

Grace Academy Coventry

CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY (CEIAG)

Status	Operational
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Applicable to	Grace Academy Coventry
Checked by	Local Governing Body
Valid From	September 2025
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Introduction

Rationale

A structured and embedded careers programme allows every student, irrespective of their starting point, the opportunity for successful outcomes into viable employment. In line with the 2011 Education Act (2014 Statutory Guidance), the Careers Strategy (2017): All schools have a statutory duty to provide independent and impartial careers guidance from year 8, information on 16-18 education and training options.

The Eight Gatsby Benchmarks are: -

1. A stable careers programme
2. Learning for career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Career Guidance

Our Commitment

Careers Education, Information, Advice and Guidance (CEIAG) at Grace Academy will be tailored to individual needs and will be aimed at widening each student's horizons, challenging stereotypes, and raising aspirations to provide students with the necessary knowledge and skills to make transitions that allow for successful future employment outcomes. This commitment includes positively supporting social mobility to ensure improved opportunities for all students. We are committed to working towards all the Gatsby benchmarks so that every student can have the right information, right skills, and right experiences to build a rewarding career.

At Grace Academy, we work in line with the Statutory Guidance: "Careers guidance and access for education and training providers" (DfE, May 2025), the Skills and Post-16 Education Act 2022 and the Education (Careers Guidance in Schools) Act 2022.

The Eight Gatsby benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Objectives

Grace Academy aims to ensure that the careers provision is both effective and impartial with the equality of opportunity so every student can benefit. To support this and in line with statutory responsibilities, we will use the Gatsby Benchmarks for “Good Careers Guidance” as our measure and careers activities will be designed to meet them. This will include ensuring that: -

- All students have access to independent and impartial career guidance including access to external sources of information and the full range of education and training post 16 and beyond: apprenticeships (including technical, higher and degree apprenticeships), A Level, vocational college courses, T Level training and university pathways.
- That every student in Year 11 and Post 16 will have a one-to-one careers interview that is tailored to their needs and is with a Level 6 qualified careers advisor.
- That the careers programme of activities from Year 7 to 11 fully meets the career requirements of each stage and offers equitable opportunity.
- That the career programme engages students and provides them with a breadth of knowledge through various career learning opportunities which provides them with an understanding of how these knowledge and skills will enable them to find suitable careers.
- That students must be provided with at least six encounters with providers with technical education or apprenticeships. Students in the ‘first key phase’ (Year 8 or 9) have two encounters with a provider of technical education or apprenticeships. That students in the ‘second key phase’ (Year 10 or 11) have two encounters with a provider of a technical education or apprenticeships. That students in the ‘third key phase’ (Year 12 or 13) are given the opportunity to have two encounters with a provider of a technical education or apprenticeships.

All students are entitled to receive CEIAG that meets the statutory guidelines and that is delivered by appropriately qualified careers staff. All careers staff at The Grace Academy are appropriately qualified and are centred on raising aspirations, challenging stereotypes, and promoting equality and diversity. The following staff members are responsible for delivery the careers programme within school: -

Governor with responsibility for CEIAG: Richard Smith

The Careers Provision

Years 7- 10 Offer

- Access to extra-curricular clubs to support students in developing their understanding of a range of different subjects.
- Workshops led by local providers to ensure our students gain further employability skills and knowledge needed for the working world.
- Educational visits to increase the awareness of further education and career pathways.
- Week long in person work experience.
- Diverse assembly programme to inspire students.
- Access to the careers section on the Academy’s website.

- The opportunity to learn about different career pathways through PSHE lessons and tutor activities.
- The opportunity to speak to representatives from various sectors of the world of work.
- Clear careers links planned into the subject curriculums and lesson delivery.

Year 11 - Post 16

- In person work experience.
- The opportunity to learn about different career pathways through PSHE lessons.
- Access to career related trips and visit further/higher education establishments.
- The opportunity to attend a one-to-one career guidance interview with a Level 6 qualified independent careers advisor.
- Personal development opportunities will be made available to students such as a HE visit and the National Citizenship Programme.
- The opportunity to produce and review a curriculum vitae.
- Clear careers links planned into the subject curriculums and lesson delivery.

Targeted provision: 2025/2026

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
National Careers week activities and assemblies	Y	Y	Y	Y	Y	Y	Y
National Apprenticeship week activities	Y	Y	Y	Y	Y	Y	Y
Further educational visit	Y						
Team building (IM Workshop)	Y						
PSHE: Challenging stereotypes				Y	Y	Y	Y
Leadership (IM Workshop)		Y					
Careers Fair				Y	Y	Y	Y
Careers 'drop down' day				Y	Y	Y	Y
Year 9 Options Evening			Y				
Communication (IM Workshop)			Y				
Duke of Edinburgh			Y				
CV and Job interview skills					Y		
Employer visits (IM Group)				Y			
Careers Roadshow				Y			

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
SEND guidance				Y	Y	Y	Y
PSHE: Workplace conduct				Y	Y		
Student Leadership	Y	Y	Y	Y	Y	Y	Y
Talks delivered by further education		Y	Y				
Further Ed: Application support					Y		
CV building/interview skills					Y	Y	Y
1-1 Career guidance and support					Y	Y	Y
Mock interviews					Y	Y	Y
UCAS personal statement						Y	Y
Public speaking workshop						Y	Y
Horizons enrichment						Y	Y
In person work experience				Y		Y	

Intended Outcomes

- NEET (Not in Education, Employment or Training) percentage to be on or above national average for that given year.
- Improved academic outcomes at KS4 and KS5, taking into account the Academy's targets for progress and attainment, whilst meeting the needs of students.
- Disadvantaged student destination data to be on or above national average.
- Demonstratively improved knowledge and readiness for further education and career opportunities.

Careers and the Curriculum

The importance of Maths and English as a foundation for all careers is instilled from Year 7 and there is support for students to achieve the appropriate grades in these subjects.

Students from Year 7-Year 11 receive weekly PSHE lessons. Students in Year 12-13 take part in weekly PSHE tutor sessions. Part of this PSHE programme includes career education and information. All PSHE sessions are targeted to the needs of the particular year group and the stage of their career cycle. In addition to PSHE, Grace Academy recognises that students need to understand how the skills they are learning in specific subjects are used and are relevant in the

world of work so, where possible, curriculum learning is also linked to careers. The GCSE and A Level option process is also focused on careers so that students can make more informed subject choices that facilitate their further career plans.

Partnership Approach

As well as Teachers acting as important career informants, Grace Academy will also provide students with the opportunity to interact with a wide range of professionals from the world of work. These programmes are designed to open students' eyes to the wide range of career possibilities and provide students with transferable work skills so that they can readily access these. To this end Grace Academy has built good partner relationships with local and national businesses as well as with HE, FE, and other training providers. In addition, and to further support social mobility, Grace Academy will work with a variety of outreach partners to access outreach programmes that can provide positive advantage to our more disadvantaged students (particularly pupil premium) in terms of breaking down barriers, challenging perceptions and raising aspirations.

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Learning from Career and Labour Market Information

The Grace Academy will ensure that all students have access to good quality information about future opportunities through our 1:1 career advice including up to date and relevant Labour Market Information (LMI) as this can help social mobility and support students in decisions.

To further support our students and parents with readily accessible labour market information, we would recommend visiting <http://www.lmiforall.org.uk> for national LMI. The National Careers Services also offer information and professional careers advice for both students and parents: <http://nationalcareersservice.direct.gov.uk> or call 0800 100 900.

Monitoring and Reviewing

Staff development and Evaluation

Grace Academy commits to ensuring that all career staff training needs are identified and met so that CEIAG remains current, relevant, and timely.

The actual CEIAG programme and its staff are subject to the normal rigours of monitoring, review, and evaluation in line with statutory responsibilities and the school development plan. The outline programme is reviewed annually to ensure it is still 'fit for purpose' and evaluation of destination data as well as student and parent feedback are also used to track best use of resources.