



Careers Policy

CEIAG

(Careers Education Information Advice and Guidance)
Employability and Employer Engagement Policy

Wightwick Hall School

&

Two Rivers High School

DOCUMENT CONTROL		
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16/11/2022	V1.0	Scheduled review
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Autumn Term 2024	V3.0	Scheduled Review – now an Endeavour Schools Policy for Two Rivers High School and Wightwick Hall School
Autumn Term 2025	V4.0	Scheduled review

(1) Purpose

Endeavour Multi Academy Trust's schools are committed to enabling students and their parents/carers to make well informed, realistic decisions about careers, while raising aspiration, wherever possible. Whilst participating in and enjoying academic lessons, students are encouraged to develop enterprise, employability, practical and social skills with confidence to support their future goals. Endeavour schools aim to deliver and promote impartial, individually focused and high quality Careers Education Information, Advice and Guidance (CEIAG), with the aim of enabling students to make well-informed and realistic choices, both now and in the future.

The programme has been developed in line with the Government's Statutory Guidance and Careers Strategy, published January 2023 which aims "to prepare students for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy"

*See Appendix for information about each school's individual purpose

(2) Good Career Guidance Benchmarks/Gatsby Benchmarks

Endeavour schools work with The Careers and Enterprise Company to create a progressive and a sustainable CEIAG Programme that seeks to meet and surpass the updated Gatsby Benchmarks and statutory guidance.

Gatsby Benchmarks

Sir John Gatsby, through analysis of good practice in English schools and a comprehensive review of current literature made recommendations about how to improve the career guidance system. From this, he created the Gatsby Benchmarks:

The Benchmarks are about:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Endeavour Schools monitor performance and quality assure Gatsby Benchmarks using the Compass+ Evaluation with moderation from The Careers and Enterprise Company. Evaluation is completed termly.

(3) Access and Entitlement - A Statement of Entitlement

Our schools believe in equal access and entitlement to a comprehensive, structured and developmental CEIAG offer for all pupils, regardless of background or ability.

Within CEIAG, each student is entitled to:-

- be at the centre of the CEIAG process and the partnership between tutors and appropriate outside agencies
- opportunities to develop enterprise, employability and transferable skills
- a broad, balanced programme of careers education that will move him/her forward in the career planning process by developing self-awareness and opportunity awareness
- careers programmes integrated within the curriculum at all key stages and reinforced through personal development opportunities (Gatsby BM4)
- have an awareness of the CEIAG process
- equal opportunity and access to current, impartial information about work, training and further education
- direct experience of the world of work; including multiple meaningful encounters with employers across key stages (Gatsby BM5) and with further or (where appropriate), higher education providers (Gatsby BM7)
- access to high quality, individual, impartial and informed careers guidance
- a non-judgmental, open approach - to be listened to
- individualised support that considers their interests, needs and future aspirations

(4) Implementation and Objectives of CEIAG

- Every student will have the opportunities for support from staff when investigating CEIAG options.
- Curriculum time is devoted to supporting students when applying to move on to college or another provider, including accommodating transition visits.
- School staff support students and parents with the process of career and further learning choices through a variety of different mediums:
 - Parents & Carers Evening appointments
 - EHCP Annual Review Meetings
 - Transition Days

- School staff will support students to access suitable opportunities at the end of each key stage, complete college applications.
- Tutors will discuss all suitable routes as part of the EHCP review process with all stakeholders.
- Careers information and employment application information is delivered as part of the holistic curriculum, organised events, workshops and visits to careers fairs.
- Impartial careers guidance interviews conducted by Level 6 Trained Advisors. Action plans are written, agreed and shared (student, school, home), these are evaluated and amended when necessary.
- Students to be encouraged to make realistic but inspirational decisions based on ability, aims and career aspirations.
- Students will have access to support in the preparation for transition away from Endeavour Schools to other destinations.
- There will be close contact with parents and carers to support applications and transition arrangements.
- The Senior Leadership Team will maintain and oversee the tracking data of leavers.
- The Senior Leadership Team inform ENTRUST of any leavers and destinations in order to meet local authority requirements.
- All information will be given/delivered without bias and prejudice regardless of race, gender, religion, disability, background, financial context or sexuality.

*See Appendix for individual school implementation information

(5) Modern Work Experience

Aims, Objectives and Expectations

- Work experience and employer encounter opportunities are provided across key stages (5 days in KS3 and 5 days in KS4), using flexible methods. These opportunities are available if and when staff agree that students are capable of completing a placement and will be able to gain sufficient understanding from the experience.
- Employer encounters may include workplace visits, talks, and workshops led by industry professionals, giving students insights into different career paths and the skills required in the world of work.
- Map the current provision to the Equalex learning outcomes framework through the academic year 2025 -2026, with full implementation of Equalex from September 2026
- Placements are chosen to reflect the interests and needs of the student.
- Encourage the development of employability skills and workplace behaviours
- Students, parents and carers are involved in the process of choosing a provider and making arrangements for the placement. This ensures that students remain engaged in the process and take ownership of the responsibilities they will have to undertake.

- Where appropriate, students to be offered the opportunity to participate in work experience placements with suitable employers. This may also include 'in-house' work experience for some, including working with the site maintenance team, IT team and supporting with office skills.
- Where in-person placements are not available (e.g. sector limitations or specific SEND / medical considerations), virtual or project based work experiences are facilitated
- All experiences meet the updated definition of 'meaningful' (task-based, feedback and reflection)

Placement Organisation

- Parents/carers along with school staff ascertain the suitability of work experience placements and work with the employer to ensure the student's safety and well-being, providing information to enable the employer to make adjustments to ensure a successful placement.
- Initial Health and Safety checks and risk assessments are carried out by school staff to ensure that the correct safeguarding procedures are in place and adhered to.
- All placements require necessary Health and Safety checks and Risk Assessments to be completed before a placement is undertaken.
- School staff carry out assessment checks during the placement and help students prepare for their placements, including training them to travel independently to and from their placement.
- The school will ensure that the right insurance is in place to protect both the student and the provider.
- Where possible the school will provide adult support for students on or preparing for a Work Experience Placement.
- Access to employer pipelines and pilot models (such as The Careers Observatory), through collaboration with the Stoke and Staffordshire Careers Hub and the Local Authority
- Schools collect feedback from employers, students and parents to evaluate the impact and quality of placements

Parent and Carer Support

- All placements require parental or carer consent. Parents and carers need to be aware of the details of the placement and who to contact if they have any queries or concerns. Individual meetings with parents or carers are sometimes advisable, if not then a telephone conversation is advised to ensure that parents or carers understand the details of the placement.
- Parents and persons with parental responsibility (carers) are encouraged to take an active role in supporting their child to identify, organise and prepare for a placement.

Responsibility of the student

- Students need to know and understand the expectations of their behaviour while on the placement, what to do if they are ill and who to contact if they have a concern. School staff will support students to ensure that they are clear about these matters.

Safeguarding

A pre-visit is arranged by staff to ensure that:

- Risk assessments and Health and Safety checks are undertaken
- Appropriate supervision is provided at the placement, which will be reviewed before the placement begins to ensure all safety and support measures are in place. Regular check-ins with both the employer and the student will be conducted throughout the duration of the work experience to monitor progress, provide guidance, and address any concerns that may arise.
- Staff will maintain regular contact with the employer and student, via telephone and visit, to ensure that the student's progress is monitored and make sure that any concerns or disclosures are acted upon quickly.

Disclosure and Barring Checks

- Adults who are supervising children on work experience do not usually require Disclosure and Barring Services checks unless they are solely in charge of the student.
- Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on Work Experience.
- School staff will ensure that the supervision arrangements are sufficient for the needs of the individual before and during any placement.

DBS checks on children on placement in schools or nurseries

- DBS checks cannot be requested for children/young people under the age of 16
- Where the student is 16 or above the work experience provider must consider what supervision arrangements should be in place and what tasks the student will undertake. An enhanced DBS may be required.

Evaluation and follow up

- Work Experience is always evaluated to identify what learning was gained and to inform best practice for the future.
- School staff regularly discuss experiences with the student to assess and evaluate progress within and success of the placement.
- School staff stay in contact with the placement provider and

parents/persons with parental responsibility throughout the placement to ensure that the placement remains of benefit to all and the correct support is in place.

- At the end of a placement a formal evaluation is carried out by school staff. Where possible, students and providers provide written feedback. A meeting should always be held to ensure that the students and provider have had a positive experience and to discuss future placements.

Two Rivers High School employs an internal Jobs Coach to lead and manage these elements of their Work Experience Programme.

Appendix

1. Individual School's Purpose Statement

Wightwick Hall School	Two Rivers High School
<p>Wightwick Hall School's Careers Programme highlights its commitment to making career education a key part of school life. By working closely with The Careers and Enterprise Company and Calm Careers, the school aims to help students understand different career paths and the skills they need for the future. We have embedded enterprise, employability, and careers guidance into the school culture and curriculum, focusing on building strong relationships with local and national employers. This helps students not only learn about career options but also prepares them for real job opportunities.</p> <p>By linking careers to what students learn in the classroom, we make it easier for them to see how their studies relate to the real world. This connection helps students develop skills that are valuable in the workplace.</p> <p>Working alongside The Careers and Enterprise Company and Calm Careers, we have built partnerships with employers, giving students access to insights and experiences from various industries. This collaboration helps students gain essential employability skills and a better understanding of the job market.</p> <p>Wightwick Hall School's Careers Programme is all about supporting local businesses and preparing students for future jobs by equipping them with the skills and knowledge they need. Through its work with these organisations, Wightwick Hall</p>	<p>The Two Rivers High School (TRHS) Careers Programme has been developed to prepare students for the opportunities, responsibilities and experiences of adult life. Its purpose is to enable students to develop a strategy for taking ambitious but realistic decisions about careers and implementing those decisions. This process promotes equity challenging stereotypical attitudes to education, training and work. Our Careers programme is inclusive of all students, irrespective of their contexts, needs and interests. We consider local Labour Market Information as well as build collaborative, sustainable links with local businesses to ensure pathways and placements hold impactful career potential.</p> <p>The Assistant Headteacher for Curriculum is the TRHS Careers Lead and regularly meets with IAG Co-ordinators and Careers Advisers from other South Staffordshire schools and beyond to share good practice. This includes working with the Stoke and Staffordshire Local Enterprise Partnership and encouraging local employers to provide activities and to inform the curriculum.</p> <p>TRHS are embedding enterprise and employability skills into the school's culture and curriculum. The school holds a Silver Quality Award Mark for Employability from the Skills Builder Hub and continues to work with these professionals to upskill staff and add value to the careers programme.</p>

<p>School encourages students to dream big and provides guidance that matches their individual interests and strengths.</p> <p>The Assistant Headteacher for Operations and Enterprise is the Wightwick Hall School's Careers Lead and regularly meets with IAG Co-ordinators and Careers Advisers from other South Staffordshire schools and beyond to share good practice. This includes working with the Stoke and Staffordshire Local Enterprise Partnership and encouraging local employers to provide activities and to inform the curriculum.</p>	
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2. Implementation and Objectives of CEIAG

Wightwick Hall School	Two Rivers High School
<ul style="list-style-type: none"> • The Careers Education Programme is overseen by the Assistant Headteacher (Amy Scott) and is delivered by all curriculum staff, specifically through the Personal, Social, and Health Education (PSHE) framework. • The programme will incorporate input from local and national employers, the local council, the Local Enterprise Partnership (LEP), further education and training providers, and other relevant stakeholders. • Weekly Careers and Enterprise lessons have been integrated into the curriculum to ensure ongoing support and guidance for students. 	<ul style="list-style-type: none"> • The Careers Education Programme is led by the Assistant Headteacher and Level 7 Senior Career Leader (Kirsty Guest) • The programme is delivered by all curriculum staff explicitly through Employability Interventions (Navigators, Pathfinders, Pioneers), timetabled PSHE & Vocational lessons mapped to the CDI Framework, and PSHE Association. This will include input from local and national employers, the local council, the LEP, Further Education and Training providers and other appropriate individuals. • Students in Pioneers (Y11-14) study vocational subjects as options, including but not limited to; Animal Care, Catering, Hair and Beauty, Careers in the Community, Photography.

<ul style="list-style-type: none"> • A yearly careers fair will be held, providing all students from Year 7 to Year 14 the opportunity to explore various options for their future. • Students will have opportunities to attend external events pertaining to colleges, further education providers, care providers, apprenticeships, and various career options. • All students in Years 12 to 14 will be afforded the opportunity to participate in the operation of the school's coffee shop or 'toast shop.' • Students in Years 11, 12, 13, and 14 will be provided with the opportunity to engage in mock interviews through their curriculum subjects, whether for apprenticeships, employment, or college admissions. • External speakers will be invited to enhance student understanding and stimulate discussion around a diverse array of ideas. • Termly work experience opportunities will be made available to all students in Years 12, 13, and 14. 	<ul style="list-style-type: none"> • Students in all year groups are offered retail experience in the school shop; as a customer and an employee. • There will be opportunities to attend external events related to colleges, further education providers, care providers, apprenticeships and career choices. • The School aims to provide an annual Transition Day / Careers Fair, where a number of providers from a range of different education areas will talk to students and parents offering information including 1:1 Q & A sessions • Year 11-14 students will be given the opportunity to take part in the school's Enterprise Programme, developing budgeting and marketing skills among other employability skills • External speakers will be invited in to support student understanding and provoke their thoughts around a diverse range of ideas • The school is working with a local enterprise advisor to extend knowledge of and access to the local offer • TRHS have completed their first Internal Leadership Review • The Future Skills Questionnaire has the infrastructure for roll out this academic year (2025-2026) • Using data from the ILR and FSQ to inform the revised
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	careers programme ensures it is specifically targeted to the school context, evidence based and impactful
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