Careers Policy 2026-2027

Reviewed Sept 2026
Next Review Sept 2027

CAREERS EDUCATION IN FORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

Introduction

CEIAG (Career Education Information Advice and Guidance) refers to a range of activities and interventions that help young people to make the right choices. This includes independent and impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 7 to Year 11.

CEIAG aims to help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.
Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance.
At Thornhill Community Academy we have developed and continue to implement a clear strategy for careers guidance and we make good use of well-trained staff, careers guidance professionals, employer networks and local colleges and other providers to ensure that students are well supported in making decisions about career pathways.

Thornhill Community Academy endeavours to follow the statutory duty for governing bodies, school leaders and school staff laid out in 'Careers Guidance and Inspiration in Schools' (DfE, 2015) and the Ofsted review of CEIAG "Going in the right direction' (Ofsted, 2013) and other relevant guidance from DfE, DCSF, Ofsted and QCA as it appears, as well as the guidance laid out in the Gatsby Benchmarks of Good Career Guidance (Gatsby Foundation 2014) http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf
Thornhill Community Academy is committed to providing all students in Years 7 to 11 with a programme of careers education, information, advice and guidance (IAG). The school is pursuing this through participation in the Careers and Enterprise Company and the Kirklees Careers Hub.

The Careers Education Programme aims:

- to develop students self-awareness, understanding themselves as learners and developing skills for effective learning and increasing motivation
- to focus students on their future aspirations, encourage and support career exploration, make and adjust plans, and prepare for changes and transitions
- to promote inclusion, equality of opportunity, challenge stereotyping and understanding of influences and opportunities
- to meet the needs of all our students through appropriate personalisation
- to inform parents and carers and all stakeholders about different pathways and opportunities
- to encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities

- to encourage students to implement their career plans and to review and evaluate it
- to help students make improved decisions and manage the transition processes effectively.
- to encourage participation in continued learning including further and higher education and to develop enterprise and employment skills
- to reduce drop out from, and course switching in, education and training
- to contribute to the economic prosperity of individuals and communities
- to ensure all students leave with the appropriate employability skills

The Strategy

In the light of the current changes in the world of work, and the Gatsby Benchmarks for Good Careers Guidance, from 2018, students will receive;

- Careers focused lessons through PSHCE and the Learning for Life programme (7-11), SMSC Enrichment Days (Y10/11)
- Year group activities on days throughout the school year. Relevant information in form time and assemblies specific to year group and time of year.
- Access to general careers information using websites, software, displays and the careers library
- Access to our Careers Advisor and/or a representative from C&K Careers for careers guidance through individual interviews or group sessions
- Work experience and encounters with employers where appropriate
- Other careers workshops from external visitors including colleges, universities, training providers and employers
- Regular talks from industry professionals
- Careers Fair held in Autumn term for Post-16 pathways
- A external work experience placement week for Year 10 students
- A mock interview at the beginning of Year 11 with an external individual
- The opportunity to get involved in evaluating and planning the CEIAG programme after the year group activities and before they leave Year 11

The CEIAG programme will help students to;

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make
- Find out about different courses, what qualifications they might need and what opportunities there might be
- Develop the skills they will need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Make effective applications for jobs, training and further and higher education
- Develop their interview skills
- Improve their confidence

To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the C&K Quality Standard for CEIAG validated against the "Quality in Careers Standard".
Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website allows current information to be shared with parents.

Organisation and Content

A number of events, integrated into the Academy careers programme, will offer providers an opportunity to come into the Academy to speak to pupils and/or their parents.

			Y7	Y8	Y9	Y10	Y11
Introduce and Inspire	Learning outcomes: 1. Students have a broad knowledge of arange of careers and career paths across all sectors. 2. Students are inspired to look beyond their own experiences, developing their aspirations and ambitions. 3. Students have clear	Curriculum Lessons	Enterprising, Introduction to Careers, Equal Opportunities, Personal Values & Links to Careers, Types of Jobs, Future Aspirations	Transferrable Skills, Abilities and Interests, Careers Pathways (LMI), Finding Careers, Exploring Careers,			
		Assemblies	Soft Skills - Your lessons, behaviours, and values and how they link to your future	Women in STEM, Cadets			
		Personal Guidance	In-class support from teachers regarding behaviours, values, and reflections on skills	Feedback from enterprise activities			
		Employer Encounters	Trips and Visits, Careers Fair, STEM Workshop	Trips and visits, Careers Fair, STEM Workshop			
		Work Experience	Springpod/Ranjango, STEM Workshop	Springpod/Ranjango, STEM Workshop			
		Other activities					
		Evidence to Gather	Samples Work booklets; Springpod certificates; Trips and Visits tracker; samples of Post-Trip Reflections	Samples of Work booklets; Springpod certificates; Trips and Visits tracker; samples of Post-Trip Reflections; Assembly rota			
Investigate and Explore	Learning outcomes: 1. Students have a broad knowledge of arange of pathways, including technical and vocational, which enable informed decision making. 2. Students begin to hone their own aspirations, using their knowledge of LMI and assessing their own skills to identify and learn more about their own sectors of interest. 3. Students are able to articulate their aspirations, and understand what they might need to do to achieve them.	Curriculum Lessons		How do different subjects lead to different careers? How might my interests lead to different careers? Medicine and the NHS, STEM, Construction & Apricultural, Tourism and Hospitality, Emergency & Uniformed Services, What is Post-16 Education. Employment Rights and Responsibilities, Work Experience.	How do my decisions affect my future options? What is Labour Market Information? What are my strengths and interests? How can I make informed GCSE choices? What are A-Levels/T-Levels? What are NVQs? What are Apprenticeships? What are BTECS? What are Degrees? Employment Rights & Responsibilities Gender Discrimination in the Workplace Overcoming Challenge & Adversity in the Workplace	Careers Case Studies Perfecting the Personal Statement Perfecting the CV Post-16 Providers in the Local Area Post-16 Options - Qualifications	
		Assemblies				Post-16 provider visits	
		Personal Guidance		Feedback from enterprise activities.		DA, SEND pupils meet careers advisor 1-to-1	
		Employer Encounters		Enterprise judging panel	Careers Fair, STEM Workshop	Careers Fair, STEM Workshop	
		Work Experience		Enterprise Day	STEM Workshop		
		Other activities					
		Evidence to Gather		Enterprise project and samples of student work; student voice feedback from Enterprise project	Careers Fair list; Samples of student work booklets; Tracking of options choice support	Assembly rota; Careers Advisor 1-to-1 records; Careers Fair records	
Apply and Demonstrate	Learning outcomes: 1. Students experience the world of work, including the application, interview, selection, and induction processes. 2. Students are able to plan effectively for the future, including the development of skills and the undertaking of courses to achieve their aspirations. 3. Students are able to write effective CVs, covering letters and personal statements.	Curriculum Lessons			How do I decide which options to apply for? Strengths and Interests in Relation to Career Development Strategies to Support Progress Maintaining A Positive Online Presence	Work Conduct How do I perform well in interviews? What is the STAR method? How do I send professional emails?	Which post-16 options are right for me? How do I showcase my skills? How do I write a personal statement? How do I write a CV? How do I apply for college? How do I excel in college interviews? LMI Professional Careers Future Careers
		Assemblies			Options choices	Work Experience Launch, Work Experience Preperation	Applications, Post-16 provider visits
		Personal Guidance			Support from Curriculum AP for Options		Careers Advisor meetings, personal guidance, tutor support
		Employer Encounters					Trips and Visits, Mock Interviews
		Work Experience			Enterprise Day	Work Experience 1 week	
		Other activities				Post-16 Taster Days	
		Evidence to Gather			Enterprise project and student work; Student feedback about support for Options; Parent feedback about support for Options	Mock interview examples and list of interviewers; Work experience attendance trackers; Employer feedback for Work Experience; Student feedback for Work Experience	Trips and visits tracker; Careers advisor 1-to-1 records; NEET figures; case studies of S-E vulnerable students; samples of student work (CVs, personal statements, etc.); Student feedback on student survey

The 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

Please speak to Miss Walker - to identify the most suitable opportunity for you.

The Academy policy on safeguarding *http://www.thornhillcommunityacademy.co.uk/safeguarding/2802.html* sets out the Academy's approach to allowing providers into the Academy as visitors to talk to our students.

Premises and facilities

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the Academy librarian. The Resource Centre is available to all students at lunch and break times.

Provision for learners with learning disability and/or disability

C&K Careers have a statutory duty to ensure the positive transition of all students who are in receipt of an Education and Health Care Plan (EHCP). Their representative will attend reviews and keep in contact with those students, their parents/carers and the SEND department to achieve this goal. The school identifies those students who meet the 'vulnerable' criteria which is set by the government (LAC, low attendance, very low academic ability) who must also be supported by C&K Careers.
Other pupils with additional needs are supported and encouraged into a positive transition with help from the SEND team and the School's Careers Advisor

working together with parents/carers and appropriate further education establishments. Close links with the SENCO ensure that equal opportunities and inclusion are addressed. (SEND Code of Practice from September 2014).

Roles and Responsibilities

Mr. Burton, the Head teacher, is ultimately responsible for all aspects of the school curriculum and ensuring the CEIAG policy is effectively managed and implemented and that appropriate provision for CEIAG is made within the school budget.
Thornhill Community Academy has a dedicated team for CEIAG:
Mrs. Rudd, Assistant Head teacher
Miss Walker, Personal Development Lead
Mrs. Turner, Specialist Teacher ARC Resourced Provision
Mr Goodwin, SENDCO



Head of centre Careers Leader Miss M Walker

Date 21/09/26 Date 21/09/26

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.
Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.
Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- **i.** Eliminate unlawful discrimination, harassment and victimization
- **ii.** Advance equality of opportunity
- iii Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability		X		
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race		X		
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					