



KING CHARLES I SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

DATE POLICY WAS APPROVED	08/07/2026
DATE POLICY WILL BE REVIEWED	Summer 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	CEIAG LEAD



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- **King Charles I School**
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Introduction

At King Charles I School, we recognise the importance of high-quality careers education, information, advice and guidance (CEIAG) in preparing young people for life beyond school. Our CEIAG programme aims to equip every student with the knowledge, skills, and confidence needed to make informed, aspirational decisions about their future. We are fully committed to embedding the eight Gatsby Benchmarks across our careers provision to ensure that our students are provided with outstanding guidance and opportunities to succeed in education, training, and employment.

All careers provision, including employer encounters and work experience, is delivered in line with Keeping Children Safe in Education.

Student Entitlement

In line with the Education Act 2011 and the Department for Education's statutory careers guidance, all students in Years 7 to 13 are entitled to:

- Independent, impartial careers guidance, tailored to their individual needs and aspirations.
- Access to a broad, stable and sequenced careers programme that supports their personal and professional development.
- Opportunities to explore a wide range of career paths, sectors, and qualifications, including academic, vocational and technical routes.

Policy Aims

Our CEIAG programme will:

- Support students in developing self-awareness, understanding their interests, skills, and values.
- Provide access to high-quality, up-to-date information about career paths and labour market trends.
- Help students to make informed and confident decisions at key transition points.
- Deliver meaningful encounters with employers, employees, and providers of further and higher education.
- Ensure every student receives personal guidance from a qualified careers adviser.
- Promote equality of opportunity, challenge stereotypes, and raise aspirations.
- Embed careers learning into all curriculum areas and promote subject-career links.

Provider Access

The school complies with the Provider Access Legislation (PAL), ensuring that a range of education and training providers have access to students to inform them about approved technical education qualifications and apprenticeships.

Full details are set out in the school's Provider Access Policy, which is published on the school website

Alignment with the Gatsby Benchmarks

King Charles I School's CEIAG programme is structured around the **eight Gatsby Benchmarks**, ensuring we meet national standards of excellence in careers education:

1. A Stable Careers Programme

- Our careers programme is embedded into the school development plan and is endorsed by the Headteacher and Governing Body.
- A dedicated Careers Leader oversees the implementation and continuous improvement of CEIAG provision.
- The careers programme is published on the school website and shared with pupils, parents/carers, staff, and partners.
- Regular evaluation and feedback are gathered from all stakeholders to enhance impact.

2. Learning from Career and Labour Market Information

- Students and parents receive relevant, up-to-date information about future study options and employment opportunities.
- Labour Market Information (LMI) is integrated into PSHE sessions, assemblies, parental communications, and careers events.
- Tailored resources are provided for SEND students and other vulnerable groups.

3. Addressing the Needs of Each Student

- Our CEIAG provision is personalised to meet the diverse needs of all students.
- We maintain comprehensive records of careers activities, advice given, and student destinations.
- We use destinations data and aspirations surveys to inform planning and support.
- Vulnerable students (e.g. SEND, PP, LAC, RONI) receive enhanced, targeted support.

4. Linking Curriculum Learning to Careers

- All subject departments actively promote careers within their discipline, highlighting pathways and skills relevant to their subject.
- Teachers receive training to integrate careers learning into lesson delivery.
- Subject-specific employer talks and projects are promoted.

5. Encounters with Employers and Employees

- All students from Year 7 upwards engage in at least one meaningful employer encounter per year through talks, enterprise activities, mentoring, or workshops.
- Employers contribute to curriculum-linked activities and enrichment events.

6. Experiences of Workplaces

- Every student undertakes meaningful workplace experiences by the end of Year 11.
- Additional experiences are provided in Post-16 through placements, internships, or job-shadowing schemes.

7. Encounters with Further and Higher Education

- Students participate in encounters with a range of learning providers including sixth forms, colleges, training providers, and universities.
- Year 12 and 13 students take part in at least two visits to higher education institutions.
- T-levels, apprenticeships, and technical qualifications are actively promoted.

8. Personal Guidance

- Every student receives at least one 1:1 guidance interview with a qualified careers adviser by age 16, and another by age 18.
- Additional support is prioritised for students with EHCPs, SEND, PP, LAC and those at risk of NEET.
- Guidance is accessible via self-referral, tutor referrals, and scheduled sessions.

CEIAG Programme Delivery Overview (Years 7–13)

Year Group	Key Activities Across the Year
Year 7	University and local college talks, enterprise projects, career guest speakers, awareness assemblies.
Year 8	Medical Mavericks, enterprise activities, employer encounters, key author visits.
Year 9	GCSE options guidance, Worcestershire Skills Show, T-Level and BTEC information sessions.
Year 10	Work experience launch, employer skills workshops, apprenticeship roadshows, individual guidance interviews.
Year 11	Mock interviews, CV and application workshops, NEET prevention support, post-16 provider events.
Year 12	HE fair visits, UCAS/apprenticeship prep, work experience, individual guidance interviews.

Year Group	Key Activities Across the Year
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Year 13 Personal guidance, next steps planning, higher education visits, Results Day support.

Ongoing Careers Guidance and Support

- Weekly appointments with a qualified independent careers adviser.
- Careers resources and reading materials available in the sixth form and careers area.
- Online access to careers platforms and LMI tools during Tutor and Ethics sessions.
- Subject departments provide guidance on related career routes and contribute to careers-themed events.
- Strong employer partnerships and alumni links used to broaden student aspirations.

Monitoring and Evaluation

The CEIAG programme is monitored termly using the **Compass+ Toolkit**, aligned with the Gatsby Benchmarks. Impact is assessed through:

- Student, parent, and staff surveys.
- Destinations tracking.
- Feedback from employers, advisers, and education providers.
- External quality assurance from local careers networks and the Careers and Enterprise Company.