

Careers Education Information Advice and Guidance (CEIAG) Policy

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1. Introduction

At Keys Group, our independent special schools provide a unique, safe, and supportive environment for pupils who have complex needs, emotional and behavioural difficulties, or who display challenging behaviour. Our Careers and Guidance Policy support our commitment to preparing every pupil for their future beyond school, acknowledging the diverse and complex pathways our pupils may follow.

Our careers education and guidance programme is designed to be flexible, personalised, and progressive, ensuring that each pupil receives tailored support to build the skills, confidence, and knowledge needed for life after school, whether that be further education, training, employment, or meaningful community engagement.

2. Policy Aim and Scope

This policy aims to:

- Address the individual needs of all pupils, including those with SEND and complex needs.
- Deliver a planned, progressive, and personalised careers education programme from Year 7 onwards.
- Integrate careers learning across the curriculum, linking it to real-world skills and labour market information.
- Provide opportunities for meaningful work experience and encounters with employers, where appropriate.
- Support transition planning for further education, training, employment, or other post-school pathways.
- Develop employability, independence, and life skills essential for pupils' future success.
- Ensure impartiality in careers guidance, adhering to statutory requirements and ethical standards.
- Reduce the likelihood of pupils becoming NEET (Not in Education, Employment, or Training) after leaving school.

- Careers education and guidance will be closely linked to each pupil's EHCP outcomes and transition plans, ensuring personalised support that addresses individual aspirations, abilities, and barriers. Transition planning will be integrated into careers guidance to support smooth progression to post-16 education, training, or employment.
- The careers programme recognises the unique challenges faced by pupils with emotional, behavioural, and social difficulties. It provides tailored support, including flexible work experience opportunities, mentoring, and skills development, to overcome these barriers and promote positive outcomes.
- The careers programme is informed by the Gatsby Benchmarks to ensure best practice in careers education.

3. Careers Education and Guidance Delivery

- Careers education will be embedded within PSHE, Citizenship, and other relevant subjects, delivered by teachers, tutors, or support staff.
- Individualised guidance sessions will be provided regularly, tailored to each pupil's needs and aspirations.
- External independent careers advisers will be involved for all pupils, particularly for pupils in Years 10 and 11, to provide impartial advice and support.
- Schools will facilitate access to careers fairs, college visits, training providers, and employer engagement activities as appropriate and feasible.
- Special consideration will be given to pupils with EHCPs, looked-after children, and those with additional vulnerabilities to ensure personalised and effective support.

4. Roles and Responsibilities

- Careers Lead: Coordinates the careers programme, manages resources and budgets, liaises with external partners, and supports staff.
- Headteacher: Oversees policy implementation and ensures staff training and resource allocation.
- Teachers, Tutors, and Support Staff: Deliver careers education, support individual guidance, and embed employability skills across the curriculum.
- SENCO: Works closely with the Careers Lead to identify and support pupils with SEND and complex needs.
- External Careers Advisers: Provide impartial guidance and support transitions.

5. Training and Development

- All staff involved in careers education and guidance will receive regular training and updates to maintain best practice and statutory compliance.
- Induction for new staff will include familiarisation with this policy and the careers programme.

6. Equality and Inclusion

- Keys Group is committed to equality and diversity. Careers education and guidance will be inclusive, respectful, and tailored to meet the diverse needs of all pupils regardless of race, gender, disability, faith, or background.
- Reasonable adjustments will be made to ensure all pupils can access careers support.

7. Monitoring and Review

- The policy will be reviewed every 2 years, unless changes in legislation or best practice require earlier review.
- The Careers Lead will monitor and evaluate the effectiveness of the careers programme regularly, including pupil outcomes and engagement.
- Feedback from pupils, staff, and external partners will inform ongoing improvements.
- The policy will be reviewed annually or sooner if required by changes in legislation or practice.
- Regular feedback will be collected from pupils, families, and employers involved in work experience or engagement activities. This feedback will be used to evaluate and continuously improve the careers programme, ensuring it meets the diverse needs of pupils, especially those with SEND and complex behavioural needs.
- The effectiveness of the careers programme will be measured through clear success indicators, including:
 - The percentage of pupils progressing to positive post-school destinations (further education, employment, or training).
 - The proportion of pupils achieving personalised career and employability targets aligned with their EHCP outcomes.
 - Levels of pupil engagement and satisfaction with careers activities, gathered through regular feedback surveys.



CASTLE HILL SCHOOL



Appendix A: Careers Lead Contact Details

Careers Lead Name: Laura Burgess

Job Title: Deputy Headteacher

Email Address: laura.burgess@keyseducation.ac.uk

Telephone Number: 01782 284329

Role Summary:

The Careers Lead is responsible for coordinating the delivery of the careers education and guidance programme, managing relationships with external providers, supporting staff, and ensuring that all pupils receive personalised and impartial careers support.



Appendix B: Local Careers Programme Overview

Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
Year 4	<p>Introducing the idea of “jobs” and “careers”</p> <p>Understanding that everyone has different strengths.</p> <p>Challenging stereotypes (e.g., “anyone can do any job”).</p>	<p>PHSE Curriculum</p> <p>Aspiration developed from talents and interests and updated termly on pupil passports.</p> <p>Classroom role-play activities based on real jobs.</p> <p>Introduction to employability skills (teamwork, kindness, effort).</p> <p>Subject links: identifying careers linked to Science, Maths, Art etc.</p> <p>Enrichment programme</p> <p>National Careers Week</p> <p>Enrichment trips offer exposure to explore talents and interests and the world of work in many different industries.</p> <p>STEM, creative, public service, etc</p> <p>Leadership roles (prefects, librarians, playground buddies).</p>	<p>Visit from a local professional (e.g., firefighter, nurse, engineer).</p> <p>Links with local community organisations and business.</p> <p>Visits to different work industries.</p> <p>Optional conversation with independent career advisor.</p> <p>Opportunities to meet people with SEND in the world of work.</p> <p>Meet people in the world of work who challenge gender stereotypes.</p>
Year 5	<p>Broadening understanding of job sectors.</p> <p>Recognising how school subjects relate to careers</p>	<p>PHSE Curriculum</p> <p>Aspiration developed from talents and interests and updated termly on pupil passports</p>	<p>Visit from a local professional (e.g., firefighter, nurse, engineer).</p> <p>Links with local community</p>



Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
	Developing teamwork, communication and problem-solving.	<p>Classroom role-play activities based on real jobs</p> <p>Introduction to employability skills (teamwork, kindness, effort)</p> <p>Subject links: identifying careers linked to Science, Maths, Art etc</p> <p>Enrichment programme</p> <p>National Careers Week</p> <p>Enrichment trips offer exposure to explore talents and interests and the world of work in many different industries.</p> <p>STEM, creative, public service, etc</p> <p>Leadership roles (prefects, librarians, playground buddies).</p> <p>Build up career file</p>	<p>organisations and business.</p> <p>Visits to different work industries.</p> <p>Optional conversation with independent career advisor.</p> <p>Opportunities to meet people with SEND in the world of work.</p> <p>Meet people in the world of work who challenge gender stereotypes.</p>
Year 6	<p>Understanding pathways to secondary school, future options.</p> <p>Setting goals and reflecting on strengths.</p> <p>Building confidence and self-belief.</p>	<p>PHSE Curriculum</p> <p>Careers-themed transition project</p> <p>Leadership roles (prefects, librarians, playground buddies)</p> <p>Enrichment programme</p> <p>National Careers Week</p>	<p>Visit from a local professional (e.g., firefighter, nurse, engineer).</p> <p>Links with local community organisations and business.</p>



Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
		<p>Enrichment trips offer exposure to explore talents and interests and the world of work in many different industries.</p> <p>STEM, creative, public service, etc</p> <p>Leadership roles (prefects, librarians, playground buddies).</p> <p>Primary Careers Fair (KS2-friendly employers)</p> <p>Strengths and interests' profile</p> <p>Build up career file</p>	<p>Visits to different work industries.</p> <p>Conversation with independent career advisor.</p> <p>Opportunities to meet people with SEND in the world of work.</p> <p>Meet people in the world of work who challenge gender stereotypes.</p>
Year 7	<p>Understanding to what careers are careers.</p> <p>Exploring personal strengths and interests, self-awareness, skills identification.</p> <p>Expanding awareness of job possibility</p> <p>Awareness of different types and patterns of work, including employment, self-employment and voluntary work-pathways are different for everyone and can be impacted by cultural or family expectations.</p> <p>Understanding the relationship between employment rights and age and how to manage emotions in the future.</p>	<p>PHSE Curriculum</p> <p>PHSE lessons on skills, interests, future goals</p> <p>Subject links: identifying careers linked to Science, Maths, Art etc</p> <p>Team-building and communication challenges</p> <p>Enrichment programme</p> <p>National Careers Week</p> <p>Enrichment trips offer exposure to explore talents and interests and the world of work in many different industries.</p> <p>STEM, creative, public service, etc</p>	<p>Visit from a local professional (e.g., firefighter, nurse, engineer).</p> <p>Links with local community organisations and business.</p> <p>Visits to different work industries.</p> <p>Interview with independent career advisor.</p> <p>Opportunities to meet people with SEND in the world of work.</p> <p>Meet people in the world of work who</p>



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		<p>Leadership roles (prefects, librarians, playground buddies).</p> <p>Mock interviews</p> <p>Primary Careers Fair (KS2-friendly employers)</p> <p>Strengths and interests' profile.</p> <p>Building up career file</p>	<p>challenge gender stereotypes.</p>
Year 8	<p>Exploring career options, understanding the world of work. exploring job sectors and labour market information.</p> <p>Explore and identify skills and qualities required to engage in enterprise.</p> <p>Know the benefits of setting ambitious goals and being open to opportunities in all aspects of life.</p> <p>Young people's employment rights and responsibilities.</p>	<p>PHSE Curriculum</p> <p>PHSE lessons on skills, interests, future goals</p> <p>Subject links: identifying careers linked to Science, Maths, Art etc</p> <p>Career investigation-based project.</p> <p>Enrichment programme</p> <p>National Careers Week</p> <p>Enrichment trips offer exposure to explore talents and interests and the world of work in many different industries.</p> <p>STEM, creative, public service, etc</p> <p>Leadership roles (prefects, librarians, playground buddies).</p> <p>Building up career file</p> <p>Mock interviews</p>	<p>Visit from a local professional (e.g., firefighter, nurse, engineer).</p> <p>Links with local community organisations and business.</p> <p>Visits to different work industries.</p> <p>Interview with independent career advisor.</p> <p>Employer-led enterprise activity</p> <p>Opportunities to meet people with SEND in the world of work.</p> <p>Meet people in the world of work who challenge gender stereotypes.</p>



Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
		<p>Primary Careers Fair (KS2-friendly employers)</p> <p>Strengths and interests' profile.</p> <p>Build up career file</p>	
Year 9	<p>GCSE options and deciding on pathways</p> <p>Understanding qualifications (GCSE, BTEC, T-level, apprenticeship).</p> <p>Matching personal strengths to future careers</p> <p>Identify the kind of jobs learners might like to do when they are older and to recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p> <p>Linking curriculum to careers, developing employability skills.</p>	<p>PHSE Curriculum</p> <p>Project work linked to vocational options.</p> <p>Options evening</p> <p>Future plans for Key Stage 4</p> <p>PSHE lessons exploring LMI and future skill</p> <p>Further Education (FE) and Higher Education (HE) providers offer a diverse range of workshops</p> <p>Apprenticeship provider talk</p> <p>Local business enterprise</p> <p>Enrichment programme</p> <p>National Careers Week</p> <p>Enrichment trips offer exposure to explore talents and interests and the world of work in many different industries.</p> <p>STEM, creative, public service, etc</p> <p>Leadership roles (prefects, librarians, playground buddies).</p>	<p>Visit from a local professional (e.g., firefighter, nurse, engineer).</p> <p>Links with local community organisations and business.</p> <p>Visits to different work industries.</p> <p>Interview with independent career advisor.</p> <p>Opportunities to meet people with SEND in the world of work.</p> <p>Meet people in the world of work who challenge gender stereotypes.</p> <p>College and training provider visits</p>



Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
		Building up career file Mock interviews Primary Careers Fair (KS2-friendly employers) Strengths and interests' profile. Build up career file	

Note: This table should be adapted to reflect the specific opportunities and resources available at each school.



Appendix C: Local Partnerships and Providers

Stoke-on-Trent and Staffordshire Colleges & Training Providers

- Stoke-on-Trent College – Contact: 01782 208 208, info@stokecoll.ac.uk (staffsprovidersnetwork.com)
- Newcastle & Stafford Colleges Group (NSCG) – Contact: 01782 715 111, info.newcastle@nscg.ac.uk (ukrlp.co.uk)
- South Staffordshire College – Contact: 0300 456 2424, enquiries@southstaffs.ac.uk (staffsprovidersnetwork.com)
- Axia Solutions (Training Provider) – Contact: 01782 572 777, info@axia-solutions.com (staffsprovidersnetwork.com)
- E.Quality Training – Contact: 01785 815 115, enquiries@equality.training (staffsprovidersnetwork.com)

Employers & Work Experience Providers

- Martec Training – Sector: Technical / Engineering – Contact: 01782 717 272, info@martectraining.co.uk (staffsprovidersnetwork.com)
- Rebus Training – Sector: Manufacturing / Construction – Contact: 01782 976 555, info@rebustraining.co.uk (staffsprovidersnetwork.com)

Careers Advisory Services

- Stoke-on-Trent & Staffordshire Careers Hub (Local Authority Hub) – Contact: Paul Williams, paul.williams1@staffordshire.gov.uk ([The Careers and Enterprise Company](http://TheCareersandEnterpriseCompany)) 01785 276060
- Staffordshire Jobs & Careers Brokerage / Skills Hub – Contact: 0300 600 1066, skillshub@staffordshirechambers.co.uk (staffsskillshub.co.uk)
- Independent Careers Advice — via Stoke-on-Trent College Careers Service: call 01782 603 514 or email careers@stokecoll.ac.uk ([Stoke-on-Trent College](http://Stoke-on-TrentCollege))

Note: Maintain and update this list regularly to ensure current and relevant partnerships.



Appendix D: SEND and Vulnerable Pupils Support Plan

Identification and Assessment:

- Work with SENCO and key workers to identify pupils with special educational needs or disabilities (SEND), looked-after children, care leavers, and other vulnerable groups.
- Review EHCPs and personal education plans to inform careers guidance.

Personalised Support:

- Provide tailored careers advice and guidance that takes into account each pupil's abilities, interests, and needs.
- Develop transition plans collaboratively with families, social workers, and external agencies.
- Use accessible resources and communication methods appropriate to each pupil.

Monitoring and Review:

- Regularly review the progress and engagement of vulnerable pupils in careers activities.
- Adjust support plans as needed to respond to changing needs or circumstances.

**Appendix E: Example Monitoring and Evaluation Tools**

Pupil Name	Year Group	Careers Activities Attended	Individual Guidance Sessions	Work Experience Placement	Post-School Destination Plan	Notes
[Insert]	[Insert]	[List activities]	[Dates and notes]	[Details]	[Plan]	[Comments]

Careers Programme Evaluation Form:

- What careers activities did pupils find most useful?
- How effectively does the programme meet the needs of pupils with SEND and other vulnerabilities?
- Are pupils progressing towards positive post-school destinations?
- What improvements can be made to the careers programme?

Staff Feedback Template:

- Are staff confident in delivering careers education?
- What additional training or resources are needed?
- How well do staff collaborate with external providers?