



## **RHODES WOOD HOSPITAL SCHOOL**

### **CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY**

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Elysium Children and Education is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

## 1. Introduction

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

CEIAG (Careers Education, Information, Advice and Guidance) is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

## 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

### **3. Roles and responsibilities**

#### **3.1 Careers leader**

Our careers leader is Jenny McDonald and they can be contacted by phoning 01707 655344 or emailing [jmcdonald@elysiumeducation.co.uk](mailto:jmcdonald@elysiumeducation.co.uk) Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
- Make sure they know which students are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our the management committee

#### **3.2 Senior leadership team (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

#### **3.3 The Management Committee**

The management committee will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the management committee who will take a strategic interest in careers education and encourage employer engagement

- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

#### **4. Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

Our careers programme is delivered through a number of methods, including:

- Displays
- 1:1 Career Guidance Interviews
- Lessons
- Careers Week events
- Enterprise focused drop down activities

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects.

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training.

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways.

Across all Key Stages, key teachers and careers leaders will support students with their individual pathway.

#### **4.1 Students with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations to identify the needs of our students with SEND and implement personalised support and transition plans. This may include meetings with students and their families to discuss education, training, and employment opportunities, supported internships, and transition plans into higher education.

No information will be given to students without SEND that is not also offered to our students with SEND.

#### **4.2 Access to our careers programme information**

A summary of our school's careers programme is published on our school website in the format of this policy.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting the careers leader, Jenny McDonald, on [jmcdonald@elysiumeducation.co.uk](mailto:jmcdonald@elysiumeducation.co.uk)

#### **4.3 Assessing the impact on students**

Our career programme is designed so that students can give feedback, and their progress is measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Student Questionnaires
- Leavers' surveys by students, parents, and community schools
- Discussions in weekly key teacher meetings

### **5. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Management Committee and reviewed annually.