Hartismere School

Careers Education, Information, Guidance (CEIAG) and Provider Access Policy

Policy No. 17

Introduction

This policy has been written in accordance with the statutory guidance for governing bodies, school leaders and school staff, produced by the Department for Education in the document 'Careers Guidance and Access for Education and Training Providers (Updated June 2026)'. Hartismere School has a duty and commitment to ensure that independent careers information, advice and guidance:

- Is provided for all students from year 7 to year 13;
- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on a range of education or training options, including apprenticeships and technical education routes;
- Is guidance that we consider will promote the best interests of the students to whom it is given and gives them a clear idea of the routes to the opportunities, jobs and careers that they will find engaging and fulfilling.

The school's careers programme has been developed in accordance with the Gatsby Charitable Foundation's eight benchmarks. The Gatsby Benchmarks serve as a framework for world-class careers provision. They have been adopted as part of the Government's Careers Strategy, statutory guidance for schools and guidance for colleges. We use these to evaluate the effectiveness of our careers curriculum. The Career Development Institute (CDI) has identified six career development skills which dovetail with the benchmarks.

The school will use the updated Gatsby Benchmarks, introduced for implementation from September 2025. Gatsby describes the quality of the careers programme; the CDI framework describes the career development learning pupils should gain. The six CDI areas are developed together and are not a one-to-one match with individual Gatsby Benchmarks.

Gatsby Benchmark	CDI Areas of Learning
1. A stable careers programme	1. Grow throughout life
2. Learning from career & labour market information	2. Explore possibilities
3. Addressing the needs of each student	3. Manage career
4. Linking curriculum learning to careers	4. Create opportunities
5. Encounters with employers and employees	5. Balance life and work
6. Experiences of workplaces	6. See the big picture
7. Encounters with further and higher education	
8. Personal guidance	

*The table lists two complementary frameworks alongside each other; the rows do not imply equivalence.

**The school must have regard to statutory careers guidance and meet the provider access duty. The Gatsby Benchmarks themselves are non-statutory.

This policy also identifies actions the school proposes to take to improve provision, rather than presenting all improvement expectations as separate legal duties.

Objectives

Hartismere School has careers provision embedded in the curriculum from Year 7. It is committed to ensuring that the delivery of careers information, advice and guidance fulfils the following objectives:

- It equips students with the skills, knowledge and confidence to make well informed and realistic decisions;
- It increases social mobility by widening students' horizons, providing them with experiences and opportunities, challenging stereotypes and raising aspirations;
- It meets the needs of all students and provides additional support for students from disadvantaged backgrounds, students with SEND, disabled students, students in care, young carers and students from traveller communities;
- It links curriculum learning to progression routes into further and higher education, apprenticeships and careers;
- It develops soft skills and qualities in students which serve to smooth the transition from secondary school into further education and work.

The programme will help students recognise and explain their strengths, use reliable information, evaluate alternatives and take practical next steps. Learning will build from exploration in key stage 3, through informed choices and preparation for work in key stage 4, to increasingly independent planning and transition in the sixth form.

Implementation

The school's CEIAG programme is focussed on the CDI's Areas of Learning and is delivered as part of a coordinated effort across the Key Stages using:

- A bespoke assembly and tutorial programme.
- Workshops / extended assemblies with external providers.
- The 'Unifrog' destinations platform, a one-stop-shop for whole-school careers guidance.
- Elements of the programmes of study in all subjects and specifically in Citizenship and RSHE.

Programme planning and learning outcomes

The annual careers matrix will identify the learning purpose, intended pupils, timing, lead staff and relevant benchmarks for each activity. It will be reviewed alongside the current Unifrog delivery programme.

The 2026–27 programme schedules one Unifrog lesson per half term in years 7 to 11. Key stage 3 lessons are delivered through English library sessions. Key stage 4 delivery is shared across English, Mathematics and Citizenship. Staff will record delivery dates and arrange follow-up for students who miss learning. A lesson's benchmark label alone does not demonstrate that an employer encounter, workplace experience or personal guidance meeting has taken place.

The CDI areas will guide age-appropriate learning outcomes and reflection. Students will use Unifrog and relevant learning records to explain what they have learned and how it affects their plans. Sixth form careers learning will continue through the tutorial, lectures, guidance and progression programme described in the annual matrix.

Information and impartial guidance

Students will learn to find, interpret and question current local and national labour market information, including entry requirements, progression, pay, working conditions and changing demand. During each key stage, they will apply this information to their own options. Parents and carers will receive accessible information to support these discussions.

The school will present academic, technical, vocational and apprenticeship pathways fairly, including T levels, higher technical qualifications, degree apprenticeships and supported internships where relevant. Hartismere's own sixth form will not receive disproportionate promotion. Advice will take account of individual aspirations, interests and support needs.

Personal guidance entitlement

Every student will have at least one personal guidance meeting with an appropriately trained careers adviser by age 16, and a further meeting by age 18. Meetings will be planned early enough to inform choices, with additional support where needed. Students and parents can request guidance through the Careers Leader using the contact details at the end of this policy.

The Careers Leader will check advisers' relevant professional qualifications, normally a careers guidance qualification at level 6 or above, and continuing development. Careers leader training alone does not qualify a person to deliver professional personal guidance. Routine tutor conversations and use of Unifrog support the programme but do not replace the personal guidance meeting.

Each meeting will lead to a student-accessible record of agreed actions, with follow-up allocated to appropriate staff. The Careers Leader, adviser, SENCO and pastoral teams will coordinate referrals and additional meetings.

Meaningful encounters and workplace experiences

Every year, from age 11, every student will participate in at least one meaningful employer encounter. Encounters will have a shared purpose, preparation, two-way interaction and reflection. The Careers Leader will check the participation of individual students, including those absent from whole-year events.

By age 16, every student will have meaningful experiences of workplaces, with at least one further meaningful experience by age 18. Activities will develop progressively and include contact with employees, insight into workplace expectations, a relevant task, employer feedback and student reflection. Employer and provider relationships will be planned in advance, with clear expectations and feedback from both partners and students.

By age 16, every student will have meaningful encounters covering the full range of further and higher education opportunities, including sixth forms, colleges, universities and independent training providers. Students considering higher education will have at least two visits to higher education providers by age 18, with opportunities to meet staff and learners. The annual programme will identify access arrangements and follow-up for students who miss these opportunities.

Development of work experience from September 2026

The school will reform its offer towards two weeks' worth of work experience across years 7 to 11: one week of varied employer-led activities in years 7 to 9, and one week of placement experience in years 10 to 11. KS3 activities should mostly occur in workplaces and mostly in person. KS4 placements should be immersive and in person, with flexibility for exceptional needs. *Volunteering and paid part-time work are additional to this offer.

The existing year 10 placement programme provides a foundation. The Careers Leader will develop a KS3 implementation plan. Careers fairs, assemblies and routine careers lessons will not automatically be counted as work experience.

Placements will be checked for suitable risk management and safeguarding arrangements in line with the school's safeguarding procedures and relevant guidance.

Roles and Responsibilities of School Staff

Governors and Senior Leaders

Governors and senior leaders will provide the leadership necessary to develop, implement and assess the school's delivery of a high-quality, progressive careers programme that supports all students to acquire the knowledge, skills and confidence to fulfil their potential. The key individuals with responsibility for this work are:

- the Headteachers
- the heads of key stages 3, 4 and 5
- Governor: Personal Development
- Director of Personal Development (Careers Leader)

They will ensure that all students:

- develop a clear understanding of the world of work including the full range of academic and technical routes to jobs and careers at each transition point.
- acquire the self-development and career management skills they need to secure positive employment destinations they find engaging and rewarding.

The Careers Leader will coordinate the annual programme, provider access, personal guidance and employer partnerships; maintain the evidence of individual participation; review progress against the updated benchmarks termly using Compass+; and present an annual impact and improvement report to governors. The link governor will review progress with the Careers Leader between annual reports.

Careers Support Staff

The Careers Support Staff will support the implementation of the schools careers programme by:

- Providing careers advice and information to all year groups in accordance with the Gatsby benchmarks and the CDI framework.
- Maintaining up to date careers information, organising visiting speakers and curating displays (in the Library and around the school).
- Running the Unifrog careers programme in the library.
- Assisting with non UCAS applications for higher education and apprenticeships.
- Meeting with pupils and providing advice regarding future careers.
- Organising the Work Experience programme for Y10 students.
- Supporting parents and carers in their efforts to help their children develop a clear understanding of the world of work including the routes to jobs and careers they might find engaging and rewarding.

Careers Support Staff will maintain accurate participation and action records, identify missed entitlements and refer students for professional personal guidance. Staff will work within their training

and role; information and administrative support will be distinguished from professional guidance.

Heads of Year and Tutors

The Heads of Year (HoY) and Tutors will support the implementation of the schools careers programme by:

- Planning for assemblies and/or visiting speakers that support the implementation of the schools careers programme.
- Ensuring that the relevant Planner 'Life Lessons' material is delivered to a consistently high standard.
- Identifying students who display interest in a particular career path and working with the Careers Support Staff to ensure that the student is supported to identify appropriate routes towards careers they might find engaging and rewarding.
- Ensuring that particular attention is given to supporting disadvantaged (PP, FSM) students.

Heads of Year and tutors will identify students with uncertain plans, barriers or missed activities, including persistent absentees and those at risk of becoming NEET (not in education, employment or training). They will coordinate catch-up, referrals and transition support with the Careers Leader and relevant pastoral staff.

Teachers

Heads of Department (HoD) and subject teachers will support the implementation of the schools careers programme by:

- Linking curriculum learning to careers and identifying in their Programmes of Study where there is potential for discussing the types of career opportunities available within their subject specialism.
- Assisting the Careers Support Staff to identify workshops and opportunities which may promote progression into working within their field of interest,
- Identifying students who have a natural flair for their subject, who express an interest in working in that area and ensuring this information is shared with the HoY and Careers Support Staff.
- Teaching elements of the Unifrog programme as required.

Every subject will identify opportunities each year for all pupils to understand how its knowledge and skills connect to a range of careers and progression routes.

Learning Support Staff

The SENCO and Learning Support Assistants will support the implementation of the schools careers programme by:

- Identifying the CEIAG needs of all students with SEND.
- Supporting opportunities for all students with SEND.

The SENCO will coordinate with the Careers Leader, adviser, families and receiving providers to tailor preparation, communication and support. This will include preparation for adulthood through EHCP reviews from year 9 where applicable, discussion of suitable pathways and reasonable adjustments for encounters and placements. Students with SEND will retain access to the full programme, with

additional or different support as needed.

Designated Safeguarding Lead (DSL)

The DSL will support the implementation of the schools careers programme by:

- Identifying the CEIAG needs of Looked After Children (LAC).

The DSL will work with the designated teacher and Careers Leader to align support for looked after and previously looked after children with personal education and pathway planning. The school will also coordinate access for students in alternative provision or educated off site, agreeing responsibilities and checking participation with the provider.

Parents carers and student records

The annual programme will set out when parents and carers receive information and how they can contribute through events, feedback and individual discussions. Materials will explain the full range of routes, personal guidance access and key application deadlines, with alternative formats or direct support where needed.

The school will keep systematic individual records of careers learning, encounters, guidance, agreed actions, aspirations and intended and immediate destinations. Students will be able to access and use their records before transition. Relevant prior careers records will be incorporated for students joining the school where available.

Careers records will be held securely with appropriate access controls and retention arrangements under the school's data protection procedures. Relevant information will be shared lawfully with receiving settings and the local authority to support transition and participation. Sustained and longer-term destination information, where available, will inform programme evaluation.

Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils 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 pupils in years 8-13 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 & apprenticeships – through options events, assemblies, group discussions & taster events;
- to understand how to make applications for the full range of academic and technical courses.

The school welcomes the opportunity to collaborate with other providers to help pupils identify their most appropriate pathways. The Skills and Post-16 Education Act 2022 sets out the number, duration and content of provider encounters that schools must offer. We provide at least six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils. Those encounters are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of

education or training.

We offer:

- Two encounters for all pupils during year 8, or between 1 September and 28 February in year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) during year 12 or between 1 September and 28 February during year 13.

The first four encounters are compulsory for pupils. The school must offer the two sixth form encounters, although attendance is optional for sixth form students. All six required encounters must take place for a reasonable period during the standard school day. Additional evening events may supplement these encounters but do not count towards the statutory six.

Visiting providers are asked to ensure that the information provided to pupils includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers,
- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like,
- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

Providers whom we have invited into the school include:

- West Suffolk College
- City College, Norwich
- University Technical College, Norwich
- Suffolk New College (Suffolk Rural)
- AIM Apprenticeships
- Apprenticeships Suffolk
- Norfolk & Suffolk Careers Hub

The school will make facilities available for discussions between the provider and students as appropriate for the activity. The school will also make available AV and other specialist equipment to support the provider presentations. This will all be discussed and agreed in advance of a visit with the Careers Leader. Online encounters are acceptable, although in-person encounters are preferred.

Providers are also welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader to be made available for all pupils and students to access.

Example programme

This illustrative timetable is retained for comparison. It is not an attendance record or the final 2026–27 provider access schedule. The annual matrix and encounter schedule will confirm current dates and entitlement coverage.

	Autumn Term	Spring Term	Summer Term
Year 7	Assemblies: Balance Life and Work	Assemblies: Growth through life Balance life and work Industry Insights Week Hartismere Careers Fair	
Year 8	Post 16 provider assembly	Assemblies: Growth through life Balance life and work Industry Insights Week Hartismere Careers Fair	UTC information letter
Year 9	Assemblies: Growth through life Balance life and work UTC info assembly	Assemblies: Growth through life Balance life and work Industry Insights Week VI form options Hartismere Careers Fair	Assemblies: Growth through life Balance life and work
Year 10	Assemblies: Growth throughout life Suffolk Skills & Careers Festival	Assemblies: Growth throughout life Post-16 providers: local college options Hartismere Careers Fair	Assemblies: Growth throughout life Work Placement
Year 11	Assemblies: Growth throughout life Balance life and work Options post-16: qualifications & where they lead Options post-16: Sixth form college Sixth form open evening Suffolk Skills & Careers Festival Apprenticeships	Assemblies: Growth throughout life Balance life and work Industry Insights Week Post-16 providers: local college options Hartismere Careers Fair	Assemblies: Growth throughout life; Balance life and work

Year 12	Apprenticeships University of Suffolk lecture	Hartismere Careers Fair	Higher Education Information Evening Careers Day Apprenticeships Suffolk Work Placement
Year 13	University Open Days Apprenticeships	Hartismere Careers Fair Marketing yourself (CV, interview)	

Assessment of Impact

The school will:

- Audit its CEIAG provision using tools such as Compass+ and those provided by The Careers and Enterprise Company
- Report on the destinations of all school leavers to the Local Governing Body.

The Careers Leader will complete a termly Compass+ review against the updated benchmarks and use this to prioritise improvements. Evaluation will combine evidence of delivery with student learning and progression, including the Future Skills Questionnaire or comparable measures, guidance action follow-up, and feedback from students, parents and carers, staff, advisers, employers and providers.

The school will compare intended, immediate and available sustained destinations, identify students at risk of an unsuccessful transition, and work with families, receiving providers and the local authority on follow-up. This includes the duty to inform the local authority when a young person leaves an education or training programme before completion.

Relationship to other Policies

This policy works in conjunction with the commitments made to students of Hartismere School in the following policies:

- Policy No 4: Special Educational Needs Policy
- Policy No 14: Equality Information and Objectives Statement
- Policy No 19: Child Protection and Safeguarding Policy

Copies of these documents can be found on the school's website.

Implementation will also follow the school's published complaints, data protection, educational visits and relevant health and safety procedures. The Careers Leader will check the published policy titles and links when this policy is reviewed.

Further information

If you would like to discuss anything in this CEIAG and Provider Access Policy, or raise a complaint,

please contact Mr Steve Parry - Director of Personal Development (Careers Leader). By post: Hartismere School, Castleton Way Eye Suffolk IP23 7BL

By telephone: 01379 870315

By email: careersleader@hartismere.com

Sources used for the additions

Department for Education, Careers guidance and access for education and training providers, updated 23 June 2026; accessed 6 November 2026.

https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

Gatsby, Good Career Guidance: The Next Ten Years, summary for leaders in schools, November 2024: updated benchmark criteria and definitions of meaningful encounters. This supplied summary takes precedence over older benchmark wording in the supplied toolkit.

Career Development Institute, Career Development Framework, Framework Handbook and Learning Areas by Key Stage: six complementary areas, progressive learning outcomes and reflection.

Hartismere evidence: existing Policy No 17; Hartismere Careers Matrix; Hartismere Unifrog Careers Programme.