

Ormiston Academies Trust

Cowes Enterprise College, an Ormiston Academy Careers Education Information and Guidance (CEIAG) Policy

Policy version control

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In consultation with	
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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and guardians, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our 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
- 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

2. Statutory Requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE) ([Careers guidance and access for education and training providers - GOV.UK](#))

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

This policy is also in line with the Skills and [Post-16 Education Act 2022](#) . It explains that our school must provide a minimum of 6 encounters with technical education and apprenticeship providers to all students in Years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on the school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for students from Year 7 (instead of from Year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and guardians, staff, and employers to access and understand it.

We also act in line with our statutory duty under the provider access legislation (also known as 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 our [Provider Access Policy Statement](#), which sets out how our school meets this duty, and can be found on the school’s website.

3. Roles and Responsibilities

3.1 The Local Governing Body

The Local Governing Body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school’s legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially
- Make sure that a range of education and training providers can access students in Years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement -
- Make sure that details of our school’s careers programme and the name of the Career’s Leader are published on the school’s website.

3.2 Head of School

The Head of School will:

- Work with the Governing Board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school’s vision, priorities and development plans
- Support the careers team to deliver the school’s careers programme
- Build careers into staff development for teachers and support staff, and make sure that the Careers Leader, Careers Adviser and Senior Leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified Careers Adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme
- Support the Careers Leader in developing their strategic careers plan
- Make sure the Careers Leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the Careers Adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the Careers Leader and Careers Adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers Leader

Our Careers Leader is Mr D.Sanchez-Brown and our Careers Advisor is Mr I Riley. They can be contacted by telephoning (01983) 203103 or emailing info@cowesec.org

The careers leader is a member of 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 (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 school's designated teacher 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 school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers Adviser

Our Careers Adviser is Mr I Riley and will:

- Support students to make effective career decisions
- Work with the Careers Leader and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from Year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

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. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including: Drop down days, our Charter programme, assemblies, guest speakers, curriculum time, educational visits and displays.

4.1 How we meet our requirements

All subject areas link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every student will receive at least 1 personal guidance meeting with a Careers Adviser by the age of 16. Every student will receive a further meeting by the age of 18.

Information about personal guidance support, and how to access it, will be communicated to students, parents and guardians, and other stakeholders, including through the school website.

4.2 Students with Special Educational Needs or Disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our Careers Leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND.

4.3 Access to our Careers Programme Information

A summary of our school's careers programme is published on our school website, including details of how students, parents and guardians, teachers and employers can access information about the careers programme.

Students, parents and guardians, teachers, and employers can request any additional information about the careers programme by contacting Mr D.Sanchez-Brown at the school.

4.4 Assessing the Impact on Students

Our careers programme is designed so students and parents/guardians can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Evaluations
- Face to Face feedback

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

5. Links to other policies

This policy links to the following policies:

- [Provider Access Policy Statement](#)
- [Child Protection policy](#)
- Curriculum policy
- [Data Protection policy](#)