



## Careers Education, Information, Advice and Guidance Policy

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<b>Committee responsible:</b>	Standards and Curriculum
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<b>Date:</b>	January 2026
<b>Next review due by:</b>	January 2027 (Annually)
<b>Version number:</b>	2026.1
<b>Status:</b>	Statutory
<b>Where published:</b>	Staff Documents \ Policies \ Website



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## 1.0 Vision

Corfe Hills School and its Governing Board believes that all students should be provided with a planned, impartial programme of careers education that provides them with the skills and knowledge to make appropriate decisions and plan their career routes. The careers education information, advice and guidance (CEIAG) provided will present them with the resources to support their questions and concerns. In doing this we will support them in becoming effective citizens in the 21st Century.

Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages. Evidence suggests that effective and impartial careers provision is particularly important for students from working class backgrounds. Yet students from disadvantaged groups, and those who are unsure of their aspirations, have been shown to be the least likely to receive careers guidance.

We need to move towards a culture of having the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference.

We will ensure that:

- All young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace.
- All young people in school to access an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.
- Everyone to get support tailored to their circumstances. All young people should be able to access free face-to-face advice, with more bespoke support for those who most need it.
- Everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

## 2.0 The National Context

The CEIAG framework established at Corfe Hills School has taken full account of a range of influences and national developments:

- The 14 to 19 agenda and 14-19 Opportunity and Excellence.
- Careers Education and Guidance in England, A National Framework 11-19 (Dcsf 2003).
- Curriculum 2008, Framework for Citizenship and PSHE and other curriculum changes.
- Work Related Learning for all at KS4 (QCA 2003).
- The government agenda of Social Inclusion and Raising Achievement.
- Careers Guidance and Inspiration for Young people in Schools (January 2018). Further information relating to this is set out later in this document under 'Provider Access'.

To deliver the wide-ranging support that is needed, there have already been a number of changes to the careers system. **Secondary schools, further education colleges and sixth form colleges** have been given the responsibility to arrange independent careers guidance for their students. Schools and colleges work with many different partners, including qualified careers professionals, employers and training providers, to make sure young people receive information and guidance to understand the full range of options available to them. Local authorities have a range of duties to support young people to participate in education or training.

In 2014, the Government established **The Careers & Enterprise Company (CEC)** to be the strategic coordinating function for employers, schools, colleges, funders and providers and to provide high impact careers and enterprise support to young people (aged 12-18). In its first two years of operation, the CEC has worked in partnership with Local Enterprise Partnerships (LEPs) across England to build and co-fund a national network of Enterprise Coordinators. Enterprise Coordinators are trained to work with school and college leadership teams to build careers and employer engagement plans.

Working lives are extending and new jobs are emerging that require new skills. This means that support for adults seeking to improve their skills and change roles is vital. In 2012, the **National Careers Service** was established to provide information, advice and guidance through face-to-face and telephone advice, web chat and email. Local, community based, in-depth support is primarily for adults, though young people can also access the National Careers Service website and telephone advice.

## 3.0 General Principles

The school is committed:

- To ensuring that all students are provided with independent careers guidance which is presented in an impartial manner and includes information on the range of education or training options including apprenticeship and other vocational pathways.

- This will be achieved by adopting the Gatsby Benchmarks (updated September 2025), as outlined below:

#### 4.0 The Gatsby Benchmarks

1. **A stable careers programme.**  
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.
2. **Learning from career and labour market information.**  
Every student, and their parents, should have access to good 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.
3. **Addressing the needs of each student.**  
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.
4. **Linking curriculum learning to careers.**  
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.
5. **Encounters with employers and employees.**  
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.
6. **Experiences of workplaces.**  
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.
7. **Encounters with further and higher education.**  
All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.**  
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.

#### 5.0 Procedures

CEIAG is delivered to all students through a weekly tutorial programme, cross curricular and stand-alone focus days which includes a well-trained team and, as appropriate, external agencies. There is a scheme of work devised for KS3, 4 and 5 that ensures all criteria are covered.

Each year students will follow a scheme which enables them to develop the three core areas of:

- Self development.
- Learning and Work.
- Careers.

This develops during the student's time at Corfe Hills to ensure that they are able to make and adjust their future plans at key transition stages. The intention is that students will:

- Develop an understanding of themselves and the influences upon them.
- Investigate a range of career opportunities.
- Gradually take charge of their own career planning and consider accurate application processes.

The guidance provided includes a range of resources including careers advisers, a careers library and a range of IT software.

#### 6.0 Strategies

The school will ensure high quality CEIAG provision by;

- Providing a framework for monitoring, reviewing, evaluating and improving the leadership, management and delivery of CEIAG in a range of settings (Gatsby Benchmarks).
- Providing a benchmark and assessment tool - which makes it easier to identify strengths and weaknesses, areas of development and actions to improve.

- Promoting and supporting collaborative work with colleagues, young people and external partners – encouraging “joined up” curriculum and IAG provision.
- Providing evidence for use in reports to governors, and other relevant bodies.
- Careers, Information, Advice and Guidance Policy will be reviewed annually.

## **7.0 Partnership Agreement**

The Partnership Agreement is an important document which expresses the joint aims of the school’s CEIAG Policy and the role of our independent provider of careers advice and guidance (Lesley Cave) in supporting this. This liaison enables coherent curriculum planning to enhance our provision. This agreement is reviewed annually.

## **8.0 Responsibilities**

The Headteacher will ensure this policy is consistently implemented and is supported in this by the Careers Lead for the school. There is a named governor who has a specialist interest in CEIAG and the policy will be monitored and annually reviewed. In developing and implementing this policy and procedures, careful consideration will be given to any adverse impact there may be on any particular groups based on the issues of diversity and the need to eliminate any such adverse impact. This policy has been assessed for negative impact on diversity. This complies with the school’s legal obligations under Section 42B of the Education Act 1997, and with the Baker Clause amendment (2018) to the Technical and Further Education Act 2017.

## **9.0 Provider Access**

This statement sets out the school’s arrangements for managing the access of Providers to students at the school for the purposes of giving them information about the Provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

Students in Years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships
- To understand how to make applications for the full range of academic and technical courses.

A Provider wishing to request access should contact James Harris at Corfe Hills School through the Main School Office or via the following email address: [jharris@corfehills.net](mailto:jharris@corfehills.net).

A number of events, integrated into the school careers programme, will offer Providers an opportunity to come into school to speak with students and/or their parents.

## **10.0 Student Entitlement**

All students in years 9 to 13 at Corfe Hills School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships e.g. through options events, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

## **11.0 Previous Providers**

In previous terms/years we have invited the following providers from to speak to our students:  
 BAMB, BARI - Brid and Recreation Initiative, Bournemouth and Pool College, Bournemouth Bay Teacher Training Partnership, Bournemouth University, British Army, Brockenhurst College, Cardiff University, Care UK - The Potteries, Caterpillar Marine Power UK Ltd, CECA - Civil Engineering Contractors, Coastland College (Weymouth and Kingston Maurward), Dorset Dogs, Dorset Heaths Partnership, Hillside Veterinary Centre, Land and Wave, National Trust, PFK Francis - Accountants, Rockley College, Royal Navy and Royal Marines, Savills, Savills - Tower Park, Solent Southampton University, Steele Raymond LLP - Solicitors, Sunseeker International Limited, Superior Seals Limited, Suttle Projects, University of Portsmouth, University of Plymouth, University of Winchester

## 12.0 Destinations of our pupils

Last year our year 11 pupils moved to a range of providers in the local area after school:

<b>Year 11</b>	<b>% of total cohort</b>
Corfe Hills Sixth Form	41.6%
B&P College	19.8%
Brockenhurst College	5.6%
Kingston Maurward	2.5%
College - other	7.7%
College - all	35.6%
Other 6th form	5.6%
Employment	0.4%
Apprenticeship	9.9%
Unknown	6.4%
Other	0.4%

Last year our year 13 pupils moved to a range of providers in the local area after school:

<b>Year 13</b>	<b>% of total cohort</b>
Apprenticeship	14.2%
Employment	21.4%
University	36%
Unknown	23.4%
College	3%
Other	2%