



**STAMFORD  
PARK TRUST**

# **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**

**DOCUMENT REFERENCE:** SPT/POL/000109/RSHS

---

**THIS POLICY APPLIES TO:** Staff, Students, Parents

---

**OWNER/AUTHOR:** Head of School/ Associate Assistant Headteacher for Personal Development.

---

**ESTABLISHMENT LEVEL:** School

---

**APPROVING BODY:** Local Governing Body

---

**REVIEW CYCLE:** Annual

---

**DATE APPROVED:** 7 May 2026

---

**LAST REVIEWED ON:** April 2026

---

**NEXT REVIEW DUE BY:** April 2027

---

**SUMMARY OF CHANGES:** New document

---

**RELATED DOCUMENTS/POLICIES:**

---

**LEGAL FRAMEWORK/STATUTORY GUIDANCE:**

Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give learners access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).

## Contents

1. Rationale, Purpose and Aims .....	3
2. Development and Implementation (including statutory duty) .....	4
2.1 Updated Gatsby Benchmarks .....	4
2.2 Implementation .....	5
2.3 Development .....	6
3. Leadership, Management, Monitoring and Evaluation.....	7



## 1. Rationale, Purpose and Aims

Rayner Stephens High School is committed to providing high quality careers education, advice and guidance to every student. The guidance is tailored to the needs of the individual student to promote self-awareness, decision making, employability skills and independence whilst raising aspirations. It is differentiated and personalised to ensure progression through activities which are appropriate to students' stages of career learning, planning and development. Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential.

We want all students to leave Rayner Stephens High School equipped with the skills and knowledge required to support their entry into further education, employment or training. All young people receive a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives.

Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).

Rayner Stephens High School is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-11. Rayner Stephens High School endeavours to follow the National Framework for CEG 11-19 in England (DfES), the Young People's IAG Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008) and other relevant guidance from DCSF, QCA, CEC and Ofsted that appears from time to time. Rayner Stephens High School is committed to continuing working with the quality mark for CEIAG, inspiring IAG, for The Quality in Careers Standard.

The Careers Education, Information, Advice and Guidance (CEIAG) programme at Rayner Stephens High School is designed to meet the needs of our students.

At Rayner Stephens we believe that an effective CEIAG programme:-

- provides access to a range of activities that inspire our students and supports them in the development of the character and confidence needed to build successful careers
- actively encourages and inspires our students to take ownership of their career plans and to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations
- provides transparent, impartial, timely and accessible information on:-
  - careers education, information, advice and guidance
  - local and national education pathways
  - training opportunities
  - labour market opportunities
  - the development of employability skills
- builds strong links with employers who can help to boost students' attitudes and employability skills, inform students about the range of roles and opportunities available and help them understand how to make this a reality.
- offers high quality work experience that properly reflects individual students' studies and strengths, and

supports the academic curriculum.

- widens access to advice on options available post-16 and post-18, including apprenticeships, entrepreneurialism and other vocational routes alongside the more traditional A levels and university route.
- works with organisations to identify vulnerable students, including those with special educational needs and those at risk of not participating post-16 and post-18, and the services that are available to support them.
- provides information to students about the financial support that may be available to help them stay in education post-16 and post-18.
- proactively works to prevent all forms of stereotyping in the advice and guidance provided to ensure that students of all backgrounds and diversity groups consider the widest possible range of careers.
- supports teachers to actively consider links between their subjects and future careers and to embed careers information into lessons and subjects
- actively consults with students, parents and staff on provision to inform continuing improvement
- ensures that provision meets the quality that a dedicated Careers Education, Information, Advice and Guidance quality award can bring.

## 2. Development and Implementation (including statutory duty)

All schools have a statutory duty to provide careers education in Years 7-11 (under the amended section 42A of the Education Act, 2022) and to give students access to careers information and impartial guidance from a range of providers (1997 Education Act, 2008 Education and Skills Bill). Careers guidance and access for Education and training providers (October 2018) drives schools towards 'a world class careers system that will help young people and adults to choose the area the career that is right for them'.

All Rayner Stephens High School staff members are responsible for delivering high quality, impartial CEIAG. A member of SLT has the strategic oversight and leadership of CEIAG.

The Careers Adviser from Tameside Council focuses on EHCP and SEND student needs exclusively. Additionally the Careers Adviser from Positive Steps works two days a week and is responsible for the implementation of the Positive Steps Delivery Plan. Form tutors are responsible for the delivery of CEIAG through PSHE and both Heads of Year and Heads of Department are responsible for the coordination of extra-curricular CEIAG activities.

### 2.1 Updated Gatsby Benchmarks

- **A Stable Careers Programme** - Every school and college must have a structured, progressive careers programme that is understood by students, parents, teachers, and employers.
- **Learning from Labour Market Information** - Students and their families should have access to high-quality, up-to-date labour market information (LMI) to inform decisions about future study and work.
- **Addressing the Needs of Every Pupil** - Careers guidance must be tailored to individual needs, with a focus on inclusion, diversity, and tracking of student destinations.
- **Linking Curriculum Learning to Careers** - All teachers should embed career relevance into their subject teaching, especially in STEM, to show how learning connects to real-world careers.
- **Encounters with Employers and Employees** - Students should have regular, meaningful interactions with employers to understand the workplace and career opportunities.
- **Experiences of Workplaces** - All students should experience real or virtual workplaces to develop an

understanding of work environments and expectations.

- **Encounters with Further and Higher Education** - Students must be exposed to a range of learning opportunities, including apprenticeships, T Levels, universities, and independent training providers.
- **Personal Guidance** - Every student should have access to one-to-one guidance from a qualified careers adviser at key decision points.

## 2.2 Implementation

All Rayner Stephens High School staff members are responsible for delivering high quality, impartial CEIAG. A member of SLT has the strategic oversight and leadership of CEIAG. The Careers Adviser from Tameside Council focuses on EHCP and SEND student needs exclusively. Additionally the Careers Adviser from Positive Steps works two days a week and is responsible for the implementation of the Positive Steps Delivery Plan. A member of the Admin Team is responsible for the management of careers information. Form tutors are responsible for the delivery of CEIAG through PSHE and both Heads of Year and Heads of Department are responsible for the coordination of extra-curricular CEIAG activities.

- Positive Steps Careers Adviser and LEA advisor – Interviews for KS4 and Drop-in sessions for all students in the library at lunchtime two days a week
- The Careers Adviser has a designated room to provide confidential advice in a secure and safe environment. Parents can arrange appointments to meet with the Careers Adviser.
- Year 7 and 8 have a fortnightly lesson that looks at building career skills and expanding knowledge on post-16 options.
- Careers resources are available through the Careers Adviser.
- Access to career software has been provided to all students through Uniforg.
- Work-related learning is arranged through a collaboration of school, parents/carers and students, so students complete a 3 day work experience in Year 10 either in person or a very small number access a bespoke provision in school to meet their needs.
- Access to further education options and careers guidance at Y11 Celebrations' Evening including
- appointments with the careers advisor and visitors from local colleges and apprenticeship providers.
- Participation in activities throughout years 7 – 11, whether it be in school or off-site, provides further contact with employers and FE / HE institutions, all of which give further information.
- All staff undergo regular training to ensure up-to-date information is disseminated and no learner is put at a disadvantage.
- The SLT strategic lead is responsible for the monitoring, review and evaluation of the CEIAG on offer at Rayner Stephens High School, and the quality assurance process.
- Career focused events and visits such as:
  - Careers Fairs
  - Taster Days
  - JDUP Careers Fair
  - University Visits
  - Work Experience
  - Local Colleges
  - Year 11 Information and Guidance through 1 on 1 interviews and sessions.

- Moving On Booklet
- Assemblies

Each year group has its own aim and measurable outcomes.

<p><b>Year 7 – Discover</b> Students understand their own individual skills and strengths and that other interests they develop in school will lead to exciting future opportunities.</p>
<p><b>Year 8 – Explore</b> Students develop awareness of potential future journeys, their involvement with the community and map out their path to further education or employment after school finishes.</p>
<p><b>Year 9 – Pathways</b> Students make informed choices for their GCSE options based on an understanding of Further Education and Industry requirements as well as their own strengths.</p>
<p><b>Year 10 – Experience</b> Students create opportunities through being proactive, gaining experience by actively managing their career and balancing their life and work, making the most of the possibilities that come their way.</p>
<p><b>Year 11 – Apply</b> Students see the big picture by connecting their own life and career, balancing their wellbeing and building positive relationships with others.</p>

## 2.3 Development

### May 2025 Updates

Refreshed Gatsby Benchmarks: All schools and colleges must implement the updated benchmarks from September 2025, with stronger focus on leadership, equity, parental engagement, and data-driven improvement.

Work Experience Guarantee:

- Years 7–9: A week of varied employer-led activities (e.g., visits, shadowing).
- Years 10–11: At least one real work placement.

Provider Access Expansion: Six mandatory encounters with technical/apprenticeship providers now include Year 7 in the tracking framework.

Personal Guidance: Every student must receive one-to-one careers guidance by age 16 and again by age 18.

Accountability & Compliance: Schools must publish provider access policies and evidence encounters. Ofsted will assess careers provision more rigorously. Careers Leaders must be named and provision reviewed annually.

SEND & Disadvantaged Focus: Enhanced expectations for inclusive careers support.

Integration Across Curriculum: Careers-linked learning embedded in subject teaching.

### Key Updates for Greater Manchester

- Careers at the heart of education and leadership with distinct responsibilities for leadership, governors, careers leaders and advisers, supported by Enterprise Advisers and GM's quality framework of the Careers Impact System.
- Inclusion and impact for each and every young person woven through multiple benchmarks, emphasising the importance of tailoring programmes to meet the needs identified through the Strategic Community of Practice Forums.
- Meaningful and varied encounters and experiences through flexible delivery and expanded definitions of 'meaningful'. This supports the CEC and GMCA's Equalex pilot designed to support 50 hours' worth of high-quality work experience.
- Focusing on the use of information and data that underpins the Greater Manchester Baccalaureate (MBacc) ambition of guiding young people to the subjects and qualifications most valued by the city-region's employers to provide a clear line of sight to high quality jobs in our growing economy.
- Engagement of parents and carers as one of the biggest influences on young people's career decision-making.

More information can be found - <https://greatermanchester-ca.gov.uk/what-we-do/work-and-skills/greater-manchester-careers-community-of-practice/gatsby-benchmarks/>

### 3. Leadership, Management, Monitoring and Evaluation.

#### Leadership and Management

The leadership and management of CEIAG across Stamford Park Trust is secured through the CEIAG teams in each school. Membership of this team includes senior leaders and other key personnel who co-ordinate the day-to-day delivery of the CEIAG programme and any external Careers Advisor(s).

Stamford Park Trust recognises that all staff within school contribute to CEIAG programme through their roles as support staff, tutors and subject teachers.

RSHS School governors recognise the statutory duty which requires them to ensure that all registered students are provided with independent careers guidance from Year 7 onwards. Governors and Stamford Park Trust Trustees recognises their role in ensuring that careers guidance is:-

- presented in an impartial manner
- includes information on the range of education or training options
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

#### Monitoring and Evaluation

It is the responsibility of the designated senior leader to oversee and organise the monitoring and evaluation of CEIAG, in the context of the overall school plans for monitoring the quality of teaching and learning. They will report to the Headteacher(s), governors and Trustees.

#### Safeguarding

- Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

- Education and training providers will be expected to adhere to this policy.

#### Requests for Access

- Requests for access should be directed to Miss Heap Assistant Headteacher.

#### Grounds for Granting Requests for Access

- Access will be given for providers to attend during school assemblies, timetabled careers focused lessons, and careers or raising aspirations events that is organising.
- Pupils may also travel to visit another provider as part of a trip to be organised in partnership with a Stamford Park Trust School.

#### Details of premises and facilities to be provided to a person who is given access

- RSHS will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided.
- Computer rooms/access to computers/tablets can be provided by prior arrangement. These will be organised by the link member of staff in RSHS who will work closely with the provider to ensure the facilities are appropriate to the audience.
- Outdoor pursuits / Forest school area will be made available for providers following risk assessment procedures in line with RSHS Health and Safety.

#### Live and Virtual Encounters

- RSHS will consider live online encounters with providers where requested, and these may be broadcast into classrooms or assembly venues. Technology checks ahead of the event will be required to ensure compatibility of systems.

