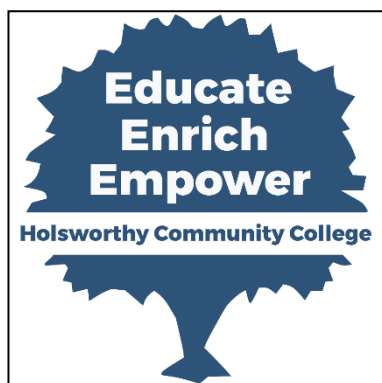


Holsworthy Community College

Careers Education and Guidance Policy (CEIAG)

2026-2027



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1.0	November 2024	J. Godwin	First published version
1.1	November 2025	A Sweeney	Updated against guidance as of September 2025.
1.2	September 2026	A Sweeney	Updated against guidance as of September 2026.

1. Rationale

Holsworthy Community College is committed to delivering impartial, high-quality careers education, information, advice and guidance (CEIAG) to all students in Years 7–11. This provision is designed to:

- Enable informed decisions about future education, training and employment.
- Promote equality of opportunity and inclusion.
- Raise aspirations and broaden horizons.

Our careers programme aligns with statutory requirements under the Education Act 1997 and the Department for Education (DfE) Careers Guidance and Provider Access legislation (updated May 2025).

2. Statutory Compliance

- All students will receive one personal careers guidance interview with a qualified adviser by the end of Year 11 (by age 16), ensuring compliance with DfE statutory guidance.
- Independent Careers Guidance: Provided to all students in Years 7–11, impartial and covering all routes including technical education and apprenticeships.
- We will collect and report destinations data for all students completing KS4 study, monitoring sustained destinations (education, apprenticeships, employment) in line with national Destination Measures guidance
- Provider Access (Baker Clause): The school facilitates at least four meaningful provider encounters during Years 7–11: two each in Years 8/9 and 10/11, meeting the Provider Access Legislation (May 2025) requirements. The full Provider Access Policy is published on our school website, with named Careers Leader, scheduling information, and details of all provider encounters, as required by the Baker Clause.
- Our CEIAG provision incorporates digital safeguarding, including filtering and monitoring guidance, awareness of misinformation and AI risks, and compliance with *Keeping Children Safe in Education 2025* online-safety expectations.
- Safeguarding: All careers activities comply with *Keeping Children Safe in Education 2025*.

3. Gatsby Benchmarks

The College fully adopts the eight Gatsby Benchmarks:

1. Stable Careers Programme: Embedded and communicated to students, parents, staff and employers.
2. Labour Market Information: Accessible to students and parents via website and careers resources.
3. Addressing Individual Needs: Personalised support, equality and diversity embedded.
4. Linking Curriculum to Careers: All subjects highlight career relevance.
5. Encounters with Employers: Minimum six meaningful encounters across Years 7–11.
6. Experiences of Workplaces: At least two weeks of meaningful workplace experience by Year 11.
7. Encounters with Further and Higher Education: Regular events and visits to colleges, universities and training providers.
8. Personal Guidance: One-to-one guidance interviews with a Level 6 qualified careers adviser at key transition points.

Benchmark	Description
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 pupils, parents, teachers and employers.

2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
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 future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil 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 pupils but should be timed to meet their individual needs.

4. Careers Programme

- Delivered through Personal Development lessons, assemblies, careers fairs, employer talks and enrichment activities.
- Supported by platforms such as Unifrog and Future Skills Questionnaire.
- Annual review using Compass+ audits and external quality assurance.

5. Provider Access Policy

The College ensures compliance with the Baker Clause by:

- Publishing a standalone Provider Access Policy online.
- Offering providers opportunities to speak to students during assemblies, careers fairs and dedicated sessions.

6. Work Experience

- All Year 10 students complete one week of work experience.

- We commit to the Work Experience Guarantee, providing every student with a minimum of two weeks' (10 days) high-quality, meaningful workplace experience by the end of Year 11, in line with Gatsby Benchmark 6.

7. Monitoring and Evaluation

- Annual review by SLT and Governors.
- Feedback from students, parents and employers.
- Use of destination data and Future Skills Questionnaire.

8. Staff Development

- Careers Leader: Mrs J Godwin.
- Head of Personal Development: Mrs R Sweeney.
- Staff training delivered annually on embedding careers into the curriculum.

9. Policy Review

This policy will be reviewed annually to ensure compliance with DfE guidance, Gatsby Benchmarks and Ofsted expectations.