

LEIGH ACADEMIES TRUST
CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY (CEIAG)

Last reviewed: July 2026

Date of next review: July 2027

Introduction

The Education Act 2011 inserted a new duty into section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 7-13 and students with an EHCP up to the age of 25. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils. This must include information on all options available in respect of education or training, including apprenticeships and other work-based education and options.

In December 2017 the government's revised publication of the Careers Strategy for England clarified the new statutory requirements for schools and colleges in relation to Careers Guidance and Access. The Department of Education Statutory Guidance includes guidance on how schools/colleges will include work-related learning as part of the CEIAG programme. Updated guidance was issued in May 2025. A copy of this guidance is linked below. All academies within the Trust are expected to follow the DfE guidance.

Changes to the guidance in May 2025 relate specifically to **Gatsby Benchmark 5: Encounters with employers and employees** and states that '*For schools: every year, from the age of 11, pupils should participate in **at least one meaningful encounter with an employer***'.

What a meaningful encounter should look like

A meaningful encounter gives the young person the opportunity to learn:

- *what work is like*
- *what skills are valued in the workplace*
- *what the recruitment processes involves*
- *what it takes to be successful*

Throughout a careers programme, young people should encounter employers of different sizes and specialisms, including the self-employed. Encounters should reflect trends in the labour market, regionally and nationally.

The encounters could be in person, or a combination of in person and virtual. Both the young person and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful encounter will:

- *have a clear purpose, which is shared with the employer and young person*

- *be underpinned by learning outcomes that are appropriate to the needs of the young person*
- *have opportunities for two-way interactions between the young person and the employer*
- *be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter*

Visiting speakers should reflect:

- *different levels of seniority within an organisation*
- *individuals who have followed a variety of pathways into employment, including technical and academic routes*
- *the enterprise and employability skills, experience, and qualifications that employers want*

Schools and colleges should help learners develop the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This should include the opportunity to develop entrepreneurial skills for self-employment.

Schools and colleges should ensure that employer encounters are broad, inclusive and well-sequenced throughout the careers programme. Successful approaches could include:

- *alumni activity*
- *business games and enterprise competitions*
- *careers fairs*
- *employer encounters with parents*
- *employers co-leading activities as part of curriculum lessons, assemblies or form time*
- *employees mentoring young people*
- *employer talks*
- *mock interviews*
- *employer workshops covering topics such as CV writing, recruitment processes or work simulations*
- *mock assessment centres*
- *speed networking or careers carousels*

Employer encounters can be delivered in person, or through a combination of in person and virtual encounters. Virtual encounters can increase access to a wider range of employers, particularly where there are geographical or time constraints on visiting in person. Virtual encounters can also aid preparation for the modern workplace, which often involves remote work and virtual communication.

The Leigh Academies Trust (LAT) CEIAG policy adheres to the CDI Framework (Career Development Institute) and manages career learning in line with the Gatsby benchmarks.

CEIAG is designed to meet the needs of all pupils to develop the knowledge, confidence and skills they need to make well-informed decisions that enable them to progress into future learning, training and employment. A young person's pathway through learning and work requires support, commitment and strong leadership from all involved.

All pupils need a planned programme of activities to help them make informed decisions and plan their futures, both in the academy and after they leave. A stable, planned careers programme that is embedded into the wider curriculum will support the development of pupils' self-awareness, opportunity-awareness, ability to access and interpret careers information, decision-making skills, and effective transition skills.

IAG enhances and complements wider careers education provision and is currently available from Years 6 to Year 14. The overarching aims are to:

- encourage and support pupils to positively engage in career learning opportunities
- help pupils explore and decide on options
- support pupils to choose appropriate post-16 and post-18 destinations
- work towards the prevention of pupils becoming NEET (not engaged in education employment or training) and/or becoming disengaged
- support educational improvement for vulnerable groups
- increase social mobility

LAT is committed to providing work-related learning as well as developing strong connections with employers who will support the work-related learning within the Trust.

Aims and Intended Outcomes

This policy sets out the aims of Careers Learning across the Trust, with strong adherence to the guidelines set out by the Gatsby Benchmarks. The aims of outstanding, impartial careers education are to:

- empower all learners to plan and manage their own futures
- respond to the needs of each pupil as unique individuals
- support progress at all levels of pupils' education
- provide comprehensive independent information, advice and guidance
- raise aspirations, build confidence and encourage motivated participation
- actively promote equality of opportunity, social mobility and challenge stereotypes
- build strong partnerships with both primary and secondary providers
- a partnership approach to CEIAG provision including links with business
- a supportive and empathetic approach to managing transitions and next steps

Our CEIAG programmes aim to be interesting, engaging, informative and varied. They make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life by:

- helping pupils to make successful transitions to adulthood through the development of skills, attitudes and abilities
- providing opportunities to develop self-awareness, confidence and the exploration of opportunities
- enabling pupils to access and interpret careers and labour-market information, applicable to their personal aspirations and interests
- inspiring pupils to undertake their own careers research
- supporting pupils to achieve their full potential, giving unique and tailored support to targeted groups or individuals
- encouraging a lifelong learning approach

Delivery

Leigh Academies Trust is committed to the delivery of a comprehensive careers programme that meets the needs of all pupils, which include:

- a designated careers leader responsible for the implementation and monitoring of provision
- a LAT careers leaders network to share best practice and provide support
- reports to senior leaders and governors to ensure effective delivery and equality of access
- careers education provision mapped across the curriculum in line with the most recent National Careers Framework set out by the CDI
- adherence to Gatsby benchmarks and guidelines
- personalised provision
- access by all learners in secondary academies to the Unifrog Careers Education platform
- engagement with external providers such as Education and Employment
- group work and workshops
- mentoring programmes
- tailored, unique support to specific identified pupils
- talks and visits to and from external providers and businesses
- engagement with alumni
- careers fairs and visits to and from universities and colleges
- staff training and development
- links with the local authority to offer support with regard to the raising of the participation age (16-18) promoting and encouraging participation in education and training of those covered by the duty; and to ensure arrangements are in place to identify and support those who are at risk of not participating (NEET). This partnership includes information sharing as appropriate, working within the guidelines of confidentiality and GDPR. In accordance with Section 13 of the Education and Skills Act 2008, the academies will notify the local authority of any learners leaving an education or training programme before completion.
- achievement of the Investors in Careers (IIC) award.

Monitoring and evaluation

The quality of careers education is monitored and evaluated through :

- reports generated by Unifrog on pupil participation and coverage of the Gatsby Benchmarks
- the analysis of the destinations of pupils
- learning walks and module reviews
- reports to senior leaders, local boards and LAT Standards Committee
- independent assessment of provision at each academy via the Investors in Careers
- feedback from pupils and parents/guardians

For further information visit:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

<https://www.unifrog.org/>

<https://www.thecdi.net/Home>

<https://investorincareers.org.uk/>

<https://www.educationandemployers.org/about-the-charity/>