Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Policy adopted by the Governing Body of The Wordsley School	
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Signed by the Chair of Governors	**N Cooper**
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The Wordsley School - Specialist Business & Enterprise and Music College

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

1. Introduction

(a) Rationale

The ethos of The Wordsley School is 'Believe. Achieve. Inspire'. This statement underpins our policy to offer all young people from Years 7 - 11 a planned programme of activities relating to CEIAG. We operate in a diverse culture and equip our young people to make informed future choices is essential. The continuing developments within 14 - 19 pathways means that our pupils need to be able to make decisions through having the ability to explore career pathways relevant to them. Information, Advice and Guidance (IAG) is critical to pupils in developing their life choices, enhancing their life chances and developing independent learners.

Schools have a statutory duty to provide careers education in Years 7 -11. Pupils across school require a planned programme of careers education giving them access to careers information and impartial guidance. Information, advice and guidance is the responsibility of staff across the school, from teachers to support staff and outside agencies.

(b) Commitment

This policy outlines The Wordsley School's commitment to provide high quality careers information, advice and guidance, in line with statutory guidelines. The school aims to work towards the fulfilment of the 8 Gatsby Benchmarks:

Benchmark 1: Ensure that all students at the school receive a stable careers programme.

Benchmark 2: Enable all students to learn from information provided by the career and labour market.

Benchmark 3: Address the needs of each student

Benchmark 4: Link the curriculum learning to careers learning

Benchmark 5: Provide students with series of encounters with employers and employees

Benchmark 6: Provide students with experiences of workplace(s)

Benchmark 7: Ensure that's students have a series of encounters with further and higher education

Benchmark 8: Provide each student with the opportunity to receive personal guidance

The Wordsley School is committed to meeting the requirements of the Careers Education Framework 7-19. We provide opportunities for pupils in Yrs. 7-11 access to a range of education and training providers. We also fully support the Statutory Guidance: Impartial Careers Education 2022, Quality Standards for Young People's Information, Advice and Guidance (IAG) and also the Career, work-related learning and enterprise 11-19 guidance (A framework to support economic wellbeing). We aim to assist our pupils through best practice outlined in the Careers Guidance and Access for Education and Training Providers.

2. Objectives

Pupils' needs

Each school is different and each pupil has differing needs. The CEIAG programme at The Wordsley School aims to recognise this and fully support pupils in the most appropriate way. The diversity of our pupils is acknowledged by offering a variety of support systems through CEIAG, pastoral support, support from outside agencies such as Dudley Careers Service, industry partners and mentoring. Students receive whole group sessions, as well as one to one support regarding career choices.

Pupil Entitlement

All pupils are entitled to CEIAG which meets professional standards of practice. The CEIAG programme at The Wordsley School aims to build and enrich each pupil's experience throughout Years 7 - 11. CEIAG is tailored to the individual, it is impartial and where appropriate, confidential. We recognise the importance of partnerships between pupils, parents/carers and providers of CEIAG, including the Dudley Careers Service.

We actively challenge stereotyping, and fully promote equality. Impartiality of advice is paramount in helping young people to progress. Pupils will receive information and advice which aims to raise their aspirations and empower them to plan and manage their own future. Pupils can expect

key members of staff across school to provide IAG support to them, from form tutors to subject teachers to support staff. Personal Development sessions delivered in form time aims to enhance students' knowledge covered by the Gatsby Benchmarks.

3. Implementation

Management

The Careers Co-ordinator is responsible for planning the careers programme for pupils from Years 7 - 11. The Careers Co-ordinator has the responsibility for maintaining up to date information regarding developments in Careers IAG to ensure the school fulfils its responsibilities to all young people. The position is line managed by an Assistant Headteacher. Administrative support is provided by the Careers Administrator.

Staffing

Form tutors deliver part of the CEIAG entitlement to pupils through a planned Personal Development programme. Other parts of this entitlement are delivered by the Careers Co-ordinator by means of Drop-Down Days, group sessions and workshops. The Dudley Careers Service Personal Adviser provides careers guidance to groups and identified individuals as guided by the Careers Co-ordinator. Industry partners also play a part in delivering CEIAG to pupils through work placements (as part of project work and the Year 10 work experience programme) and also through the provision of workshops offering IAG on such things as apprenticeships, Further Education Courses, interview skills and CV building.

Each subject area is responsible for delivering CEIAG, providing specific information about careers related to their subject area through career slides introduced at the beginning of new topics. Heads of Year and Pastoral Support Leads have a duty to identify pupils who require support, this would include disaffected groups who could benefit from Dudley Careers Service support. Support staff across school are aware of their duty to provide IAG, particularly staff in roles such as the attendance officer and pupil and parent support worker.

Students receiving their education in The Glass Cone Centre also receive weekly career sessions tailored to their needs.

Curriculum

The careers programme is varied and different for each year group. Pupils are exposed to careers learning during Year 7 through form time activities, Personal Development programme and Drop-Down Days. This is built upon further in Year 8, where students identify their individual skills and qualities and make links between these and different career pathways. In Year 9, teaching staff link individual subjects to career opportunities in order to provide students with a direct link between subjects and future careers. A comprehensive careers library has been established and continues to flourish. The UniFrog Careers Programme is currently used by KS4. The programme hosts a variety of careers information for pupils to navigate and allows staff, students and parents to monitor students' progress. We also have access to internet-based information and guidance packages. The school also provides students the chance to meet with alumni students at our Careers and croissants mornings, where students can ask careers-related questions.

Partnerships

An Annual Partnership Agreement is negotiated between the school and the Dudley Careers Service which identifies the contributions to the CEIAG programme that each will make. Partnerships also exist as part of the Careers and Enterprise Consortium, Black Country Careers Hub and Worcester University. These partnerships allow us to arrange visits to various careers fairs, assemblies and workshops, inside and outside of the school, these continue to expand as we network with other providers.

Links have been established with Juniper Training, Impact and Nova Training to cater for some of our vulnerable pupils.

Resources

An annual budget is allocated for CEIAG. This is managed by the Careers Co-ordinator. The budget is used for priority areas of development which help to enrich resources, provide access to external visits, external visitors and raise awareness. Allocation of funds is linked to whole school CEAIG developments as highlighted in the Whole School Improvement Plan.

Staff Development

Staff training needs are identified as part of the Partnership Agreement process with Dudley Careers Service and in conjunction with the school inset co-ordinator. Any training needs will be identified by the Careers Co-ordinator in consultation with the Assistant Headteacher.

4. Review and Evaluation

We are committed towards the continuous improvement of CEIAG. As part of this commitment, a regular review of activities is carried out. A yearly action plan is constructed with the aim of addressing and improving any gaps in provision. Reviews will encompass views from staff, the pupils and their parents. We will aim to measure impact and achievement across school, including analysing destination data. We also utilise Compass + to regularly review our programme against the Gatsby Benchmarks.

5. Review of policy

Policy to be reviewed in June 2027 by the Careers Co-ordinator and Assistant Head.

The Wordsley School

Whole School Careers Plan (2026/27)

	The Eight Gatsby Benchmarks of Good Practice
1	Ensure that all students at the school receive a stable careers programme
2	Enable all students to learn from information provided by the career and labour market
3	Address the needs of each student
4	Link the curriculum learning to careers learning
5	Provide students with series of encounters with employers and employees

6	Provide students with experiences of workplace(s)
7	Ensure that's students have a series of encounters with further and higher education
8	Provide each student with the opportunity to receive personal guidance

By the time you get to the end of Year 7 you will have:

- Had explicit links from any new topics to possible future careers through your wider school curriculum.
- Had opportunities to reflect on your personal qualities and the way you relate to your peers during Personal Development.
- Begun to identify your skills and how you can make the best use of them during Personal Development.
- Completed a careers questionnaire to identify careers ideas that interest you.
- Begun finding out about different career areas and qualification routes that might interest you in the future, through 'Character Education' during registration.
- Had the chance to meet individual alumni representatives from different occupations during 'Careers and Croissants'.

- Taken part in National Careers Week. Students will complete tasks during lessons which give more of an insight into how their subject links to different professions.
- Had optional access to impartial information, advice and guidance from the school's Careers Co-ordinator.
- Attended a 'Stereotyping' assembly with The Department of Work and Pensions.
- Attend careers fair and discover career opportunities to during Autumn Drop Down Day.

By the time you get to the end of Year 8 you will have:

- Had explicit links from any new topics to possible future careers through your wider school curriculum.
- Built upon the self-development skills you worked on in Year 7 during Personal Development.
- Attended an apprenticeship assembly with an apprenticeship provider.
- Continued with your career exploration and self-development by taking part in careers activities delivered through 'Character Education'.
- Had the chance to meet individual alumni representatives from different occupations during 'Careers and Croissants'.
- Had optional access to impartial information, advice and guidance from the school's Careers co-ordinator and careers adviser.

- Taken part in National Careers Week. Students will complete tasks during lessons which give more of an insight into how their subject links to different professions.
- Attend careers fair and discover career opportunities to during Autumn Drop Down Day.
- Been provided with a work experience opportunity through the pupil receptionist role.

By the time you get to the end of Year 9 you will have:

- Had explicit links from any new topics to possible future careers through your wider school curriculum.
- Explored KS4 option choices with your form tutor during Personal Development.
- Explored KS4 option choices with your class teachers during you curriculum time.
- Attended a Year 9 Options Evening.
- Attended an apprenticeship assembly with a local college.
- Had the opportunity to write a CV.
- Had the chance to meet individual alumni representatives from different occupations during ‘Careers and Croissants’.

- Had optional access to impartial information, advice and guidance from the school's Careers Co-ordinator and Careers Adviser.
- Taken part in National Careers Week. Students will complete tasks during lessons which give more of an insight into how their subject links to different professions.
- Attend careers fair, utilised Unifrog, explored different subjects offered for GCSE option subjects and discover career opportunities to during Autumn Drop Down Day.

By the time you get to the end of Year 10 you will have:

- Had explicit links from any new topics to possible future careers through your wider school curriculum.
- Used Unifrog 'career tools' to search for local college information.
- Had the opportunity to attend a mock interview.
- Had the opportunity to attend the schools Further Education afternoon.
- Participated in WEX week.
- Had the opportunity to attend an apprenticeship assembly with an apprenticeship provider.
- Had the chance to meet individual alumni representatives from different occupations during 'Careers and Croissants'.

- Taken part in National Careers Week. Students will complete tasks during lessons which give more of an insight into how their subject links to different professions.
- Had the opportunity to attend a university visit.
- Attend careers fair and developed your knowledge of workplace etiquette and rights during Autumn Drop Down Day.

By the time you get to the end of Year 11 you will have:

- Had explicit links from any new topics to possible future careers through your wider school curriculum.
- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics. (Colleges/Training Providers/Sixth Forms/employers to give assemblies)
- Taken part in an apprenticeship assembly with an apprenticeship provider.
- Been made aware of all the Post-16 Choices available to you, through presentations in assembly.
- Had the opportunity to attend the schools Further Education Evening.
- Had the opportunity to reflect on personal references.
- Made your application for Post-16 courses either with a sixth form, college or training provider.
- Had the chance to meet individual alumni representatives from different occupations during ‘Careers and Croissants’.

- Had the opportunity to attend an individual interview with Careers Co-ordinator to discuss your Post-16 application and choices of Post-16 subjects and courses.
- Taken part in National Careers Week. Students will complete tasks during lessons which give more of an insight into how their subject links to different professions.
- Attend careers fair and developed your knowledge of workplace etiquette and rights during Autumn Drop Down Day.
- Met with Level 6 IAG qualified careers advisors form Dudley Careers Service during a 30minute individual appointment to discuss Post-16 opportunities.

Year 7

Activity	**Impact**	**Gatsby Benchmark**
‘Careers and Croissants’ Students are encouraged to sign up to a morning breakfast club where we receive visits from Alumni representatives from different professions.	Improve the aspirations of KS3 & 4 students. Alumni guest speakers serve as relatable role models, empowering students to recognize their own potential and explore future career pathways.	2 3 5

	Students are able to make links between subjects studied at school and different career pathways.	
National Careers Week Subject lessons will centre around activities that directly link to specific careers. Assemblies and form time activities will also promote National Careers Week.	Promote the links between school subjects and work. Raise aspirations and increase knowledge of a variety of careers.	2 3 4
Department of Work and Pensions Stereotyping assembly	An exploration of topics associated with discrimination and prejudice in school and the workplace.	3 4 5
Autumn Drop Down Day – Careers focus Students will take part in workshops such as job speed dating, coaching and STEM – themed sessions. Students to meet with colleges and employers during a careers fair.	Raise aspirations and increase knowledge of a variety of careers. Helps younger pupils explore various career paths, subjects they enjoy, and future options (colleges, apprenticeships, university, and jobs) while connecting school effort to long-term goals.	2 3 4 5 7

Year 8

Activity	Impact	Gatsby Benchmark
<u>'Careers and Croissants'</u> Students are encouraged to sign up to a morning breakfast club where we receive visits from alumni representatives from different professions.	Improve the aspirations of KS3 students. Alumni guest speakers serve as relatable role models, empowering students to recognize their own potential and explore future career pathways. Students are able to make links between subjects studied at school and different career pathways.	2 3 5
<u>Department of Work and Pensions assembly: Apprenticeships</u>	Increase the knowledge and understanding of apprenticeships.	PAL 2 3

DWP to provide information regarding a range of apprenticeships within the Civil Service and wider government structure.	Increase the numbers of applications for apprenticeships.	5
National Careers Week Subject lessons will centre around activities that directly link to specific careers. Assemblies and form time activities will also promote National Careers Week.	Promote the links between school subjects and work. Raise aspirations and increase knowledge of a variety of careers.	2 3 4
Autumn Drop Down Day – Careers focus Students will take part in workshops such as job speed dating, coaching and STEM – themed sessions. Students to meet with colleges and employers during a careers fair.	Raise aspirations and increase knowledge of a variety of careers. Helps younger pupils explore various career paths, subjects they enjoy, and future options (colleges, apprenticeships, university, and jobs) while connecting school effort to long-term goals.	2 3 4 5 7

<u>Pupil receptionist role</u> Students to receive in-house work experience through the pupil receptionist role. Students provided with the opportunity to perform administrative tasks throughout the school.	Students to gain an insight into the world of work first hand and reflect on future career aspirations.	3 5 6

Year 9

Activity	**Impact**	**Gatsby Benchmark**
<u>Halesowen College assembly: Apprenticeship</u> Halesowen College to give information on what an apprenticeship is, how they can apply and what they can apply for.	Increase the knowledge and understanding of apprenticeships. Increase the numbers of applications for apprenticeships.	PAL 2 3 7

<u>Kidderminster College Taster Days</u> Students travel to college campuses and have the opportunity to take part in workshops in multiple subjects.	Aims to raise aspirations and provides students with an insight into college life. Students have the chance to speak to college staff and students to gain quality information which further supports career choices.	2 3 7
<u>Autumn Drop Down Day – Careers focus</u> Students will take part in workshops such as Unifrog sign up sessions, GCSE option focus and coaching. Students to meet with colleges and employers during a careers fair.	Raise aspirations and increase knowledge of a variety of careers. Prepares pupils for their upcoming GCSE choices by offering taster sessions and connecting subjects to future career pathways.	2 3 4 5 7
<u>'Careers and Croissants'</u> Students are encouraged to sign up to a morning breakfast club where	Improve the aspirations of KS3 & 4 students.	2 3 5

we receive visits from alumni representatives from different professions.	Alumni guest speakers serve as relatable role models, empowering students to recognize their own potential and explore future career pathways. Students are able to make links between subjects studied at school and different career pathways.	
<u>Options Evening</u> (January 2027) An opportunity for students and parents to explore the GCSE options subjects available to them.	Allows students and parents to gain quality information to support with future GCSE option choices, providing opportunities for future achievement.	3 4
<u>National Careers Week</u> Subject lessons will centre around activities that directly link to specific careers. Assemblies and form time activities will also promote National Careers Week.	Promote the links between school subjects and work. Raise aspirations and increase knowledge of a variety of careers.	2 3 4

<u>Dudley Careers Service meetings</u> Students will be assessed on their needs for IAG provided by the Dudley Careers Service. Students are also encouraged to speak to the Careers Hub for information on future pathways. EHCP and LAC students prioritised.	Increased knowledge of FE routes. Students to recognise their own abilities and how these fit into their Careers progression.	2 3 8

Year 10

Activity	**Impact**	**Gatsby Benchmark**
<u>Halesowen College assembly: Apprenticeships</u> Halesowen College to give information on what an apprenticeship is, how they can apply and what they can apply for.	Increase the knowledge and understanding of apprenticeships. Increase the numbers of applications for apprenticeships.	PAL 3 5 7
<u>Mock interviews</u> (July 2027)	Increased understanding of course information and requirements for the employability sector.	3 5 7

Task-based session encouraging students to understand the logistical and financial factors of FE, apprenticeships and interview skills.	Allows students to make more informed Post-16 choices.	
‘Careers and Croissants’ Students are encouraged to sign up to a morning breakfast club where we receive visits from alumni representatives from different professions.	Improve the aspirations of KS3 & 4 students. Alumni guest speakers serve as relatable role models, empowering students to recognize their own potential and explore future career pathways. Students are able to make links between subjects studied at school and different career pathways.	2 3 5

WEX (July 2027) Students to undertake a work placement for one week.	Students to gain an insight into the world of work first hand and reflect on future career aspirations. Employability skills gained and further developed.	3 5 6
Further Education Afternoon (July 2027) Local colleges and Further Education providers to come into school and talk to pupils during school time.	Students receive information on college courses before the summer break, so that have the opportunity to discuss their options with parents before the FE Evening in Year 11.	2 3 5 7
Dudley Careers Service meetings Students will be assessed on their needs for IAG provided by the Dudley Careers Service. Students are also encouraged to speak to the Careers Hub for information on future pathways. EHCP and LAC students prioritised.	Increased knowledge of FE routes. Students to recognise their own abilities and how these fit into their Careers progression.	2 3 8
Worcester University Trip	Aims to raise aspirations and provides students with an insight into	3 4

Students to visit Worcester University. The will take part on Higher Education workshops and receive a campus tour.	university life. Students have the chance to speak to university staff and students to gain quality information which further supports career choices.	5 6 7
National Careers Week Subject lessons will centre around activities that directly link to specific careers. Assemblies and form time activities will also promote National Careers Week.	Promote the links between school subjects and work. Raise aspirations and increase knowledge of a variety of careers.	2 3 4
Autumn Drop Down Day – Careers focus Students will take part in workshops such as revision skills, coaching and workplace etiquette. Students to meet with colleges and employers during a careers fair.	Raise aspirations and increase knowledge of a variety of careers. Connects students directly with local colleges, training providers, and workplace knowledge (e.g., workplace etiquette, rights, and green/STEM opportunities).	2 3 4 5 7
University Taster Day – UCB	Aims to raise aspirations and challenge stereotypes. It also provides students with an insight into university life. Students have the	3 4 5 6

A group of students to attend a day whose focus is on construction and girls in construction.	chance to speak to university staff and students to gain quality information which further supports career choices.	7

Year 11

Activity	Impact	Gatsby Benchmark
FE Open Evening (October 2026) Local colleges and Further Education providers to come into school and talk to pupils and parents.	Increased student awareness of career pathways available to them both locally and nationally. Opportunities for parents and students to obtain high quality IAG from careers providers. To raise the aspirations of students.	2 3 5 7
King Edward VI Assembly	Pupils will have an increased understanding of the key information	3 7

Provide pupils with the chance to discuss choices and support with and review their personal statements	needed to be included in an effective personal statement. Students will also be reminded of deadline application dates.	
<u>Autumn Drop Down Day – Careers focus</u> Students will take part in workshops such as revision skills, workplace etiquette and STEM – themed sessions. Students to meet with colleges and employers during a careers fair.	Raise aspirations and increase knowledge of a variety of careers. Connects students directly with local colleges, training providers, and workplace knowledge (e.g., workplace etiquette, rights, and green/STEM opportunities).	2 3 4 5 7
<u>'Careers and Croissants'</u> Students are encouraged to sign up to a morning breakfast club where we receive visits from alumni representatives from different professions.	Improve the aspirations of KS3 & 4 students. Alumni guest speakers serve as relatable role models, empowering students to recognize their own potential and explore future career pathways.	2 3 5

	Students are able to make links between subjects studied at school and different career pathways.	
Department of Work and Pensions assembly: Apprenticeships DWP to provide information regarding a range of apprenticeships within the Civil Service and wider government structure.	Increase the knowledge and understanding of apprenticeships. Increase the numbers of applications for apprenticeships.	PAL 2 3 5
Nova assembly Apprenticeship information will be provided along with current vacancies in more vocational roles. Students will be given the opportunity to sign up to apprenticeship vacancies on the day.	Increase the knowledge and understanding of apprenticeships. Increase the numbers of applications for apprenticeships.	2 3 7
Dudley Career Service meetings (March 2027)	Pupils to obtain a variety of quality information regarding FE choices:	2 3

Every student to attend 30minute session with Level 6 qualified IAG careers advisor to discuss FE choices.	Courses, Colleges and additional factors that affect their Post-16 choices. Improved aspirations and support with applications.	8
<u>In-house catch-up Careers meetings (March 2027)</u> Students to attend session with Careers Co-ordinator to discuss FE choices.	Targeted / referred pupils to obtain a variety of quality information regarding FE choices: Courses, Colleges and additional factors that affect their Post-16 choices. Improved aspirations and support with applications.	2 3
<u>Catch-up Dudley Careers Service Meetings</u> Students will be assessed on their needs for IAG provided by the Dudley Careers Service. Students are also encouraged to speak to the Careers Hub for information on	Increased knowledge of FE routes. Students to recognise their own abilities and how these fit into their Careers progression.	2 3 8

future pathways. EHCP and LAC students prioritised.		
<u>National Careers Week</u> Subject lessons will centre around activities that directly link to specific careers. Assemblies and form time activities will also promote National Careers Week.	Promote the links between school subjects and work. Raise aspirations and increase knowledge of a variety of careers.	2 3 4