



Centre Academy East Anglia

Careers Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

Review Date: Sep-26

Last Review Date: Sep-25

Held on website: Yes

Signed by Chair of Proprietor Body

Signed:

A handwritten signature in black ink, appearing to read 'R. Murphy'.

Date: 05/09/25

Chair of Proprietor Body

Mr R Murphy

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

CAEA Careers Education and Information, Advice and Guidance

(CEIAG) Policy

Rationale

At the heart of Centre Academy East Anglia (CAEA) Careers Policy are our founding principles: Community, Accept, Encourage, Achieve. We believe that meaningful Careers education and guidance is a major contributor to reaching these goals and we aim to prepare our students for the opportunities and experiences of life and help them make a successful and positive transition to their next destination.

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

Statutory Requirements and Commitment

The statutory guidelines require schools to provide a programme of careers education in Years 7 to 11 to give all students access to independent careers information and guidance.

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

CAEA will endeavour to follow the National Framework for Careers Education and Guidance in England (DfE, 2003) the National Career Development Framework (2023) and other relevant national guidance from relevant bodies as they appear.

Roles and Responsibilities

The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Make sure that independent careers guidance is provided to all pupils 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 pupils
- Make sure that details of our school's careers policy and the name of the SMT Careers leader are published on the school's website.

Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the SMT careers lead and careers teacher receive training and development to deliver high-quality careers provision.
- Make sure that personal guidance is provided to pupils by a qualified careers adviser.

3.3 Senior management team (SMT)

The SMT lead for careers will:

- Take responsibility for planning the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities
- Work with the SMT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Support the careers teacher to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's special educational needs co-ordinator (SENCO for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils 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
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme.

The SMT lead for careers is Miss Michelle Coleman, who can be contacted by phoning the office on 01449 736404 or emailing m.coleman@centreacademy.uk.

CAEA careers programme

CAEA has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways.

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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 institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

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

- Core learning activities taught within either specific careers lessons (Years 9 to 11) or PSHE lessons (Years 7 & 8).
- Teachers will include career information in the curriculum of all subject areas and learning programmes
- Additional activities for all, including meaningful work experience, visits to external workplaces, STEM and other career-related activities delivered by employers, alumni and local agencies including higher education, apprenticeships, and other providers.

How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Please see appendix 1 for full outline on how Gatsby requirements, CDI framework and statutory requirements are being achieved within the Curriculum, through lesson delivery. Staffing CEIAG is planned, monitored, and evaluated by the SMT careers lead and the Headmistress, with the aid of teachers in other curriculum areas and external IAG providers.

Entitlement

ALL pupils at CAEA are entitled to a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities and have the information they need to make decisions about learning and career options
- Develop the skills they need to plan and manage their own personal development and career progression with appropriate support.
- Overcome any overt and hidden barriers to progress that they may encounter, celebrating diversity and equality of opportunity.
- Access relevant information about the world of work.
- Make and maintain individual plans to help them improve their prospects of success.

Pupils will have access to and support by using careers information that is:

- Easy to find and accessible in a variety of formats (e.g., hard copies of prospectuses, online materials, face-to-face information).
- Comprehensive; giving details of all progression opportunities and support.
- Impartial and up to date.

Pupils will obtain careers guidance that is:

- Impartial and independent.
- Focused on individual needs.
- Supportive of equal opportunities.

Parents and Carers of pupils at CAEA can expect to:

- Be informed of the CEIAG offer at CAEA
- Be able to speak to a member of staff to discuss their child's progress and prospects (via parents' evenings, phone conversations or meetings requested by parents).

- Have access to the Careers Education, Information, Advice and Guidance Policy online and request a hard copy if required.
- Be kept up to date with Careers developments via newsletters
- Have the opportunity to provide feedback on the Careers Programme, through the termly Parent Forum, and offer suggestions for improvement.

Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- End of year pupil surveys
- Drawing on the destinations of pupils upon leaving CAEA

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

Monitoring, Approvals, and Review:

This policy is overseen by the Headmistress, Proprietor, SMT Careers Lead, and school governors. This policy is reviewed annually and key priorities for action are identified and included in the School Improvement Plan.

This policy should also be read in conjunction with:

- Work Experience Policy
- Child Protection and Safeguarding Policy
- Risk Assessment Policy
- Curriculum Policy

