



Careers Education, Information, Advice & Guidance (CEIAG) policy

This policy is aligned with the Department for Education statutory guidance *Careers guidance and access for education and training providers* (updated June 2026)

Mount St Joseph Document Control Table			
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Document History		
Version	Date	Notes on Revisions
1.0	CEIAG	New Policy in response to DfE guidance 2017 Careers strategy
	Oct 2019	Amended key staff names and responsibilities
	Sept 2020	Reviewed with no amendments
	Sept 2021	Additional Connexions attendance added. Addition of Provider Access.
	July 2022	Change to SLT lead
	Aug 2023	Change to CEIAG coordinator, access provision & teaching staff CEIAG leads.
	July 2024	No changes made.

	Aug 2025	Statement aligning policy to DfE statutory guidance. Additional paragraph regarding provider access and student encounters per phase. Change made to connexions provision. Addition of the Unifrog platform to our provision. Statement regarding staff training
	July 2026	New statutory guidance reference Strengthened the monitoring, reviewing and evaluation section by including reference to Compass+, the Gatsby benchmarks and the Careers Impact Framework. Strengthened the work experience section by adding the DfE guidance and how we approach it. Strengthened the Provider Access statement and added an annual review statement.

Rationale

At Mount St Joseph we are committed to providing balanced and impartial Careers Education, Information, Advice and Guidance (CEIAG). We recognise the importance of careers guidance in raising aspirations, overcoming barriers to learning and providing the platform for our students to make informed career and life choices. At Mount St Joseph we are committed to delivering high quality CEIAG to all students so that they are fully aware of all the choices and options available to them - so that they have greater self-awareness, are ambitious and have realistic career expectations. Students will also develop employability skills, and undertake work related learning. An essential part of this information and guidance is contact with employees. The school works very closely with Greater Manchester Higher, The National Collaborative Outreach Programme (NCOP), the Bolton Connexions service and the Bolton and Bury Enterprise Coordinator to provide effective CEIAG.

Information

Careers information is provided to all students through the access and distribution of careers and further education literature. This can be accessed by our students through electronic media, face-to-face contact (individual, group, class etc.), written publications, ICT software, websites, etc. We specifically use the Unifrog platform and all students and parents have access to it.

Advice

Mount St Joseph provide a variety of opportunities for students to access careers advice, helping young people to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them about options or how to facilitate a given course of action; to identify needs and to refer young people who may need more in-depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups. Mount St Joseph works with Connexions Careers Service and has an advisor in school 2 days a week to offer impartial advice.

Guidance

The careers guidance provided at Mount St Joseph aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve more in-depth one-to-one work conducted by Connexions. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

1.1 Aims

Mount St Joseph aims to prepare all students for their futures by providing high quality, impartial and timely education, information, advice and guidance. To ensure that students make the right choices when they choose their options and thus ensure they make a successful progression to further and/or higher education, training and employment including providing education, information, advice and guidance on apprenticeships. These objectives underpin the high-quality provision within the school and are consistent with the Gatsby standards (Appendix 1).

- To develop student's self-awareness and a greater understanding of their strengths and weaknesses through form time activities and drop-down days.
- To encourage and support future career planning through form time, classroom activities, workshops, careers days, one to one interviews, employer contacts, visiting speakers, work experience and work-related activities delivered by employers.
- To provide work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future;
- To develop the skills, resilience, confidence and personal qualities to meet the demands of a changing work environment.

1.2 Roles and Responsibilities

Strategic Lead for CEIAG

At Mount St Joseph the strategic lead for CEIAG is Gillian Morris (Assistant Head teacher). The strategic lead will advise on and oversee the strategic vision for CEIAG provision in the school. The strategic lead will ensure correct procedures are followed and that all staff, students, parents and carers are aware of the school's role and initiatives that are in place to develop CEIAG across the school. The strategic lead will ensure the school achieves the Gatsby standards in line with government guidelines.

Careers Co-Ordinator

At Mount St Joseph the Careers Co-ordinator for CEIAG is Debra Simpson. The Careers Coordinator will liaise with the relevant staff, outside agencies and training providers, to ensure events are booked and that all administrative procedures are followed within school. The Careers Coordinator will over-see work experience and book college speakers, further and

higher education taster trips, employer visits and arrange various events throughout the year and specifically for Careers Week and co-ordinate visitors and staff for the annual Careers and Aspirations Day. The careers co-ordinator will attend hub meetings when necessary and meet with various careers advisory agencies. The careers co-ordinator will ensure all 8 Gatsby benchmarks are being met.

External / Independent provision

Mount St Joseph has a Service Level Agreement in relation to independent advice with Bolton LA who provide a Connexions officer one day each week. The Connexions officer provides impartial CEIAG for students, supports with labour market information and helps to support year 11 college applications. They also help students to complete a profile questionnaire, 1 to 1 and group sessions. The Connexions officer provides additional guidance for students who are at risk of becoming Not in Education Employment or Training (NEET). The Connexions officer also attends year 11 and 10 parent's evening and year 9 options evening. The Connexions officer also attends Year 11 GCSE results day. The connexions officer also targets potential NEETs from year 9 and 10. Our SEND students received independent careers advice from a specialist careers adviser.

Teaching staff

For every teacher there is an expectation that CEIAG is incorporated through all curriculum areas and the CEIAG school logo is present in lessons. CEIAG will also be delivered at Personal Development time (PDT) and school drop down days when required. All teachers are responsible for signposting students to where they can get further careers education, information, advice and guidance. Each department has a CEIAG lead who champions the CEIAG curriculum within their subject. All teaching and pastoral staff receive regular CPD on embedding CEIAG in the curriculum, understanding post-16 pathways, and using labour market information in classroom settings.

Governor with responsibility for CEIAG

Mount St Joseph nominate a lead governor annually for CEIAG who is responsible for familiarising the school's governing body with the CEIAG policy and ensuring that school staff follow statutory guidelines. The Governors are responsible for ensuring sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved. The strategic lead ensures updates about CEIAG are provided to governors at the Ethos governors meeting on a termly basis.

1.3 Provision

Mount St Joseph is committed to providing an effective careers education programme that prepares students for the next steps in their education, training or employment. The school's careers programme is published annually on the school website and is reviewed each academic year. The school is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to aim high and enter the full range of professions and careers.

Careers Education

Careers education is embedded in the curriculum, within PDT time, and in enrichment activities, such as careers week and careers day which provides CEIAG for years 7 to 10. This is also achieved through engagement with NCOP, local colleges and businesses. All curriculum areas provide careers information, education and industry-related knowledge, and help students think about the skills that can be applied in different jobs. An annual audit of provision, tracks coverage of CEIAG across the curriculum and helps to deploy resources to areas of need.

Equal Opportunities

Mount St Joseph consciously works to prevent all forms of stereotyping in the advice and guidance provided, to ensure that all students from all backgrounds and diversity groups consider the widest possible range of careers, including those professions that traditionally have had a bias to one particular gender. Mount St Joseph ensures that disadvantaged students and those with Special Educational Needs and Disabilities have early careers interviews to try to ensure they find suitable post 16 opportunities and to minimise the risk of some students becoming NEET.

Work related learning

Mount St Joseph is committed to ensuring that vocational training, apprenticeships and meaningful encounters with employers are promoted through CEIAG. TheDfE guidance encourages schools to work towards two weeks of meaningful work experience by the end of KS4 where possible. The school continually seeks to expand opportunities for meaningful workplace experiences in line with current Department for Education expectations and local employer partnerships. The school provides a work-related learning week for year 10, through work experience placements. The school also operates a careers fair for all year 9 students where employees are invited into school to discuss a wide and varied range of careers. All departments plan within their schemes of work, areas of study that relate specifically to a certain cohort. They will engage with employers to deliver aspects of the curriculum.

Monitoring, reviewing and evaluation

Careers education contributes to the school's personal development curriculum and is reviewed as part of the school's wider quality assurance processes, including readiness for Ofsted inspection.

A termly update is provided to governors as part of the Ethos committee.

The strategic lead for CEIAG monitors and evaluates destinations data to identify improvements needed in CEIAG provision, as well as, student attainment and progression into Further/Higher Education, Training and Employment;

The number, quality and impact of careers interviews is analysed through data, destinations data, and the Connexions impact report.

The school evaluates its careers programme using the Careers & Enterprise Company's Compass+/Compass self-assessment tool and uses the outcomes to inform continuous improvement planning and governor reporting. The school uses the Careers Impact Framework and Gatsby Benchmarks to evaluate the effectiveness of careers education as part of whole-school improvement planning. In addition, careers provision and guidance is evaluated based on feedback from students, parents and teachers.

Provider Access

Provider access arrangements at Mount St Joseph for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer complies with the school's legal obligations under Section 42B of the Education Act 1997.

In accordance with the updated provider access legislation (Education Act 1997, Section 42B, amended 2022), The annual careers programme identifies where each of the six required provider encounters takes place across Years 8–11 and this programme is published on the school website. A summary of our statutory provider access entitlement is published on the school website.

We welcome input into our careers provision from employers, employees, Universities, Apprenticeship, and Further education providers. Our connections include former pupils, parents, and local employers and providers, and we are keen to widen this participation. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These include, but are not exclusive to, an annual careers enrichment week in February that incorporates a Careers & Aspirations Fair for year 9, mock interviews for Year 11, and a week's work experience for Year 10. There are a number of assemblies on apprenticeships; vocational courses, A-level options, and careers in the summer term for year 10 and an increase in frequency during the Autumn term for year 11. Providers are also invited to attend a number of parental events including parents' evenings and options evening from Year 9 onwards. Outside agencies, businesses and providers are also invited to support the curriculum in all subject areas. Some examples include the building trade supporting in maths such as angles and measurements; a law company working with the English department on persuasive writing or a local museum bringing artifacts into history classes to discuss their importance.

Premises and facilities:

Rooms and presentation resources will be made available for discussions between the provider and pupils, as appropriate to the activity. This will be discussed and agreed upon 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 literature in the library to be made available in the careers resource section. This resource is available to pupils before, during, and after school.

This Provider Access Policy Statement will be reviewed annually by the Careers Leader and approved by the Governing Body.

Pupil entitlement

All students in years 7 - 11 are entitled:

- to find out about technical education qualifications and apprenticeships 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 – 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.

Management of provider access requests Procedure

A provider wishing to request access should contact Debra Simpson, Careers Co-ordinator
Telephone: 01204 391800; Email: dsimpson@msj.stoccat.org.uk

Opportunities for access

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

	Autumn Term	Spring Term	Summer Term
Year 7	Careers linked to the Curriculum	Careers week/enterprise skills	Careers linked to the Curriculum
Year 8	Careers linked to the Curriculum	Careers week/ life skills/ GCSE options	Careers linked to the Curriculum
Year 9	College masterclasses University visits Careers linked to the Curriculum	Careers week/Careers & Aspirations Day/ GCSE options evening	Careers linked to the Curriculum
Year 10	Post 16 pathways events	Careers Week/work experience week	College taster days
Year 11	Post 16 pathways events Personal statements/post 16 applications workshops	Careers week Revision workshops Introduction to HE workshops Interview techniques workshops	Bridging resources for life after school

Please speak to our Careers Co-ordinator to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 in the Careers Office, which is managed by the Careers Co-ordinator.

Appendix 1 Gatsby Standards

Benchmark	Summary	Criteria
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 and employers	– 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 students, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
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 the best use of available information.	– By the age of 14, all students 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	Students have different career guidance needs at different stages. Opportunities for advice	– A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

	and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	– Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. – Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave the school.
4) LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	– By the age of 14, every student 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 opportunities including visiting speakers, mentoring and enterprise schemes.	– Every year, from the age of 11, students should participate in at least one meaningful encounter*with an employer. *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.
6) EXPERIENCE OF WORKPLACES	Every student should have 2 weeks of work experience by the end of Key Stage 4 through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	In years 7 to 9 , students should have had at least one week of employer-led activities, which can include virtual or in-person work shadowing, employer talks and work visits In years 10 to 11 , students are expected to arrange a work experience placement to provide experience of a real working environment.

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.	– By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should
		include the opportunity to meet both staff and students. – By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. * A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8) PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a Careers 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. They should be expected for all students but should be timed to meet their individual needs.	Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.