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The Derby High School

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) & PROVIDER ACCESS LEGISLATION (PAL)

The Derby High School

SLT Responsible:	**L Provoost**	Date of Review:	**Autumn 2026**	Next Review:	**Autumn 2027**
Statutory / Non-Statutory:	**Statutory**	Website:	**Yes**	Review Frequency:	**Annually**

Version Control & Amendment History

Version/ Issue No.	Date	Author	Remarks / Reason for Change
1	**Autumn 2024**	**L Provoost**	**Original Document**
2	**Autumn 2025**	**L Provoost**	**Updated version**
3	**Autumn 2026**	**L Provoost**	Added the two-week work experience expectation The Department for Education's guidance was updated on 23 June 2026, it sets out the expectation that every young person should receive two weeks' worth of work experience by the end of Key Stage 4. From September 2026. Years 7-9 will have one week's worth of work experience activities and Year 10 will have a week's worth of work experience All Career activities will be meaningful, include interaction with employers and allow time for preparation and reflection. We have improved the policy's wording on Careers education being embedded across the curriculum and supported by all staff, made reference to our Inclusive provision tailored to individual pupils, including SEND and disadvantaged pupils. Added about preparation for and reflection on employer encounters and workplace experiences. Talked about our engagement with parents and carers. Explained how we are using aspirations, intended destinations and longer-term destination data to evaluate impact. We have Included the required mandatory encounters in Years 8-9 and Years 10-11. Refreshed guidance and progression routes Confirming that pupils receive impartial advice on the full range of pathways, including apprenticeships, T Levels, other technical and vocational qualifications, A levels, further education and university. Included access to suitably qualified personal careers guidance and appropriate external support. We have identified how pupil and parent feedback is collected, how provision is evaluated.

The Derby High School: This policy covers the delivery of Careers Guidance to pupils at the school.

INTENT OF CEIAG

Purpose:

This policy covers our school's approach to all statutory and non-statutory elements of Careers Education, Information, Advice and Guidance (**CEIAG**).

The school is committed to providing a stable, progressive, and inclusive careers programme for all students in Years 7-11. The programme is planned and delivered in line with the eight Gatsby Benchmarks, the CDI Framework and Statutory Department for Education Careers Guidance.

The CDI Career Development Framework themes of:

- Grow throughout life
- Explore possibilities
- Manage careers
- Create opportunities
- Balance life and work
- See the big picture

The school uses Compass+ and destination data to evaluate and continually improve provision. The programme of impartial careers education and information, advice and guidance is delivered in partnership with the relevant agencies, educational establishments and employers, whilst providing extra support, as required, for vulnerable learners and those with additional needs. Additional targeted careers support may be provided to:

- Students with SEND
- Disadvantaged students
- Looked After Children
- Previously Looked After Children
- Young carers
- Students at risk of becoming NEET

Intervention plans and destination outcomes will be monitored to ensure equitable access and positive destinations.

This policy was produced by the Students' Aspirations Lead and Assistant Headteacher with responsibility for Personal Development and Careers, through consultation with external providers, advisors, Senior Leadership Team and School Governors. The policy is available to parents and carers through the school website.

Overall school aims and objectives:

CEIAG contributes to the school aims and objectives, notably to continue each student's personal development. **CEIAG** is accorded a high priority in effectively preparing students for the opportunities and challenges of adult working life and is seen as playing an instrumental role in motivating students to maximise their academic and personal achievement. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage

of their life. This supports social mobility by improving the opportunities for all pupils, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

What values will underpin this policy?

Our programme promotes the values of establishing informed and active involvement in family, school, and economic life and ensures that students revisit aspects of the following core theme as they progress through school:

- Living in the Wider World (including **CEIAG**)

All students will leave our school with the skills and knowledge required to support their entry to the most appropriate education, employment or traineeship pathway for them. This will be achieved in partnership with the students' families, whom shall also be encouraged to be involved in the guidance and advice process.

CEIAG will be taught across all Key Stages and is designed to support students through the different stages of their journey through school. Relevant and targeted guidance is given at each key transition stage to ensure students develop the necessary understanding and skills. The school encourages young people to talk to their parents and carers so collectively we can prepare students for the experiences, opportunities and challenges of everyday life now and in the future.

What are the aims and objectives of CEIAG and PAL?

DfE statutory guidance states that from January 2023, all Secondary Schools must deliver high-quality careers education, information and guidance (**CEIAG**) in school to prepare them 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.

The DfE expects all secondary schools to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experience of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities. The benchmarks are non-statutory but support schools by providing a framework around which they can develop their careers programme in line with their legal requirements to provide independent careers to pupils throughout their secondary education.

The provider access legislation (**PAL**, occasionally referred to as the 'Baker Clause') requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. The **PAL** entitlement is summarised as:

Year Group	Provider Encounters
Y 8	FE colleges, apprenticeship providers, employers
Y 9	Options guidance, technical providers, UTCs where appropriate
Y 10	Apprenticeships, employers, workplace experiences, colleges
Y 11	Colleges, sixth forms, apprenticeships, training providers, employers

All students in Years 7-11 will receive encounters with employers, education providers and training providers as part of a progressive careers programme.

Our **CEIAG** provision aims to:

- Give students relevant careers information and guidance through curriculum learning, one-to-one advice and a range of activities, events and trips.
- Display the full range of routes available to young people post-16 and to provide personal guidance regarding which to explore further.
- Impartially support students on an individual basis to choose the pathway that is right for them.
- Expose students to the world of work through participation in a work experience placement, visits to local employers and workshops facilitated by people in the world of work.
- Enable students to consider their own strengths, skills and motivations and to evaluate how these impact future career decisions.
- Make students aware of local and national career opportunities by means of up-to-date Labour Market Information (LMI) relating to Bury, Greater Manchester and national employment trends, including growth sectors such as:

    - Digital and technology
    - Health and social care
    - Advanced manufacturing
    - Construction and the built environment
    - Green industries and sustainability
    - Creative and cultural industries

- To equip our students with the transferrable skills in demand in the modern workplace.

How will we ensure the curriculum is relevant to our students?

The guiding principles of our programme are the eight Gatsby Benchmarks:

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 the workplace
7. Encounters with further education
8. Personal guidance

The core programme is designed to ensure that the statutory **PAL** is met and that key CDI (Career Development Institute) framework learning outcomes are covered across all year groups. The core programme provides part of our **CEIAG** whole school offer alongside departmental trips, activities and an embedded, themed classroom curriculum where aspects of CEIAG are linked.

	Y7	Y8	Y9	Y10	Y11
Autumn term	Career and Aspiration data collection. CEIAG Q&A opportunity. Careers Assembly. Letter to parents/ carers. Careers Newsletter. Creative careers week. English careers week. Green careers week	Career and Aspiration data collection. CEIAG Q&A opportunity. Careers Newsletter. Creative careers week. English careers week. Green careers week.	Career and Aspiration data collection. CEIAG Q&A opportunity. Careers Newsletter. Creative careers week. English careers week. Green careers week	Career and Aspiration data collection. CEIAG Q&A opportunity. Opportunity to attend Bury Careers event. College open events shared. Careers Newsletter. Creative careers week. English careers week. Green careers week	Career and Aspiration data collection. CEIAG Q&A opportunity. Attend Bury Careers event. College assemblies. College open events and deadlines shared. Careers Newsletter. Creative careers week. English careers week. Green careers week Careers Guidance meetings. World of Work R-Time block. Lunchtime CEIAG drop-in support. Y11 Parents Evening (CEIAG presence). Mock interviews.
Spring term	National Apprenticeship Week. National Careers Week Assembly. MFL careers week. Technology careers week.	National Apprenticeship Week. National Careers Week Assembly. MFL careers week. Technology careers week.	National Apprenticeship Week. Options Assembly. Y9 Options Evening (CEIAG presence) National Careers Week Assembly.	National Apprenticeship Week. National Careers Week Assembly. MFL careers week. Technology careers week.	National Apprenticeship Week. Careers Guidance meetings. Bury Connexions Meetings – Risk of NEET. National

	CEIAG Q&A opportunity. Pupil/Parent voice.	CEIAG Q&A opportunity. Pupil/Parent voice.	Technology careers week. MFL careers week. CEIAG Q&A opportunity. Pupil/Parent voice.	CEIAG Q&A opportunity. Pupil/Parent voice. College Masterclasses opportunities.	Careers Week Assembly. MFL careers week. Technology careers week. Enhanced college visits (SEND). CEIAG Q&A opportunity. Pupil/Parent voice. College Masterclasses
Summer term	Pupil/Parent voice. Careers Newsletter.	Pupil/Parent voice. Careers Newsletter.	Pupil/Parent voice. Careers Newsletter.	Careers Guidance meetings. Pupil/Parent voice. Careers Newsletter. World of Work R-Time block. Work Experience Week. College Taster Days.	Enhanced college visits (SEND). Bury Connexions Meetings – Risk of NEET. Pupil/Parent voice.
Summer break					GCSE Results day (CEIAG support).

What is our intended outcome?

The learning outcome of our programme will be that students will be:

Working towards

- Identifying some of their transferable skills; identifying simple targets and planning to help them make progress
- (with comprehensive support and guidance) recognising the significance of their main experiences and achievements in relation to their future plans
- (with comprehensive support and guidance) using this to inform their decision-making

Working at

- Recognising and analysing their transferable skills in order to explain which they enjoy using and which are likely to be advantageous within a workplace setting.
- (with minimal guidance) assessing the significance of their experiences and achievements in relation to their future plans
- (with minimal guidance) using this assessment to inform their decision-making

Working beyond

- Showing well-developed ideas, based on realist thinking about the links between their transferable skills and interests and the demands of particular occupations
- Using independent and thorough assessment of the significance of their experiences to inform future choices in education, training and employment
- Independently making decisions in which a critical evaluation of their experiences and achievements is clearly related to their future plans.

Creating a safe and supportive learning environment

The **CEIAG** policy for The Derby High School reflects the school's aims and complements other associated policies, such as Safeguarding, SEND and Equal Opportunities.

We create a safe and supportive learning environment by delivering **CEIAG** through the R-Time programme in such a manner as to encourage students to consider their views and opinions on various educational, training or career routes and to be mindful of the experiences and opportunities of others.

Any information provided is realistic, relevant, and is supported by up-to-date labour market information. Learning takes a positive approach and focuses on what young people can do to keep themselves safe and successful, developing as individuals into responsible citizens equipped for life in the 21st century.

SEND, inclusion, equality and diversity

We recognise the right for all students to have access to **CEIAG** learning which meets their needs and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by considering the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access the **CEIAG** provision.

By referring to the Equality Act 2010 we promote social learning and expect our students to show a high regard for the needs of others and will use R-Time as a vehicle to address diversity issues and to ensure equality for all. By delivering the Living in the Wider World (including **CEIAG**) module, we will ensure that equality obligations are fulfilled with regards to strands of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

We will make appropriate provisions to overcome all barriers to learning and ensure students with SEND have full access to the **CEIAG** programme. This will be co-ordinated by the Students' Aspirations Lead and Assistant Headteacher and will be carefully monitored and regularly reviewed to ensure that individual targets are met and all students' needs are catered for.

How will we ensure inclusion and differentiated learning?

We respect students' unique starting points by providing learning that is relevant, and age appropriate.

We ensure that students with special educational needs receive access to **CEIAG** through making reasonable adjustments to make sure the R-Time environment and the lesson resources are as accessible as possible, and to this end individual teachers will consult with colleagues in Include where necessary.

Where **CEIAG** experiences occur beyond the classroom, additional guidance, support or resource materials will be provided as is required.

IMPLEMENTATION of CEIAG

CEIAG is embedded within the Living in the Wider World module of the R-Time curriculum and through the additional events and experiences occurring at school or provided by our many external partners.

Who will be responsible for the curriculum?

The Careers Leader is Mr Paul Kerr (Students' Aspirations Lead). Strategic oversight is provided by Ms Lynn Provoost (Assistant Headteacher). The designated Careers Governor is Ms Tracey Wood.

The **CEIAG** programme is reported annually to governors and reviewed through:

- Compass+ evaluation
- Gatsby Benchmark assessments
- Student voice
- Parent voice
- Employer feedback
- Destination data analysis

Governors monitor compliance with Provider Access Legislation and the school's statutory careers duties.

Teachers will be provided with a bank of resources and suggested teaching methodologies from which to select. The **CEIAG** programme will be taught by an allocated teacher for the whole year. Ideally this will be the class form tutor to build upon the relationship that exists between student and form tutor so that together, through **R-Time** lessons, they can enhance personal development and monitor progress.

Mr Paul Kerr will keep up to date with all the demands of the **CEIAG** landscape through attendance at the GMCA Careers Network meetings, the Bury CEIAG Network meetings and other reputable agencies, such as the Careers and Enterprise Company meetings and training events.

Additional Elements to CEIAG provision

All students in Years 7-11 will participate in **National Apprenticeship Week, National T Levels Week** as well as **National Careers Week**. Students will receive an assembly, external speakers and an additional R-Time activity and increased exposure to **CEIAG** related learning across the wider curriculum.

Every student will have multiple meaningful encounters with employers and employees throughout Key Stages 3 and 4. All students in years 9-11 will have the opportunity to participate in a **Workplace Safari** supported by GMCA and the Bury CEIAG Network. Other workplace experiences may include workplace visits, employer projects, virtual experiences and traditional work placements.

Students in year 9 will receive additional support with **Option Choices**. They will receive an assembly and a representative from GM Higher will attend a parent/carer event.

Students in year 10 will participate in a **work experience placement**. Students will be supported in securing a self-placement. Additional support will be provided if required to students with SEND or other additional vulnerabilities. With successful application, a group of year 10 students will participate in the **International Changemakers Programme**.

Students in year 10-11 have access to independent and impartial careers guidance via an individual **CEIAG Guidance Meeting**, provided by a suitably qualified practitioner. Additional guidance interviews are available for students requiring enhanced support, including SEND students and those identified as vulnerable or at risk of becoming NEET. Students will receive support to complete FE applications, students with SEND or other additional vulnerabilities will receive additional support including supported visits to HE establishments.

Preparing Students for Future Employment

Careers education will support students in understanding:

- Future labour market trends
- Artificial intelligence and emerging technologies
- Green skills and sustainability careers
- Entrepreneurship and self-employment
- Transferable employability skills
- Lifelong learning and career adaptability

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods in line with The Derby Way. The purpose of each lesson is to be clear, and learning experiences meet the needs of all young people in class. The **CEIAG** programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as a facilitator.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery, working closely with key subjects and liaising with both Curriculum Leads and the Inclusion team as appropriate. All links to other subjects will be clearly identified within each lesson.

The use of visitors in the classroom

We will use external contributors to support, enrich and extend the learning within the **CEIAG** programme e.g. GM Higher for Study Skills and mentoring, and in the Delivery of more subject specific advice and guidance.

We will ensure external contributors' input is part of a planned programme which enhances by using a wide range of teaching and learning strategies.

IMPACT of CEIAG

How will we assess the delivery of the CEIAG programme?

The Careers Leader will complete Compass+ evaluations at least termly and report Gatsby Benchmark progress annually to governors. This measures the school's progress against the Gatsby benchmarks. We will also monitor, track and evaluate CEIAG activity through staff, student, parent, employer and provider feedback at key points. This monitoring and evaluation will help support the review of the **CEIAG** programme of delivery. Additionally, Destination Data for post-16 provision maps the impact of **CEIAG** delivery (via Connexions, FE partners and the Bury CEIAG network). Trends are used to inform curriculum development, evaluate careers provision, identify groups requiring additional support and reduce the number of students who become NEET following Year 11.

Monitoring, reporting and evaluation

The delivery of the **CEIAG** programme will be monitored in line with monitoring of the R-Time curriculum as well as the whole-school quality assurance process and evaluated on an annual basis.

Monitoring Gatsby Benchmarks and Provider Access Entitlement

The school evaluates careers provision through Compass+, Gatsby Benchmark assessment, destination data, student voice and provider feedback. All students receive encounters with providers of technical education and apprenticeship pathways in accordance with Provider Access Legislation.

Destination data is collected annually and analysed by student groups, including disadvantaged students, SEND students and those identified as vulnerable, to evaluate the effectiveness of careers provision and inform future planning.

What is our policy on confidentiality?

The Derby High School is committed to safeguarding and promoting the welfare of children and young people and takes its statutory responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment.
Annual safeguarding training for all staff is an integral part of the school's CPD programme.

Due to the nature of the topics covered in the R-Time programme (of which the **CEIAG** programme contributes), all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to students.

Provider Access Legislation

This section of the policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about

the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

From January 2023, all students in all years are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Management of provider access requests

A provider wishing to request access should contact:

Contact: Mr Paul Kerr, Students' Aspirations Lead.
Telephone: 0161 764 1819.
Email: pkerr@thederbyhighschool.co.uk

Opportunities for access

CEIAG is currently delivered comprehensively through R-Time (form time and Personal Development lessons), assemblies, enrichment sessions, subject lessons, internal and external activity days, trips and experiences, drop down days, taster sessions, one-to-one meetings.

Several events, integrated into the school careers programme, will offer providers opportunities to come into school to speak to students, including a careers fair, careers assemblies, work experience, work placements, mock interviews and themed activity days.

Throughout the academic year there are weekly year group assemblies and dedicated periods of time for providers to have the opportunity to come into school.

Please contact Mr Paul Kerr to arrange a convenient time to talk to specific year groups.

Please also refer to the school's Child Protection & Safeguarding Policy on our website which sets out the school's approach to allowing providers into school as visitors to talk to students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with Mr Paul Kerr or an appropriate member of staff.

Reference materials

Providers are welcome to leave a copy of their prospectus, information brochures or other relevant course literature with Mr Paul Kerr. This information will be available to all students at lunch and break times in the Careers Hub and/or the School Library and/or on our digital platforms.

Responsibility for the implementation of this policy

Careers Programme Quality Assurance

The Derby High School is committed to continuous improvement of its careers provision. The Careers Leader will evaluate provision through Compass+, Gatsby Benchmark reviews, destination data, student voice, parent voice, employer feedback and provider feedback. Findings will inform annual action planning and be reported to governors.

Key staff

- Head teacher – Ms Helen Hubert
- Deputy Headteacher (Inclusion and Safeguarding) – Mr D White
- Assistant Headteacher – Ms Lynn Provoost
- Key (Personal Development) Governor – Tracey Wood
- Students' Aspirations Lead – Mr Paul Kerr
- Form Tutors
- Parents and carers

The Derby High School publishes the following careers information on its website:

- Careers programme
- Careers Leader contact details
- Provider Access Policy
- Destination information where appropriate
- Information for students, parents and providers

This information can be accessed through the Careers section of The Derby High School website.