

Ad Gloriam Dei et Servitium Omnium

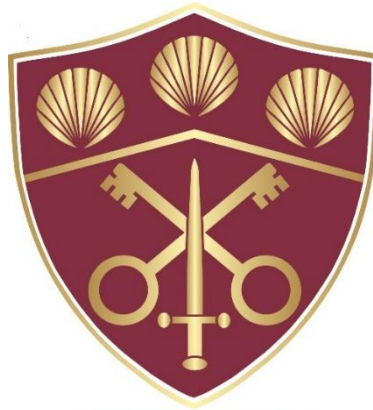
CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

2025 - 2026

The Palmer Catholic Academy



MISSION STATEMENT



Ad Gloriam Dei et Servitium Omnium

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all.



Adoption by Governing Body of The Palmer Catholic Academy:

Date of Implementation: September 2025

Review Date: September 2026

Signature of Chair of Governors:

Signature of Headteacher:

Prepared by: Mr S Moss, Director of Careers

Link Governor: Mr R Melder



1. Entitlement Statement

“Students to have the right information to make the right choice at the right time”

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to all students at The Palmer Catholic Academy. Effective CEIAG can help to prepare young people:

- for the many opportunities, skills, responsibilities and experiences of life.
- to help them to make informed decisions and manage transitions as learners to workers.

As pathways for young people become more varied, we will support them to develop the knowledge and skills they need to make appropriate and informed choices for their future. This includes supporting students to plan and achieve their full potential; providing impartial information on all pathways; raising aspirations; promoting equality, diversity and challenging stereotypes, whilst enabling students to sustain employability and achieve personal and economic wellbeing throughout their adult lives. At the academy, our CEIAG programme is named **SPIKED** (Understanding; Self, Passions, Investigate, Knowledge, Exit and Entry and Destinations) and reflects our commitment to:

The Gatsby Benchmarks of Good Career Guidance (The Next 10 Years)

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education (including Tech Schools)
8. Personal guidance

DFE Legislation - Careers Guidance in Schools Regulations 2013

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- The Technical and Further Education Act 2017

2. Intent

- To deliver a broad, balanced and impartial careers education that empowers students with the knowledge to make informed decisions.
- Students aim for the highest level of future study and employment, empowering them to choose their own pathway through an awareness of their personal qualities, employability skills and up-to-date LMI.
- Students understand the link between the curriculum and future study and employment.

- To provide a robust and accessible careers advice provision that supports the needs of all students.
- To give students the opportunity to develop their networks and develop their cultural capital through guest speakers, work experience and career events.
- To provide families with relevant information about events and future pathways that help them support their child in making appropriate choices within education and employment.

3. Minimum CEIAG Entitlement at The Palmer Catholic Academy

By the time a student reaches the end of Year 13 they can expect the following input relating to CEIAG:

- Every year, students to have the opportunity to have meaningful employer/employee encounters, through our celebration of National Careers Week and other CEIAG events
- One formal 1-2-1 mock interview through our annual Year 11 Futures Day
- At least 1 impartial Careers Advice Interview (1-2-1) in Year 11 with additional 1-2-1 meetings with SENCo and LA for EHCP students. Year 9 and 7 to have small group interviews.
- To meet and find out about local providers of technical education at each key transition point (Year 9 and 11) and understand how to make applications to technical courses
- To meet and find out about apprenticeships opportunities through our celebration of National Apprenticeship Week and understand how to make applications to apprenticeships
- To meet and find out about local providers of further education courses at each key transition point (Year 9 and 11) and understand how to make applications to these courses
- At least two visits to a place of further education or higher education
- To have two meaningful experiences of workplaces (Year 10 and Year 12)
- To attend at least one higher education fair
- Support via the tutorial (Year 10 - 13) and CEIAG PSHE programme (Year 7 - 9)
- Embedded careers in the curriculum learning throughout all subjects from Year 7 to 13, embedding progression routes for their subject
- Career Pilot online access to assist on planning potential career pathways

4. Roles and responsibilities

Leadership and management

- Headteacher: Line Manager for Director of Careers
- Director of Careers:
 - Take responsibility for developing, running and reviewing TPCA's career programme
 - Plan and manage careers activities to meet the Gatsby Benchmarks
 - Manage the budget for the careers programme
 - Support teachers to build careers education and guidance into the curriculum
 - Establish and develop links with employers, employees & education and training providers

- Work closely with relevant staff, including the SENCO, lead teacher for LAC and the careers adviser, to identify the guidance needs of all of our students
- Review our provider access policy statement at least annually, in agreement with our governing board
- SENCo: Has strategic responsibility for EHCP students' destinations
- PSHE Lead teacher: Has strategic responsibility for CEIAG within PSHE
- Link Governor: Annual meetings with Director of Careers and termly updates
- Head of Year 11: Tracking and monitoring of Post-16 applications
- Head of Sixth Form: Tracking and monitoring of Post-18 applications

Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. This includes careers education through taught subjects, careers related support and distribution of information as tutors and referring to the Director of Careers as and when necessary.

5. Monitoring and evaluation

Annual TPCA Careers Strategy is implemented identifying areas of weakness and development. Review of the Careers Strategy will be through self-assessment (Compass+) & performance management meetings.

Bi-weekly line management meetings between the Headteacher and Director of Careers.

Annual meetings between Link Governor and Director of Careers with termly updates.

The CEIAG programme will be measured against the Gatsby Benchmarks. This measurement will be carried out throughout the year and involve as many of our stakeholders as possible.

Use of review data from stakeholders to judge the quality of provision, make amendments and respond to emerging needs. As part of our monitoring and evaluating we will pay particular attention to our destination data and compare this against local and national trends.

6. Provider Access Policy

The academy has published its Provider Access Policy document within its website. This outlines arrangements for managing the access of providers to students at the academy for the purpose of giving them information about the provider's education or training offer (Section 42B of the Education Act 1997). Any provider will be welcome according to the information in this Policy.

7. Access to our careers programme information

A summary of our careers programme is published on our school website, including details of how students, parents, teachers, providers, employees and employers can access information about the careers programme. Students, parents, teachers and employers can request additional information about the careers programme by contacting Mr Moss at smoss@tpc.academy.