Careers, Education, Information, Access, Guidance Policy

2026-2027

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1. Introduction

This document sets out The Courtyard school's arrangements for managing the CEIAG (Careers, Education, Information, Advice and Guidance) curriculum to students at the school.

The Courtyard School educates students from Year 9 to Year 14. We provide an individualised approach to all areas of our student's development. Our students access their learning via a 'stage not age' approach. This takes into consideration their previous experiences, skills and knowledge. We are equally committed to providing all students with a targeted and planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance.

Through our commitment we aim to maximise the benefits for students by using a whole school approach involving Parents, Carers, external Careers Education, Information, Advice and Guidance (CEIAG) providers, employers and other local agencies.

The Courtyard is committed to providing students with high quality, independent and personalised advice and guidance with regards to careers, further and higher education and future life choices.

Linked Policies and Documents

- Safeguarding Policy
- Health & Safety Policy
- Provider Access Policy
- CEIAG Programme

Linked Legislation and Statutory Guidance

- *Keeping Children Safe in Education* (DfE, September 2023)
- *Careers guidance and access for education and training providers. Statutory guidance for schools and guidance for further education colleges and sixth form colleges.* (DfE, January 2023)
- *Skills and Post-16 Education Act* (UK Legislation, April 2022)
- *Education (Careers Guidance in Schools) Act* (UK Legislation, March 2022)
- *Education and Skills Act* (UK Legislation, November 2008)
- *Education Act* (UK Legislation, July 2002)
- *Health & Safety At Work Act* (UK Legislation, July 1974)

2. School Vision

2.1 The Courtyard School is committed to providing students with high quality, independent and personalised advice, and guidance with regards to careers, further and higher education and future life choices.

The Curriculum Policy makes direct reference to developing:

'The Courtyard offers a tailored educational and social provision with a holistic approach. We aim to equip our students with the skills and experiences needed to discover and thrive with increased independence in their next stage of life.'

2.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

3. Policy Scope

3.1 This policy covers Careers Education, Information, Advice and Guidance (CEIAG) given to students in Key Stages 4 and 5.

3.2 The policy has been reviewed in line with:

- The published DfE guidance document “Careers Guidance and Access for Education and Training Providers. Statutory Guidance for Schools and Guidance for Further Education Colleges and Sixth Form Colleges”. (DfE, January 2023)
- The Skills and Post-16 Education Act. (UK Legislation, April 2022)
- Education (Careers Guidance in Schools) Act (UK Legislation, March 2022)
- Skills for Jobs: Lifelong Learning for Opportunity and Growth. (DfE January, 2021)

3.3 This policy accepts the 8 Gatsby Charitable Foundation’s Benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

3.4 This policy refers to events and opportunities in Key Stage 3, 4 and 5 (and in all years) and these events will impact upon all students at the school. This can be seen in Appendix 2 of this policy.

3.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications and apprenticeships. This can be seen in Appendix 3 of this policy.

3.6 All members of staff at The Courtyard School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.

3.7 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of person and social development that this policy will contribute.

4. Objectives

4.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

4.1.1 To ensure that all students at the school receive a stable careers programme.

4.1.2 To enable all students to learn from information provided by the career and labour market.

4.1.3 The CEIAG should be individual and address the needs of each student.

4.1.4 To link the curriculum learning to careers learning.

4.1.5 To provide students with a series of encounters with employers and employees.

4.1.6 To provide students with experiences of workplace(s).

4.1.7 To ensure that students have a series of encounters with further and higher education.

4.1.8 To provide each student with the opportunity to receive personal guidance.

5. School Responsibilities

5.1 The school has a series of statutory duties:

5.1.1 All registered students at the school must receive independent careers advice in Years 9 to Year 14.

5.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education, or work option.

5.1.3 This advice must cover a range of education or training options.

5.1.4 This guidance must be in the best interest of the students.

5.1.5 There must be an opportunity for education and training providers to access students in Year 9 – Year 14 to inform them about approved technical qualifications or apprenticeships (Section 6).

This will include:

- Two encounters for students during KS3 (Year's 7, 8 or 9) that are mandatory for all students to attend.
- Two encounters for students during KS4 (Year 10 or 11) that are mandatory for all students to attend
- Two encounters for students during the KS5 (Year 12 or 13) that are mandatory for the school to put on but optional for students to attend.

5.1.6 The school must have a clear policy setting out the way providers will be given access to students (Section 6 and Appendix 3). This policy and these arrangements must be published.

5.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy (Section 3).

5.3 The Courtyard School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

They will be empowered to choose how to participate which will be through:

1. Full time study in school, college, or training provider
2. An apprenticeship, traineeship or supported internship
3. Full time work or volunteering (20 hours or more) combined with part time accredited study.

Good CEIAG widens students' horizons, challenges stereotypes, and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life.
This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with Special Educational Needs and Disabilities.

5.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Osted).

5.5 The school will make use of the SEND Local Offer published by the Local Authority. As students attending The Courtyard school own an EHC Plan, their Annual Review must, from Year 9 at the latest, include a focus on Preparation for Adulthood and this includes Employment. The Courtyard school will ensure these Annual Reviews are informed by good careers guidance.

5.6 Safeguarding procedures will be used for all Work Experience opportunities. The school will obtain the employers Public Liability Insurance which will be held on file.

The school will obtain parental agreement for their child(ren) to complete Work Experience which will then be held on the student's file.
This will also include permission to share health records with the employer where necessary.
The school will ensure that the employer produces a Risk Assessment and a brief description of the role the student will be undertaking.
The school will ensure that the employer provides Induction training for the student attending the Work Experience placement.
The school will ensure that the employer understands the specific needs of the student and provide extra support where needed.
The school will fully prepare the student to undertake the Work Experience placement.
The school will hold a debrief with both the student and the employer following the Work Experience placement.

6. Governor Responsibilities

6.1 The Governing Body will ensure that the Courtyard School has a clear policy on Careers Education, Information, Advice and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.

They should ensure that this policy is:

6.1.1 Based on the eight (8) Gatsby Benchmarks
6.1.2 Meeting the school's legal requirements

6.2 The Governing Body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 9 – 14.

6.3 There will be a member of the Governing Body who takes a strategic interest in CEIAG and encourages employer engagement.

7. Working with Partners

7.1 We have published a Provider Access policy on our website explaining how employers, training providers, colleges and apprenticeship providers can contact The Courtyard School to make arrangements to come into school in compliance with **The Baker Clause.**

This complies with the school's legal obligations under the:

Keeping Children Safe in Education (DfE, September 2023)

Skills and Post-16 Education Act. (UK Legislation, April 2022)

Careers guidance and access for education and training providers. Statutory guidance for schools and guidance for further education colleges and sixth form colleges. (DfE, January 2023)

Health & Safety At Work Act (UK Legislation, July 1974)

7.2 **The Baker Clause** means that all establishments will give direct access to FE, apprenticeship and alternative 14-16 providers, so that they can have access to speak with students from Years 7-13 about their offer at 14-16, post-16 and post-18.

7.3 All students in **Key Stages 4 and 5** are entitled to:

7.3.1 Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education training options available at each transition point.

7.3.2 Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.

7.3.3 Understand how to make applications for the full range of academic and technical courses.

7.4 The Courtyard School will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

7.5 It is important that students have access to other partners to strengthen the CEIAG that they receive.

Strong relationships have been formed with the following:

- FE colleges
- HE provision
- Local Employers

7.6 We believe that parents and carers, along with teachers, other staff and other outside providers, have a key role in supporting students make informed decisions about their future.

To this end we:

- Inform all parents and carers generally about career-related activities
- Provide brochures/leaflets for students to take home
- Issue to all parents and carers of students taking part in outside school career activities, information and consent letters as appropriate.
- Encourage students to discuss with parents and carers any material related to careers activities and to discuss any information or advice given at key decision points.

7.7 Appendix 2 shows the **Grounds for Granting and Refusing Provider Access Requests** and **Opportunities for Provider Access** under our **Provider Access Policy** which is published on our website. This is in compliance with **The Baker Clause**.

8. Monitoring, Evaluation and Review

8.1 The Headteacher will ensure that:

8.1.1 The work of the Careers Lead and CEIAG events are supported and monitored.

8.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

8.1.3 A meeting will be held with the CEIAG Link Governor once per term.

8.2 The effectiveness of this policy will be measured in a variety of ways:

Quantitative	• The Post-16 destinations of students • The Post-18 destinations of students • The percentage of students NEET (Not in Education, Employment or Training)
Qualitative	• Student evaluation of provision • Parent/Carer feedback on provision • Student feedback on provision • Independent Careers Advice provided

8.3 The Governors of The Courtyard School will review this policy every year.

Appendix 1 - Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, and employers.
2. Learning from labour market information	Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 2 – Provider Access

Grounds for Granting and Refusing Provider Access Requests

A Provider wishing to request access must contact:

Careers Leader: Elena Vidal
Contact details: elena.vidal@thecourtyardislington.org

At least x1 School Term in advance (approx. 4 weeks).

A virtual meeting will be arranged with the Careers Lead before attending the school.
The Careers Lead will require the Provider to complete the schools visually friendly PowerPoint which must include clear and accessible language.
This will be presented by the Provider at the virtual meeting with the Careers Lead.
We will accept live online encounters should the Provider not be able to physically deliver their presentation to the students – after meeting virtually with the Careers Lead.
The provider must bring a DBS check and/or ID (passport or driving licence) to gain access into the school – Access refusal will be made without sight of these documents.

Details of careers education and events can be found via the CEIAG programme.

Opportunities for Provider Access

Providers attending The Courtyard school will be subject to and work in compliance with The Courtyard school's Safeguarding and Health & Safety policies.

The school offers a comprehensive Careers Education, Information, Advice and Guidance (CEIAG) Programme and an overview of this can be viewed on the school website.

The school will make a suitable space available for discussions between the Provider and students, as appropriate to the activity.

The school will also make available ICT and other specialist equipment to support Provider presentations.

This will all be discussed and agreed in advance of the visit with the Careers Lead or other designated person within the school.

Providers must supply information to students that includes:

- Information about the provider and the approved technical education qualifications or apprenticeships that they offer.
- 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.
- Respond to questions from the students about the provider or approved technical education qualifications or apprenticeships.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section of the School Library.

There is no parking at the school, however a map of the school and parking bays in the surrounding area will be provided.

Appendix 3 - Careers Programme

Student Entitlement

Students at The Courtyard School will be entitled to careers education and guidance that is impartial and confidential.
It is integrated into their experience of the curriculum as a whole and it is based on a partnership with the school, the students and their parents or carers.

Our Careers Education programme promotes equality of opportunity, diversity, and inclusion, whilst promoting the best interests of the students to whom it is given.

Due to the developmental needs of our students, our Careers curriculum is delivered in a style that enables young person to best access the content. For some students, this may be in line with the age-related mainstream peers. For others, the materials will be adapted to enable access and engagement in the content.

To that end, all students 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.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.
- Learn about a range of careers from first-hand experiences such as workplace visits, guest speakers and work shadowing.
- Curriculum support in all subjects promoting related job advice.
- Allotted time through the Personal Development curriculum for self-development, focusing on lifestyle and progression.
- Local College and University presentations.
- Information on College Open dates.
- Support with completing Sixth Form application forms, and access to computers for on-line registration and application.
- Trial Interviews.
- Supported CV and Personal Statement sessions.

The Courtyard School employs an external Independent Careers Advice Service who provides impartial individual careers interviews and careers information for every student.

Key Stage 4

By the end of **Key Stage 4** students will:

Understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths.

At **KS4** this will include:

- Responding positively to help, support and feedback.
- Positively engaging in learning and taking action to achieve good outcomes.
- Recognising the value of challenging themselves and trying new things.
- Reflecting on and recording achievements, experiences, and learning.
- Considering what learning pathway, they should pursue next.
- Reflecting on their heritage, identity, and values.

Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.

At **KS4** this will include:

- Considering what jobs and roles are interesting.
- Researching the labour market and the education system.
- Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it.
- Researching the learning and qualification requirements for jobs and careers that they are interested in.
- Researching the range of workplaces and what it is like to work there.
- Researching how recruitment and selection processes work and what they need to do to succeed in them.

Manage their career actively, make the most of opportunities and learn from setbacks.

At **KS4** this will include:

- Recognising the different ways in which people talk about career and reflecting on its meaning to them.
- Building their confidence and optimism about their future.
- Making plans and developing a pathway into their future.
- Considering the risks and rewards associated with different pathways and careers.
- Taking steps to achieve in their GCSEs/Qualifications and make a decision about their post-16 pathway.
- Thinking about how they deal with and learn from challenges and setbacks.

Create opportunities by being proactive and building positive relationships with others.

At **KS4** this will include:

- Developing friendships and relationships and reflecting on their relationship to their career.

- Starting to take responsibility for making things happen in their career.
- Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them.
- Being willing to speak up for themselves and others.
- Being able to discuss roles models and reflect on leadership.
- Researching entrepreneurialism and self-employment.

Balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.

At **KS4** this will include:

- Reflecting on the different ways in which people balance their work and life
- Reflecting on their physical and mental wellbeing and considering how they can improve these
- Recognising the role that money and finances will play, in the decisions that they make and, in their life and career
- Recognising the role that they play in their family and community and considering how that might shape their career
- Considering how they want to move through different life stages and manage different life roles
- Developing knowledge of rights and responsibilities in the workplace and in society
- Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces

See the big picture by paying attention to how the economy, politics and society connect with their own life and career.

At **KS4** this will include:

- Evaluating different media, information sources and viewpoints.
- Exploring local and national labour market trends.
- Exploring trends in technology and science.
- Exploring the relationship between career and the environment.
- Exploring the relationship between career, community, and society.
- Exploring the relationship between career, politics, and the economy.

Key Stage 5

By the end of **Key Stage 5** students will:

Understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths.

At **KS5** this will include:

- Actively seeking out help, support, and feedback.
- Taking responsibility for their learning and aiming high.
- Seeking out challenges and opportunities for development.
- Reflecting on and recording achievements, experiences and learning and

communicating them to others.
- Planning their next steps in learning and work.
- Discussing and reflecting on the impact of heritage, identity, and values.

Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.

At **KS5** this will include:

- Developing a clear direction of travel in their career and actively pursuing this.
- Actively seeking out information on the labour market and education system to support their career.
- Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career.
- Actively researching and reflecting on workplaces, workplace culture and expectations.
- Analysing and preparing for recruitment and selection processes.

Manage their career actively, make the most of opportunities and learn from setbacks.

At **KS5** this will include:

- Being able to describe the concept of career and say what it means to them.
- Building their confidence and optimism about their future and acting on it.
- Actively planning, prioritising, and setting targets for their future.
- Considering the risks and rewards of different pathways and career and deciding between them.
- Managing the transition into the post-16 learning context and preparing for post-18 transitions.
- Being proactive about being resilient and learning from setbacks.

Create opportunities by being proactive and building positive relationships with others.

At **KS5** this will include:

- Building and maintaining relationships and networks within and beyond the school.
- Being proactive about their life, learning and career.
- Being creative and agile as they develop their career pathway.
- Representing themselves and others.
- Acting as a leader, role model or example to others.
- Considering entrepreneurialism and self-employment as a career pathway.

Balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.

At **KS5** this will include:

- Planning for the kind of balance of work and life that they want.
- Taking action to improve their physical and mental wellbeing.
- Beginning to manage their own money and plan their finances (e.g. thinking about student loans).
- Actively shaping their involvement in their family and community as part of their career planning.
- planning for different life stages and considering the different life roles that they want to play.
- being aware of their role in ensuring rights and responsibilities in the workplace and in society.
- taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them.

See the big picture by paying attention to how the economy, politics and society connect with their own life and career.

At **KS5** this will include:

- Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career.
- Exploring and responding to local and national labour market trends.
- Exploring and responding to trends in technology and science.
- Exploring and responding to the relationship between career and the environment.
- Exploring and responding to the relationship between career, community, and society.
- Exploring and responding to the relationship between career, politics, and the economy.