



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

<b>Policy Number</b>	EDE/POL/006	<b>Issue Date</b>	01/09/2025
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### 1. Introduction

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

Our careers education and guidance programme is designed to be flexible, personalised, and progressive, ensuring that each student 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.

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### 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 students' future success.
- Ensure impartiality in careers guidance, adhering to statutory requirements and ethical standards.



- Reduce the likelihood of students becoming NEET (Not in Education, Employment, or Training) after leaving school.
- Careers education and guidance will be closely linked to each student'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 students 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 student's needs and aspirations.
- External independent careers advisers will be involved for all students, particularly for students in Years 9 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 students with EHCPs, looked-after children, and those with additional vulnerabilities to ensure personalised and effective support.

### **4. Roles and Responsibilities**

- **Careers Strategic Lead:** The Careers Strategic Lead designs and oversees the CEIAG strategy, ensuring high-quality, inclusive provision that supports personalised guidance and successful student destinations.
- **Careers Co-Ordinator:** 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 students 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 students regardless of race, gender, disability, faith, or background.
- Reasonable adjustments will be made to ensure all students can access careers support.

## **7. Monitoring and Review**

- The policy will be reviewed every 2–3 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 student outcomes and engagement.
- Feedback from students, 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 students, 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 students, 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 students progressing to positive post-school destinations (further education, employment, or training).
  - The proportion of students achieving personalised career and employability targets aligned with their EHCP outcomes.



- Levels of student engagement and satisfaction with careers activities, gathered through regular feedback surveys.



## **Appendix A: Careers Lead Contact Details**

**Careers Strategic Lead Name:** Julie Jones  
**Job Title:** Careers Strategic Lead / Assistant Head  
**Email Address:** julie.jones@keyseducation.co.uk  
**Telephone Number:** 01543 622461  
**Office Location:** Great Oaks College

### **Role Summary:**

The Careers Strategic Lead develops and oversees the school's CEIAG strategy, ensuring it is ambitious, inclusive and compliant with statutory requirements. They provide strategic direction, monitor impact, work with staff and external partners and lead improvements to ensure students receive personalised guidance and that careers education is embedded across the curriculum.

**Careers Co-Ordinator Name:** Jake Jones  
**Job Title:** Careers Coordinator  
**Email Address:** jake.jones@keyseducation.ac.uk  
**Telephone Number:** 01543 622461  
**Office Location:** Great Oaks College

### **Role Summary:**

The Careers Co-ordinator manages the day-to-day delivery of the school's CEIAG programme, organising careers activities, work experience, guidance appointments and transition events. They maintain accurate records, liaise with external providers, support staff, and ensure students receive personalised, high-quality information and guidance for post-16 and post-18 pathways.



## Appendix B: Local Careers Programme Overview

Year Group	Careers Education Focus	Key Activities and Opportunities	External Engagements
<b>Year 8</b>	Exploring career options, understanding the world of work	Xello digital platform, enterprise project, employer encounters	Employer encounter
<b>Year 9</b>	Linking curriculum to careers, developing employability skills, transitions	Work experience workshops, careers events, volunteering experience, enterprise project, transition taster days, options event	Charity volunteering, careers fayre
<b>Year 10</b>	Work experience placements, career pathways planning, product design project	Developing action plans, CV writing, knowledge of the workplace, enterprise project	Careers Fayre, work experience
<b>Year 11</b>	Transition planning, preparing for post-16 options	Mock interviews, CV writing, completing applications, college visits, independent careers advice	Supported visits to colleges and training providers, independent careers advice
<b>Post-16</b>	Progression into further education, employment or training, work experience	Personalised support, employability skills development, completing applications, college visits, independent careers advice	Supported visits to colleges and training providers, work experience, independent careers advice



## **Appendix C: Local Partnerships and Providers**

### **Colleges and Training Providers:**

- South Staffordshire College (cover Cannock, Tamworth, Rodbaston, Lichfield) – Contact: 0300 456 2424
- Walsall College – Contact: 01922 657000
- Wolverhampton College – Contact: 01902 821342

### **Careers Advisory Services:**

- Independent Careers Adviser (External Provider). Contact: Lisa Taylor, 01785 276089
- Connexions Wolverhampton – Contact: 01902 554499
- The Link Walsall – Contact: 0800 1404670



## **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: 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?