



Curiosity | Care | Courage | Creativity

King Edward VI School

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

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

Version Number:	Version 2
Drawn up by:	Bev Tucker – Deputy Headteacher & Tasha Granger - Careers Co-ordinator
Reviewed by:	SLT
Date reviewed:	27 January 2026
Approval by:	Full Governing Body
Date approved:	March 2026
Review Cycle:	1 year
Date of next Review:	January 2027

Contents

1. Aims	2
2. Statutory requirements.....	2
3. Commitment	3
4. Roles and responsibilities	3
5. Our careers programme.....	5
Key Stage 3 and 4	6
Key Stage 3.....	6
Key Stage 4.....	7
6. Links to other policies	9

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 carers, 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:

- Educate, inform and inspire our students
- Help students prepare for the workplace, by building essential employability and life 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
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- 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).

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](#) (the 'provider access legislation'). 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 11 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find at [Policies - King Edward VI School](#).

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)

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 carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how students, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation, 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 at [Policies - King Edward VI School](#).

3. Commitment

King Edward VI School's Careers Programme commits to both meeting and exceeding our statutory responsibilities and the careers guidance standards outlined in the Gatsby Benchmarks. By embedding our programme from Year 7 we aim to ensure that our students have a growing awareness of the educational and work-related world around them and are encouraged to investigate and explore their educational and employment options throughout their time with us.

We have established excellent links with Further Education (FE) and Higher Education (HE) establishments within our local area and with Abbeygate Sixth Form College, West Suffolk College (WSC) and the University of Suffolk (UoS). We also have support from the Network for East Anglian Collaborative Outreach (NEACO) which enhances our IAG for students who aspire to go to university.

"As an active member of the Norfolk and Suffolk Careers Hub, co-funded by the Careers and Enterprise Company (CEC) and Norfolk/Suffolk County Council, we ensure that we are up-to-date with the latest CEIAG policies and practice. In doing so we commit to sharing meaningful information within our school and publishing updates on our website to inform our stakeholders of any change or progression in our careers provision.

We work closely with our Enterprise Co-Ordinator and Enterprise Adviser on all aspects of strategic planning, employer-related connections and work experience preparation and facilitation.

Our ongoing commitment is to ensure that our Careers Programme remains relevant to our students' needs and that it continues to guide them towards optimal choices in their education, training and employment.

4. Roles and responsibilities

4.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- 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, includes a range of educational or training options and promotes the best interests of students

- Make sure that a range of education and training providers can access students in Years 8 to 11 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 careers leader are published on the school's website

4.2 Headteacher

The Headteacher 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

4.3 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

4.4 Careers leader and Careers Co-Ordinator

Our careers leader is Beverley Tucker and they can be contacted by phoning 0284 761393 or emailing TLG@king-ed.suffolk.sch.uk Our careers leader will work with the Careers Co-Ordinator to:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme

- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 students 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 students 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
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting students' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

4.5 Careers Adviser

We hire an external independent Careers Advisor. They will:

- Support students to make effective career decisions
- Work with the Careers Co-ordinator to identify the needs of students with SEND and provide personalised support.

5. 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.

Our careers programme is delivered through a number of methods, including:

- Tutor-led lessons, events, trips/visits, workshops, displays and guest speakers.

5.1 How we meet our requirements

All subjects 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 age 16.

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

Key Stage 3 and 4

Our Tutor-led sessions follow a spiral curriculum model, meaning that, year-on-year, students build knowledge and skills in each topic area. By teaching just 6 lessons per academic year (e.g. one topic area per half-term) we can cover all Careers Development Index (CDI) learning aims for students aged 11 to 16 whilst supporting the Gatsby Benchmarks. The [CDI Framework](#) for secondary schools clarifies the skills, knowledge and attitudes that individuals need to have a positive career and explores how schools can support students to build their career development skills.

A 'positive career' will mean something different to different people, but it will typically include being happy with the way you spend your time, being able to contribute to your community and being able to have a decent standard of living.

By introducing these six career development skills in Year 7, and revisiting them each year, students' knowledge and skills will immediately broaden and gradually deepen throughout their time at King Edward VI School.

The CDI learning aims are as follows:

- Grow throughout life- Learning and reflecting on yourself, your background, and your strengths.
- Explore possibilities- Exploring the full range of possibilities open to you and learning about recruitment processes and the culture of different workplaces.
- Manage Career- Manage your career actively, make the most of opportunities and learn from setbacks.
- Create Opportunities- Being proactive and building positive relationships with others.
- Balance life and work- Balancing your life as a worker with your wellbeing, interests, family and community.
- See the big picture- Paying attention to how the economy, politics and society connect with your own life and career.

Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes:

- Future Steps assembly delivered by the Eastern Education Group, 1:1 tutor conversations, opportunities to meet with the Careers Advisor, Tutor-led lesson on main pathways after school, and how to choose what to study at KS4.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in Year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found [Policies - King Edward VI School](#))

- 1 weeks' worth of work experience activities. More information on this can be found on the school website [Work Experience \(WEX\) - King Edward VI School](#).

Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Next Steps Assembly, 1:1 tutor conversations, 1:1 meeting with the Careers Advisor, Apprenticeship assembly, Post-16 Further Education Fair, Career's Fair, Tutor-led lesson on Post-16 choices and how to choose a pathway.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found [Policies - King Edward VI School](#)).
- 1 week's worth of work experience placement(s) More information on this can be found on the school website [Work Experience \(WEX\) - King Edward VI School](#).

5.2 Preparation for Work Experience

Access to the world of work – whether through a virtual (online) connection with an employer, employees or workplace, or direct experience - is an important part of a careers programme. Work experience gives students an arena to test and develop their individual skills and later to apply what they have learned to inform their choices. It is also valued by employers in the recruitment process.

Two weeks' worth of work experience (broken into one weeks' worth of work experience activities in Year 7 to Year 9 and one week's worth of work experience placement(s) in Year 10 and Year 11 is currently not a mandatory requirement, but a policy aspiration.

We aim to provide our students with the necessary knowledge and skills to secure work experience during school breaks and holidays. Through up-to-date Labour Market Information (LMI) and education about workplace behaviours and skills, students have the opportunity to apply their learning in the real world.

In KS4, the responsibility of finding work experience is on the student and their family. The Careers Co-ordinator offers a first point of contact to facilitate the process of applying for work experience should any support be required.

5.3 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 Co-ordinator 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 Co-ordinator 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.

5.4 Access to our careers programme information

A summary of our school's careers programme is published on our school website [Careers Programme - King Edward VI School](#), including details of how students, parents and carers, teachers and employers can access information about the careers programme. Any provider wishing to request access should contact our Careers Co-ordinator.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Tasha Granger, Careers Co-ordinator: TLG@king-ed.suffolk.sch.uk.

5.5 Resources

Careers information and resources, including Labour Market Information (LMI), are shared online through our Careers page on the school website: [Careers - King Edward VI School \(king-ed.suffolk.sch.uk\)](#). The Careers page includes a section for other useful careers-related websites to further support students and their parents and carers with career choices, especially at key transition points in Years 9 and 11.

Additional careers resources are located in our school Library. These are reviewed and renewed on a regular basis by the Careers Co-ordinator. College prospectuses are current and visual displays on the noticeboards are kept up to date. The Careers section of the Library can be accessed by students during break and lunch times and the after-school Study Club.

The Careers Co-ordinator is available from 8am to 4pm Monday to Thursday and 8.30am to 4pm Friday for individual student and parent appointments and for sourcing additional information directly from other educational establishments, training providers, employers and online websites.

5.6 Access to student participation records

We measure the progress of students and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records of student participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at [Policies - King Edward VI School](#).

5.7 Engaging with Parents/Carers

We prioritise collaboration with parents and carers to support our students in making key decisions along their career path. Parents and Carers are included in all information regarding Careers events and activities through the parent bulletin, letters, emails, careers information on our website and social media posts.

With regard to key transition points, parents and carers of Year 11 students are provided with post-16 options information and invited to a Post-16 Further Education Fair. Parents and carers of Year 9 students are provided with information about GCSE choices and what these mean for future pathways.

5.8 Assessing the impact on students

By collating information on our students' intended and final destinations after Year 11, we can review how best to support our students in terms of CEIAG. Our ongoing success in our careers provision is monitored and evaluated each term using the Careers & Enterprise Company's Careers Benchmark Tool, Compass+.

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

- Student Voice via the Online Careers Platform Unifrog
- Parent/Carer Surveys
- Email, telephone and face to face meetings with the Careers Co-ordinator.

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.

6. Links to other policies

This policy links to the following policies:

- Accessibility Plan
- Provider Access Policy Statement
- Child Protection and Safeguarding Policy
- Equalities Policy
- Looked After Children Policy
- Online Safety Policy
- PSHE and RSE Policy
- SEND Policy
- Curriculum Policy
- Data Protection Policy

All of the above documents and policies are accessible via our main website:

[Policies - King Edward VI School \(king-ed.suffolk.sch.uk\)](http://king-ed.suffolk.sch.uk/policies)

Summary of changes

Date	Section(s)	Update(s)	Page
December 2025	All	Full policy re-write to reflect changes in curriculum due to the change of careers platform (previously Xello, now Unifrog) with effect from September 2026.	N/A