarks as set out in the DfE guidance.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 – 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. (Baker Clause January 2018 and update - January 2023)

2.6 This policy refers to events and opportunities in both key stages and in all years and these events will impact upon all students in the school.

2.7 All members of staff at Cardinal Newman Catholic School 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 Adviser.

2.8 It is important therefore that students leave school aware of themselves as individuals; aware of the opportunities available to them and able to make decisions about their own life. They should be prepared for the transition from full-time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## **3. Objectives.**

The objectives of the CEIAG policy in line with the Gatsby Benchmarks as follows:

- To ensure all students receive a stable careers programme
- To enable all students to learn from information provided by the careers and labour market
- The CEIAG programme should be individual and address the needs of each student.
- To link the curriculum learning to careers learning.
- To provide students with a series of encounters with employers and employees.
- To provide students with experience of workplaces
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance.

#### **4. School Responsibility.**

The school has a series of statutory duties:

4.1 All registered pupils at the school must receive independently careers advice in Years 7 to 11.

4.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

4.3 This advice must cover a range of education or training options

4.4 This guidance must be in the best interests of the pupil

4.5 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

4.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils: This policy and these arrangements must be published.

4.7 The school will base its careers policy around the Gatsby Benchmarks – a summary of which is at the end of this policy.

Cardinal Newman Catholic School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school 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 the school. (Eg: school improvement partner or Ofsted).

#### **5. Governor Responsibilities.**

The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that the policy is –

5.1 Based on the 8 Gatsby Benchmarks.

5.2 Meeting the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Year 7-11.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## **6. Provider access.**

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

All pupils in Years 7-13 are entitled:

6.1 To find out about technical educational qualifications and apprenticeship opportunities, as part of a careers programme

6.2 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.

6.3 To understand how to make applications for the full range of academic and technical courses.

6.4 How providers can get in touch and who to contact is set out in the latter part of this document.

6.5 The school, will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **7. Monitoring, evaluation and review.**

The Headteacher will ensure that:

7.1 The work of the Careers Adviser and CEIAG are supported and monitored.

7.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

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

7.3a Feedback from stakeholders through mechanisms such as pupil and parent surveys.

7.3b Feedback from external visitors such as Ofsted

7.3c Destination figures of students that NEET in the autumn months after completing exams in the previous summer.

The Governors of Cardinal Newman Catholic School will review this policy every 3 years.

## **8. Opportunities for Access**

A number of events integrated into the school careers programme will offer providers an opportunity to showcase their provision. They will be able to speak with students, parents/carers.

Examples as follows:

- Careers Fairs (internal and external)
- Assembly presentations
- Apprenticeship provider events
- Workshops
- Designated speakers
- Industry specific events
- Mock Interview sessions
- Work Experience
- Workplace visits
- Skills Show/Big Bang/UCAS.

Please speak to the designated contact to identify the most suitable opportunity for you. The Careers Schedule for the academic year is set out on the school website.

## **9. Premises and Facilities**

Cardinal Newman School, will ensure that the main assembly spaces/conference area/Sports Hall /classrooms/private meeting rooms will be available for discussion between providers and students, appropriate to the activity. The school will also ensure IT is available and other specialist equipment to support providers presentations. This will all be discussed and agreed in advance of the visit with the Careers Adviser at Cardinal Newman Catholic School.

## **10. Working with Employers**

Cardinal Newman Catholic School is committed to building sustained relationships with employers/providers in order to build that bridge and bring the 'world of work' into our school.

We know that listening to external professional career journey will inspire and enthuse our students and encourage them to be the best that they can be.

An example of just some of providers/employers we engage with as follows:

- Coventry & Warwickshire Chamber Training
- Warwickshire College Group
- The RAF
- The Army

- Coventry City Council
- Coventry College
- Aspire 2 Be

## **11. Information and resources at Cardinal Newman Catholic School.**

**Careers Lead** – Mrs Sarah Scanlon

**Careers Adviser & Co-ordinator** – Ms Marie Brennan

11.1 Parents, as well as students, can book an appointment with Miss Brennan to discuss career aspirations and seek advice for their child.

11.2 Miss Brennan attends option evenings for Year 9. In addition; Open/Parents evenings for Year 10 11 12 & 13.

11.3 She contributes to the student newsletter

11.4 Miss Brennan attends all staff briefings: Year 11 tutor briefings; Year 11 assemblies; and is a visible presence in the school.

## **12. Careers Guidance Software**

The careers guidance software currently in school is Unifrog. The students can access this both at school and at home. The link is available via the quicklinks on the school website. Each student will have an individual log in to the Unifrog platform.

## **13. Coventry & Warwickshire LEP**

In conjunction with Coventry & Warwickshire LEP we have a designated Enterprise Adviser who is our link to the business world. In turn this supports the school in gaining further business links; representation at networking events and business forums. They have an extensive portfolio of clients and is prepared to work with the school in a variety of ways; ie assisting with the school's careers strategy and furnishing us with opportunities that benefit our students.

# The Gatsby Benchmarks

## Appendix 1

<b>1. A stable careers programme</b>	<p>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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<b>2.Learning from career and labour market information</b>	<p>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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<b>3.Addressing the needs of each student</b>	<p>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.</p>	<p><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p>



		<input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
<b>4. Linking curriculum learning to careers</b>	<p>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.</p>	<input type="checkbox"/> 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.
<b>5. Encounters with employers and employees</b>	<p>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.</p>	<input type="checkbox"/> 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.
<b>6. Experiences of workplaces</b>	<p>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.</p>	<input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<b>7. Encounters with further and higher education</b>	<p>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.</p>	<input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, all pupils who are considering applying for university

		<p>should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	<p>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.</p>	<p><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

**Management of provider access requests:**

**Procedure:**

A provider wishing to request access should contact our Careers Advisor or Careers lead.

**Careers Lead: Mrs S Scanlon**

Telephone: 02476 332382

Email: [sarah.scanlon@hccmac.co.uk](mailto:sarah.scanlon@hccmac.co.uk)

**Careers Advisor: Miss M Brennan**

Telephone: 02476 332382

Email: [marie.brennan@hccmac.co.uk](mailto:marie.brennan@hccmac.co.uk)