



Careers Education, Information, Advice and Guidance Policy

Amended by	Michelle Lawson	Date: May 2025
Approved by:	Richard Keightley	
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Linked Documents:

‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, January 2018

Careers Education, Information, Advice and Guidance Policy

School Vision

Apple Orchard School seeks to maximise the life chances of all of our young people in a way that is authentic and personal to the students. Preparing the students for life beyond Apple Orchard and further education is crucial so that the potentially prohibitive circumstances that led the student to Apple Orchard School are mitigated as much as possible so that life can be normalised as much as possible. The values and principals document makes direct reference to developing:

‘Whilst at Apple Orchard School boys will be afforded the knowledge, skills and attributes to have choices that lead to a happy, successful life.’

Polaris and the Apple Orchard community have therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

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 as our unique setting provides a continuation of education.

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, January 2018)

This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access students 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 how these events will impact upon all students at the school.

All members of staff at Apple Orchard 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 Lead.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and are able to make some 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.

Objectives

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

- To ensure that all students at the school receive a stable careers programme.
- To enable all students to learn from information provided by the career 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 experiences of workplace(s).
- 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

School Responsibilities

The school has a series of statutory duties:

- All registered students at the school must receive independent careers advice in Years 7 to 11.
- 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 students in Year 7 - Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.

Apple Orchard 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, rewarding and accessible. Good CEIAG widens students' horizons, challenges stereotypical views and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life whether remaining in West Sussex or returning to their own Local Authority area. 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 (e.g. Governing Body or Ofsted).

Careers Lead

The Careers Lead at Apple Orchard School is responsible for developing and delivering a comprehensive careers education, information, advice, and guidance (CEIAG) programme that empowers students to make informed decisions about their future pathways. Their role includes coordinating meaningful encounters with employers, organising work experience opportunities (with the Work Experience Coordinator), and ensuring students have access to current labour market information. They lead the implementation of the Gatsby Benchmarks, oversee the integration of careers learning across the curriculum, and collaborate with external partners such as colleges, training providers, and local businesses. Additionally, they support staff in embedding careers education into subject areas and ensure compliance with statutory guidance to help every student reach their full potential.

Work Experience Coordinator

The Work Experience Coordinator is responsible for planning, organising, and overseeing meaningful work placement opportunities that support students' personal development and career readiness. They work closely with students, Careers Lead, staff, and external partners to ensure placements are safe, relevant, and aligned with individual interests and aspirations. A key part of their role involves liaising with [ebp South](#), the external work experience provider for Apple Orchard School, to secure high-quality placements and manage the necessary administrative and safeguarding processes. They also prepare students for the workplace through pre-placement guidance and post-placement reflection, helping them to gain valuable insights into the world of work and build essential employability skills. [EBP South](#)

Proprietor Responsibilities

The proprietary 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 this policy is:

- Based on the eight Gatsby Benchmarks
- 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 students in Years 7 – 11.

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

Provider Access

Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students 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.

All students in years 7-13 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 understand how to make applications for the full range of academic and technical courses.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities.

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

Post 16 Offer

At Apple Orchard School we offer a comprehensive and inclusive post-16 programme designed to support every student's aspirations and future pathways. Our provision includes timetabled, discrete careers lessons to equip students with essential employability skills and guidance. Students benefit from attendance at careers fairs and college placements, providing real-world insights and experiences. We offer a range of academic and vocational qualifications, including A Levels, GCSE English Language and Maths, and PQ qualifications at Foundation, Higher and Extended Levels. For those seeking a more tailored approach, we provide a bespoke full-time school timetable that integrates vocational skills and learning. Additionally, all students have the opportunity to undertake work experience, helping them to develop confidence, independence, and a clearer understanding of their future career options.

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Lead and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team 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 the Careers and Enterprise Company's 'Compass' Careers Benchmark Evaluation tool.
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) 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.

The Headteacher of Apple Orchard school will review this policy every three years.

Appendix 1. The Gatsby Benchmarks

1. A stable careers 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.	a. 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. b. The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. c. The programme should be regularly evaluated with feedback from students, 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.	a. By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. b. Parents [Carers] 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. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. b. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. c. All students should have access to these records to support their career development. 4. 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, students 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.	a. 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. b. By the age of 18, every pupil should have had one further such experience, 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.	1. 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 students. 2. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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, and the opportunity for a further interview by the age of 18.

Appendix 2. Apple Orchard Careers Charter

Careers Provision

Meeting with CIAEG lead and Careers Advisor

Meeting with CIAEG lead and SENCO

Year 7

- Online Careers assessment – Morrisby
- Visual displays around school
- Timetabled discrete careers lessons
- Subject specific careers activities
- PSHE lessons
- Attendance of Careers Lead at parents evening

Year 8

- Online Careers assessment – Morrisby
- Visual displays around school
- Timetabled discrete careers lessons
- Subject specific careers activities
- PSHE lessons
- Attendance of Careers Lead at parents evening

Year 9

- Online Careers assessment – Morrisby
- Visual displays around school
- Timetabled discrete careers lessons
- Subject specific careers activities
- PSHE lessons
- 1-2-1 meetings with external provider
- Attendance of Careers Lead at parents evening

Year 10

- Online Careers assessment – Morrisby
- Visual displays around school
- Timetabled discrete careers lessons
- Subject specific careers activities
- PSHE lessons
- Visit to FE/HE college fair
- College visits
- 1-2-1 meetings with external provider
- Attendance of Careers Lead at STAT/PEP meetings.
- Work Experience ([Work Experience for Students - EBP South](#))

Year 11

- Online Careers assessment – Morrisby
- Visual displays around school
- Timetabled discrete careers lessons
- Subject specific careers activities
- PSHE lessons
- Visit to FE/HE college fair
- College visits
- 1-2-1 meetings with external provider
- Attendance of Careers Lead at STAT/PEP meetings

Post 16 Offer

- Timetabled discrete careers lessons.
- Attendance at college
- Attendance of Careers Fairs
- A levels
- PQs (Foundation and Entry Level)
- GCSE Maths & English Language
- Work Experience
- Bespoke fulltime school timetable to include vocational skills and learning

Appendix 3. Application for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to students 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.

Pupil entitlement

All students in years 7-13 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 understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Anne Davis, Work Experience Coordinator

Telephone: 01403783416

Email: anne.davis@appleorchard.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead or Work Experience Coordinator so that they can be displayed in the Careers Section of the school library.