



Hyde High School

Careers, Education, Information and Guidance Policy (CEIAG)

Approved by Governors:	Autumn 2025
Date to be reviewed:	Autumn 2026

Statement of intent

This policy is underpinned by Section 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at Hyde High School is to:

- Prepare pupils for life post-16.
- Develop an understanding of different career paths and challenge stereotypes.
- Inspire high aspiration and motivation.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Ensure that pupils fully understand the provision they are applying for and that it is appropriate to their needs.
- Provide unbiased advice and guidance.
- Offer targeted support for vulnerable and disadvantaged young people.
- Help pupils to make informed decisions.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: DfE (2018) 'Careers guidance and access for education and training providers'.

1. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 11 Ensuring that arrangements are in place to allow all pupils to access a range of education and training providers to inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring this policy does not discriminate on any grounds.

The Assistant Headteacher leading on Careers Education is responsible for:

- Managing the provision of careers information.
- Liaising with the Headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the Personal Development lead and other subject leads to plan careers education in the curriculum.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education.
- Monitoring teaching and learning in careers education and advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.

- Reviewing and evaluating the programme of CEIAG.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

The careers adviser is responsible for:

- Providing a thorough, personalised career service throughout the school.
- Reporting regularly to the relevant Assistant Headteacher, regarding pupil progress and the effectiveness of the school's career plan.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Attending regular meetings with the Assistant Headteacher to discuss the school's career plan.
- Providing an open-door service for pupils to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils.
- Offering advice to past pupils for up to a year after their departure from compulsory education.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Liaising with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.

Teaching staff are responsible for:

- Ensuring careers education is delivered within lessons where appropriate.
- Promoting careers guidance.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

2. Our Careers Programme

The school has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed regularly against the benchmarks to ensure it meets all the statutory requirements.

Details of the school's careers plan will be published on the school website.

The careers adviser at Hyde High School is Miss V Amdurer.

The Assistant Headteacher leading on careers guidance will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

The school has been awarded the highly valued Inspiring CEAIG Award at Gold Standard.

3. Labour market information

The school will ensure that pupils and parents have access to good-quality information about future study options and labour market opportunities. Pupils and their parents may be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will have access to information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. Pupils will be provided with the necessary links and information that will enable them to do this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

The school will make use of local partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

4. Addressing the needs of pupils

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely in the careers office. Access will be allowed to this information, should a pupil or their parent request it.

Destinations data will be retained by the school for at least three years. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Assistant Headteacher and careers advisor who can then base further development of the school's career guidance plan on the results and areas of success or failure.

5. Targeted support

The school will work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

6. Pupils with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers adviser will liaise with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

7. Curriculum

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching where relevant.

Pupils are expected to study the core academic subjects at GCSE, including English, maths and science. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers. Pupils will be exposed to the workplace experiences in different contexts.

Every year, from the age of 11, pupils will participate in at least two meaningful encounters with an employer. These encounters will include:

- Careers events such as careers talks and careers fairs
- Transitions skills workshops
- Work place safaris
- Industry days
- Mock interviews
- Aspiration/progressions events

8. Further education (FE)

Pupils are required to remain in education or training until their 18th birthday.

The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

9. Personal guidance

All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.

The careers adviser will meet the professional standards outlined by the Career Development Institute.

When working with pupils with SEND, the careers adviser will use the outcome and aspirations in the EHC plan to focus discussions.

When working with LAC or care leavers, the careers adviser will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

10. Monitoring and review

The governing body, in conjunction with the Headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The Headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.