

Careers Education, Information, Advice and guidance (CEIAG) Policy



Written by	Harriet Carter	August 2025
Next review due by		August 2026

At Earley Springs School, we are committed to providing a high-quality programme of Careers Education, Information, Advice and Guidance (CEIAG) for all pupils in Years 7 to 9. . Our careers programme aims to raise aspirations, develop confidence, and prepare pupils for their next stage of education and life beyond school.

As a specialist setting, our approach is highly personalised and practical. It reflects the unique learning journeys of our pupils and is closely aligned with our three curriculum pathways: Explorers, Discoverers, and Investigators. Every aspect of our curriculum is carefully embedded with Preparation for Adulthood (PfA) outcomes, ensuring that pupils develop the communication, social interaction, problem-solving, independence, and functional life skills they will need to thrive in the wider world.

Our policy aligns with statutory guidance, including Keeping Children Safe in Education (KCSIE), the Department for Education's Careers Guidance and Access for Education and Training Providers (July 2021), the Baker Clause (Section 42B of the Education Act 1997), and the Gatsby Benchmarks for Good Career Guidance (2014). This policy also supports compliance with the Independent School Standards, particularly Part 1 (Quality of Education) and Part 3 (Welfare, Health and Safety), and reflects the SEND Code of Practice (2015).

Aims of Careers Education at Earley Springs

Our careers provision seeks to give every pupil a strong foundation for the future, helping them to understand who they are, what they enjoy, and the skills they are developing. By the end of Year 9, pupils will have developed self-awareness, explored a range of career possibilities and life pathways, and experienced practical activities that prepare them for adulthood.

Our focus is not solely on employment but on the broader concept of life readiness. Pupils are encouraged to understand the different options available to them as they move into Key Stage 4, whether these involve vocational programmes, life skills and independence pathways, or more traditional academic routes. Throughout this journey, Preparation for Adulthood is central to our approach, with careers education intertwined with functional learning such as communication, travel skills, problem-solving, teamwork, and resilience.

Careers education and guidance at Earley Springs is impartial, person-centred and provided in the best interests of each pupil, taking account of their strengths, needs, aspirations and long-term wellbeing.

Careers Programme for Years 7–9

The Earley Springs careers programme combines classroom-based learning, enrichment activities, and real-life experiences to bring careers and life skills to life. In Year 7, pupils begin by developing self-awareness and exploring their interests and strengths. They are introduced to the concept of work and community roles in age-appropriate ways, through immersive classroom experiences, life skills activities, and visits from local role models. These early experiences are designed to build confidence, communication skills, and independence as part of our PfA-focused approach.

As pupils move into Year 8, they begin to explore a wider range of life and career pathways. This includes meeting visitors from the local community, participating in thematic projects linked to real-world contexts, and learning more about the skills needed for different roles in life and work. Preparation for Adulthood continues to be a strong thread, with pupils developing problem-solving abilities, social interaction skills, and functional independence through hands-on activities.

By Year 9, the focus shifts towards transition and decision-making as pupils begin to prepare for their Key Stage 4 pathways. They participate in internal work tasters, enterprise projects, and local community visits that allow them to apply their skills in practical ways. Career-related learning is embedded across the curriculum, particularly in PSHE and life skills sessions. Every activity is designed to strengthen independence, resilience, and readiness for adult life, ensuring that pupils leave Key Stage 3 with a strong sense of direction and confidence in their abilities.

The careers programme is mapped against the Gatsby Benchmarks in a developmentally appropriate way for our pupils and is recorded through planning documentation, pupil profiles, and Preparation for Adulthood outcomes.

4. Implementation and Access for Providers

Earley Springs actively welcomes external providers to enhance our careers and life skills provision. In line with the Baker Clause, we ensure that pupils have access to information about technical education, vocational routes, and other appropriate opportunities that support their development. These encounters are meaningful, age-appropriate, and fully aligned with our focus on Preparation for Adulthood.

Experiences may take place on-site, virtually, or within the local community, and each is carefully planned to ensure relevance and impact. All activities are recorded and evaluated to ensure that they contribute to our pupils' confidence, independence, and readiness for the next stage of their education.

Requests from education and training providers to access pupils or deliver careers-related activities should be made to the Headteacher or Careers Lead. All providers are subject to safeguarding checks and activities are supervised in line with the school's safeguarding procedures.

5. Roles and responsibilities

- Headteacher (strategic oversight)
- Careers Lead (delivery, coordination, provider liaison)
- Teaching staff (embedding careers learning)
- External providers (compliance with safeguarding)

6. Monitoring and Impact

The CEIAG programme is monitored and evaluated annually by the Headteacher and Careers Lead to ensure it remains effective and meaningful. Impact is measured through pupil engagement, feedback, and progress towards PfA outcomes, alongside the successful

transition of pupils into Key Stage 4 pathways that match their abilities and aspirations.

Our approach ensures that pupils leave Year 9 with the awareness, independence, and confidence they need to thrive, knowing the options available to them and understanding the skills required to achieve their future goals.

Monitoring includes reviewing pupil engagement, progress against Preparation for Adulthood outcomes, feedback from pupils and families, and transition outcomes. The Headteacher reports on the effectiveness of CEIAG provision to the Executive Board.

All careers-related activities are delivered in line with the school's safeguarding policies, including appropriate risk assessments, supervision, and consideration of pupil vulnerability.