



St John Henry Newman
Catholic School

CAREERS EDUCATION AND GUIDANCE POLICY (CEIAG)

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Careers Education and Guidance Policy – (CEIAG)

St. John Henry Newman Catholic School

Contents:

1. School Vision
2. Statutory requirements and Gatsby alignment
3. Provider access legislation
4. Policy objectives
5. Governor responsibility
6. Implementation and delivery of the careers programme
7. Targeted support and inclusivity
8. Roles and responsibilities
9. Monitoring, evaluation and review
10. Working with Employers

Appendix 1 – Gatsby Benchmarks

Key personnel and contact information

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1. School Vision

Cardinal Newman seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college.

Knowledge through the light of faith is at the heart of all we do. In light of this we want to empower our students to lead successful and happy lives.

The governing body have therefore adopted this policy to provide a clear commitment to a framework for Careers Education, Information, Advice and Guidance.

St. John Henry Newman Catholic School is committed to providing a stable, structured careers programme that empowers all students in Years 7 to 13 to make informed decisions. This policy ensures compliance with the Department for Education's statutory guidance and uses the Gatsby Benchmarks as our framework for excellence.

At St. John Henry Newman Catholic School, our careers programme is deeply rooted in our mission to nurture Christ-centred pilgrims of hope. We believe that career education is not merely about navigating jobs but about helping our young people discover their unique purpose and vocation in the world. As our students journey from Year 7 to 13, we commit to equipping them to serve their communities, have questioning minds to navigate a complex workforce, a lifelong thirst for knowledge to adapt to a changing economy, and an ability to make ethical, impactful choices in their future careers.

Our core aims are to allow our students to:

1. Be aware of their passions, skills and work preferences and understand how these could inform their career choices
2. Be inspired and motivated by career opportunities which they may not have otherwise considered
3. Have a broad knowledge of a range of career opportunities which enable informed decision making
4. Understand how the local and national labour market is changing and what this might mean for their career choices
5. Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals
6. Have developed essential skills which will support them to transition to the workplace
7. Be able to articulate their knowledge and skills to potential employers
8. Be able to use their work experiences to make informed career decisions

2. Statutory requirements and Gatsby alignment

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key stages 3 and 4.

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 their next place of education, employment or training. They are still under the mantle of the policy and we will support them as per the policy.

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 July 2026)

2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 – 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. (Baker Clause January 2018 and update - January 2023)

2.5 This policy refers to events and opportunities in both key stages and in all years and these events will impact upon all students in the school.

2.6 All members of staff at Cardinal Newman Catholic School are 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 Adviser.

2.7 It is important therefore that students leave school aware of themselves as individuals; aware of the opportunities available to them and able to make decisions about their own life. They should be prepared for the transition from full-time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

2.8 This policy complies with section 42A and 42B of the Education Act 1997, and the statutory guidance updated by the DfE. The careers programme is mapped directly against the 8 Gatsby Benchmarks

The school has a series of statutory duties:

- 4.1 All registered pupils at the school must receive independently careers advice in Years 7 to 11.
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships (see section 3)
- The school must have a clear policy setting out the manner in which providers will be given access to pupils: This policy and these arrangements must be published.

St. John Henry Newman Catholic School 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. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school 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 the work of the school. (Eg: school improvement partner or Ofsted).

3. Provider access legislation (The Baker Clause)

St. John Henry Newman Catholic School ensures that there is an opportunity for a range of education and training providers to access students in Years 7 to 13. This is to inform them about technical education qualifications and apprenticeships.

Our full Provider Access Policy Statement is published on our school website. It outlines the specific access arrangements, student cohorts, and contact procedures for external providers wishing to visit the school.

A number of events integrated into the school careers programme will offer providers an opportunity to showcase their provision. They will be able to speak with students, parents/carers.

Examples as follows:

- Careers Fairs (internal and external)
- Assembly presentations
- Apprenticeship provider events
- Workshops
- Designated speakers
- Industry specific events
- Mock Interview sessions
- Work Experience
- Workplace visits
- UCAS.

All pupils in Years 7-13 are entitled:

- To find out about technical educational qualifications and apprenticeship opportunities, as part of a careers programme
- 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.
- To understand how to make applications for the full range of academic and technical courses.
- How providers can get in touch and who to contact is set out in the latter part of this document.

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

4. Policy Objectives

The objectives of the CEIAG policy in line with the Gatsby Benchmarks as follows:

- To ensure all students receive a stable careers programme
- To enable all students to learn from information provided by the careers and labour market
- The CEIAG programme should be individual and address the needs of each student.
- To link the curriculum learning to careers learning.
- To provide students with a series of encounters with employers and employees.
- To provide students with experience of workplaces
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance.

5. Governor Responsibilities.

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

5.1 Based on the 8 Gatsby Benchmarks.

5.2 Meeting the school's legal requirements.

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

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

6. Implementation and delivery of the careers programme

The careers programme is delivered through dedicated PSHE lessons, tutor time, subject lessons, assemblies and targeted external events.

Key stage 3 (Years 7 – 9): Exploration of careers and workplace awareness and engagement:

Year 7: Introduction to careers, understanding of personal strengths and skills

Year 8: Understanding labour market information (LMI), introduction to apprenticeships and technical qualifications, employability skills

Year 9: Prepare for GCSE options, links to future career pathways, embed knowledge of apprenticeship and technical pathways

Key stage 4 (Year 10-11): Developing experience and readiness for the workplace

Year 10: Developing an understanding of the workplace, employability skills and one week of work experience

Year 11: Well informed, realistic and aspirational post 16 options, understand the process of recruitment and selection, impartial one to one careers interview with a qualified careers advisor.

7. Targeted support and inclusivity

- **SEND Students:** The Careers Team works with the SENDCo to provide tailored guidance, ensuring transition plans are robust and aspirational. Students are prioritised for early 1 to 1 careers guidance through our options programme in Year 9 and throughout year 10 and 11
- **Disadvantaged Students:** Students are prioritised for early 1-to-1 personal guidance and high-quality employer encounters.

8. Roles and Responsibilities

- **Governing Body:** Ensures the school meets its statutory duties and appoints a link governor.
- **Headteacher:** Ensures adequate staffing, funding, and resources are allocated to the careers team.
- **Careers Leader:** Manages the day-to-day delivery, tracks progress using Compass+, and leads employer engagement.
- **Qualified Careers advisor:** Works closely with the careers leader, leads 1 to 1 personal guidance meetings and leads employer engagement.
- **Teachers:** Link curriculum subjects to relevant career pathways and promote employability skills

9. Monitoring, evaluation and review.

We evaluate our careers programme annually using:

- **The Compass+ tool** to measure progress against the Gatsby Benchmarks.
- **Student, parent, and employer feedback** after key events and work experience.
- **Destination data** published by the DfE to track NEET (Not in Education, Employment, or Training) figures

10. Working with Employers

St. John Henry Newman Catholic School is committed to building sustained relationships with employers/providers in order to build that bridge and bring the ‘world of work’ into our school.

We know that listening to external professional career journey will inspire and enthuse our students and encourage them to be the best that they can be.

An example of just some of providers/employers we engage with as follows:

- Coventry & Warwickshire Chamber Training

- Warwickshire College Group
- The RAF
- The Army
- Coventry City Council
- Coventry College
- Aspire 2 Be

The Gatsby Benchmarks

Appendix 1

1. A stable careers programme	<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"> • 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. • 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. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>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.</p>	<ul style="list-style-type: none"> • 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<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</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

	programme should embed equality and diversity considerations throughout to promote equality, inclusion and tackle stereotypes.	<ul style="list-style-type: none"> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	<ul style="list-style-type: none"> 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.
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.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <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>
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.	<ul style="list-style-type: none"> 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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

		<ul style="list-style-type: none"> • During KS3 students will have access to five days' worth of experience of the world of work • By the end of KS4 students will have the opportunity to take part in 1 weeks' worth of work experience
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.	<ul style="list-style-type: none"> • 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, technical routes, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • 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. <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>
8.Personal guidance	Every student should have opportunities for guidance interviews with a trained career adviser. This should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • 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.