



## Holderness Academy

# Careers Education, Information, Advice and Guidance Policy

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['Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2023](#)

## **1.0 Academy Vision**

Holderness Academy seeks to maximise the life chances of all our young people; it is crucial to prepare young people for life beyond school and college. The academy is committed to developing the knowledge, skills and attributes Holderness Learners need for their future successes. This belief is underpinned by our academy vision, which is:

*To inspire and empower young people to make a positive difference today; ready for tomorrow.*

## **2.0 Policy Charters**

2.1 This policy covers the CEIAG (Careers Education, Information, Advice and Guidance) provision at Holderness Academy for students in key stages Three, Four and Five.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment, or training.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff' (DfE, January 2023).

2.4 This policy aims to meet the eight Gatsby Benchmarks as set out in the DfE guidance: Appendix 1 of this policy.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school. See Appendix 2 of this policy.

2.7 All members of staff at Holderness Academy are invested and 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.

2.8 It is imperative that students leave school prepared for the transition from full-time education to the world beyond.

### **3.0 Objectives**

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

- To ensure that all students at the academy benefit from a high quality, well-resourced and aspirational careers programme (Appendix 2).
- To enable all students to learn from information provided by the career and labour market.
- To ensure the needs of all learners, in relation to their best next steps, are addressed.
- To link the curriculum learning to careers learning.
- To provide students with a series of well-structured and meaningful encounters with employers and employees.
- To provide students with high quality experiences of workplaces in Year 10.
- To ensure that students have a series of encounters with further and higher education establishments alongside information about vocational routes and apprenticeships.
- To provide each student with the opportunity to receive personal guidance at times which will support their decision-making processes.

*Holderness Academy aims to ensure that our students are self-confident, skilled and career ready. This will be achieved through a programme of high-quality activities, advice, and guidance.*

### **4.0 Commitment**

Holderness Academy is committed to providing high-quality, impartial careers information, advice, and guidance for all students in partnership with Cranswick Foods, GP Careers, Log On Move On, Humber Outreach Program, East Riding Youth and Family Support, the Hull and East Yorkshire Careers Hub and other appropriate external agencies.

The academy has a series of statutory duties which will be met in the following ways:

4.1 All registered students at the school will receive high quality and impartial careers advice in Years 7 to 11.

4.1.2 This careers advice will show no bias towards a particular institution, education, or work option.

4.1.3 This advice will cover a wide range of education or training options.

4.1.4 This guidance will be in the best interests of the student.

4.1.5 There will be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications and apprenticeships.

4.1.6 The academy has a clear programme setting out the way providers will be given access to students and is published on our website and in Section 6.0 of this policy.

4.2 The school will base its careers provision around the Gatsby Benchmarks and regularly review it to ensure they are current and supporting young people to transition into positive and sustained destinations.

4.3 Holderness Academy 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. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The Academy 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 and support the work of the school (e.g., Hull and East Yorkshire Careers Hub or Ofsted). The Academy will always seek to get the views of learners, parents/carers, and employers to fully understand the impact of the programme.

## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the Academy has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Relevant to the Academy and the wider region and supports all learners to make well informed careers decisions.

5.1.2 Based on the eight Gatsby Benchmarks.

5.2 Meeting the school's legal requirements.

5.3 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

5.4 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

The linked member of the LGB should ensure:

- They undertake the relevant training.
- Support and attend careers events.
- Meet with the Careers Lead half termly.
- Engage with Careers experiences.

## **6.0 Provider Access**

6.1 Introduction – This section of the policy sets out the school’s arrangements for managing the access of providers to students at the academy for the purpose of giving them information about the provider’s education or training offer. Our full Provider Access Policy can be found in Appendix 3.

6.2 All pupils in years 7-11 are entitled:

6.2.1 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.

6.2.2 To 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.

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should contact the school to gain access to pupils and/or parents to inform them about further opportunities.

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

## **7.0 Monitoring, Evaluation and Review**

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Leader, Careers Advisor and CEIAG events are supported and monitored by staff across the Academy.

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

7.3 The governors of Holderness Academy review this policy yearly.

7.4 The Careers Lead will:

7.4.1 Review the Career Programme termly using compass+ and share these with the relevant personnel in the Academy.

7.4.2 Annually monitor destinations data to understand how to ensure the careers programme remains of a high quality, well-resourced and aspirational for all learners.

7.4.3 Create lessons and provide materials for the delivery of careers in the ARK curriculum.

7.4.4 Gather feedback from stakeholders in relation to the Careers Programme to support the evaluation process.

## Appendix 1 – Summary of the Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers, and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to high 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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> </ul>

		<ul style="list-style-type: none"> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities,</li> </ul>

	<p>and learning in schools, colleges, universities and in the workplace.</p>	<p>and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <ul style="list-style-type: none"> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p><b>8. Personal guidance</b></p>	<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## Appendix 2 – Holderness Academy Careers Programme

### Holderness Academy – 2025-2026 Careers Programme

Year Group	Autumn	Spring	Summer
Year 7	<ul style="list-style-type: none"> <li>• Various assembly opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair &amp; Provider Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 Career Focus Morning</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Various assembly opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Various assembly opportunities</li> <li>• Careers Fair and Provider Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8 Career Focus Morning</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Various assembly opportunities</li> <li>• Curriculum-related employer encounter</li> </ul>	<ul style="list-style-type: none"> <li>• Various assembly opportunities</li> <li>• Careers Fair and Provider Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9 Career Focus Morning</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Various assembly opportunities</li> <li>• Work experience preparations sessions</li> <li>• Open Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience preparation sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience preparation sessions</li> <li>• Work experience placement</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Various assemblies about opportunities at 16</li> <li>• Log On Move On introduction/Careers Workshop Morning</li> <li>• Motivational careers speaker</li> <li>• Trips/visits and events, for example, STEM fairs, Health Exhibitions and FE/HE providers</li> <li>• Open Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Post-16 Taster Sessions</li> <li>• Parent’s Evening combined with Careers and Provider Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Various virtual learning and assembly opportunities</li> </ul>



### **Appendix 3 – Arrangements for Provider Access**

Under Section 42B of the Education Act 1997, as of 2<sup>nd</sup> January 2018, we have a duty to provide students in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are students entitled to?

Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs them of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

Who handles our access requests?

Any provider wishing to request access should contact our Careers Leader, on 01482 899315 or via email on: [office@holderness.academy](mailto:office@holderness.academy) with the subject content identifying FAO Careers Leader – Provider Access Request.

What opportunities are provided to allow access to students?

Via our Careers Programme, we offer providers numerous opportunities throughout the school year to speak to students and/or their parents/carers. For our annual schedule of events, please see Appendix 2.