



Tarporley High School & Sixth Form College



Careers Education, Information, Advice and Guidance Policy



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‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, May 2025

Adopted by the Governing Body: Spring 2026

Compliance Check:

Review Period: 3 years

Review Date: Spring 2029



Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Tarporley High School & Sixth Form College seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The vision links to the school vision Aspire, Learn, Achieve.

‘Students at Tarporley are self-aware, curious and open minded to explore opportunities and make well-informed decisions. Students learn career management skills to successfully transition to their next phase and beyond. Students aspire to achieve positive career outcomes and make valuable contributions to society as they progress onwards with their journey’

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- 2.2 The policy also applies to Year 11 & 13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11 & 13, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, May 2025)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at Tarporley High School & Sixth Form College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead and Careers Adviser.



- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

- 4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 8 to 13
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
 - 4.1.3 This advice must cover a range of education or training options
 - 4.1.4 This guidance must be in the best interests of the pupil
 - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
 - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 Tarporeley High School & Sixth Form College believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges



stereotypes and raises aspirations. 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 opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. Enterprise Co-ordinator & Adviser or Ofsted).

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 13.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

- 6.1 Introduction - This section of the policy 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.
- 6.2 All pupils in years 8-13 are entitled:
- 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
 - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
 - 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities



- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:

- 7.1.1 the work of the Careers Lead, Careers Adviser and CEIAG events are supported and monitored
- 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

- 7.2 The effectiveness of this policy will be measured in a variety of ways:

- 7.2.1 Feedback from stakeholders through mechanisms such as student, staff and parent surveys; student voice.
- 7.2.2 Feedback from external visitors to the school such as Enterprise Co-ordinator & Enterprise Adviser and Ofsted;
- 7.2.3 Compass assessments showing school progress against the benchmarks and the careers impact model for quality assurance
- 7.2.4 Destination data - the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county. The variety of destination routes.

- 7.3 The governors of Tarporley High School & Sixth Form College will review this policy every three years.



The Gatsby Benchmarks

Appendix 1

1. A stable careers programme	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none">• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.• The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.• The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.
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2.Learning from career and labour market information	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none">• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3.Addressing the needs of each student	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none">• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.



		<ul style="list-style-type: none">• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.• Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.• Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4. Linking curriculum learning to careers	<p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none">• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.• Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.



5.Encounters with employers and employees	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	<p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
7.Encounters with further and higher education	<p>All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment</p>



8. Personal guidance

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.

- Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.
- Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.



Tarporley High School & Sixth Form College Careers Programme Rationale

Appendix 2

Career related learning contributes greatly to student achievement within the school by raising aspirations, confidence and motivation. It supports the school's high aspirations for students to achieve beyond their own expectations at both GCSE and A Level, by informing them of the range of pathways available and raising awareness of the workplace skills and careers relevant to curriculum subjects they study. As well as engaging and inspiring students in the world of work through employer encounters and educational visits. **Current destination data suggests that over 90% of students attend either school sixth form, a local sixth form college or a further education establishment, key focus is to ensure students are fully informed on the full range of options.**

At the heart of the school priorities is the requirement to provide students with a range of opportunities beyond the core curriculum which support their development, so students are fully equipped for the next phase of their lives. Career related learning delivered through the core curriculum, tutor sessions, enrichments and PHSE mornings can help students understand the relationship between their own employability skills and the needs of the local labour market and improve students career management skills. The co-ordinated and sustainable programme allows students to see skill progression and empower students to make informed choices at transition phases. This leads to more confident, motivated students focused on achieving beyond their own expectations. improving engagement from some students who may have become disengaged during these phases. **Tarporley sits within the Cheshire & Warrington and key to the careers programme is the growth sectors within the area, the skills shortages and the impact on covid on the local labour market. The programme will aim to promote awareness of jobs, skills and careers within the local area.**

A key priority for student development within the school is to address early disengagement of students. Careers related learning offering good quality careers advice, workplace experiences, understanding of skills and local labour market information and possible future pathways helps to improve engagement for these students. It facilitates the transition from primary to secondary school by providing a programme of activities addressing the challenges of transition, helping to improve career exploration and wider engagement in learning in years 7 and 8, whilst attempting to prevent attainment dips common during this phase. **Working closely with the SENCO and pastoral leaders, students will be identified from an early age and additional opportunities and support programmes will be considered where appropriate.**



Careers Programme Overview

Year 8

World of Work & Future Pathways

I explore

- Introduction to Careers Assembly
- Job of the week
- **Unifrog activities:**
 - What is a career?
 - Work life balance
 - What is an entrepreneur?
- **STEPs career programme booklet: Level one**
 - Self awareness activities
 - The world of work
 - Assessing careers resources
 - Apprenticeships - introduction
 - Skills Builder Employability Skills
- **Local labour market booklet: Cheshire & Warrington**
 - Life Sciences
 - Digital & Technology
 - Logistics & Distribution
 - Energy, Zero carbon
 - Manufacturing
- **Careers PSHE Sessions:**
 - Careers and the future
 - Introduction to Unifrog
 - Exploring dream jobs & recording activities on Unifrog
 - What jobs do people do near me?
- **Future skills survey**

Year 7

Aspirations

I discover

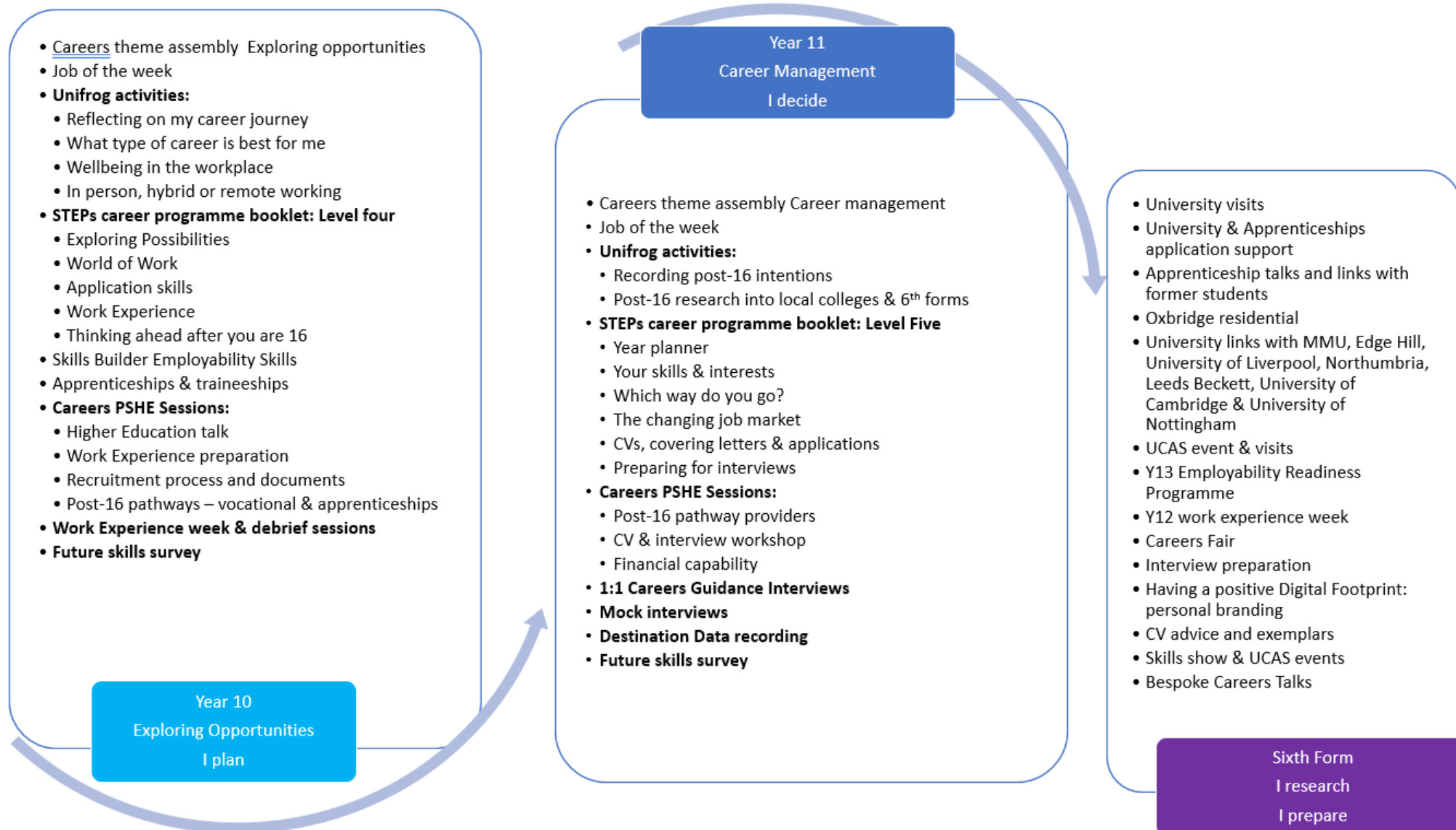
- Careers theme assembly World of Work
- Job of the week
- **Unifrog activities:**
 - What does success mean to me
 - Challenges and rewards of work
 - Creating the life you want
 - Careers and the climate
- **STEPs career programme booklet: Level two**
 - Beliefs & values
 - World of work
 - Budgeting
 - Stereotypes
 - Qualifications & decision making
- Apprenticeships – exploring
- Skills Builder Employability Skills
- **Local labour market booklet: Cheshire & Warrington**
 - Life Sciences
 - Digital & Technology
 - Logistics & Distribution
 - Energy, Zero carbon
 - Manufacturing
- **Careers PSHE Sessions:**
 - Academic & Vocational pathways
 - Stereotypes a
 - Local industry employers & LMI
- **Future skills survey**

Year 9

Routes to Success

I focus

- Careers theme assembly – Pathways & Options
- Job of the week
- **Unifrog activities:**
 - What is the labour market
 - Working, earning and managing money
- **STEPs career programme booklet: Level three**
 - Plan your decision year
 - Personal qualities & skills
 - Choosing options
 - Reliable information
- GCSE Options Evening
- Careers Guidance Sessions
- Apprenticeships - my future career
- Skills Builder Employability Skills
- **Careers PSHE Sessions:**
 - Being Enterprising
 - Qualifications & pathways – Vocational Education & apprenticeships
 - Option choices – making the right decisions
 - Local jobs in demand
- **Project based work experience**
- **Future skills survey**





Application for Provider Access

Appendix 3

Introduction

This 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.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests Procedure

A provider wishing to request access should contact our Careers Lead **Rachel Rowlands**

Telephone: 01829 732558

Email: rrowlands@tarporleyhigh.co.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils or their parents or carers:



	Autumn Term	Spring Term	Summer Term
Year 8	Assemblies or virtual Teams	PHSE Morning 4: Local industry employers & LMI National Apprenticeships Week National Careers Week Assemblies or virtual Teams	PHSE Morning 5: Academic & vocational pathways – overview of different qualifications Assemblies or virtual Teams
Year 9	PHSE morning 2: Being Enterprising Assemblies or virtual Teams	PHSE Morning 3: Qualifications & pathways higher education UTC or studio school, further education Local Jobs in demand KS4 options evening National Apprenticeships Week National Careers Week Assemblies or virtual Teams	Assemblies or virtual Teams
Year 10	PHSE Morning 1: Higher education talk Work Experience preparation Assemblies or virtual Teams	PHSE Morning 3: Post -16 options Local labour market information National Apprenticeships Week National Careers Week Assemblies or virtual Teams	PHSE Morning 5: Recruitment process and creating application documents Technical/vocational tasters at local colleges, training providers Assemblies or virtual Teams



Year 11	PHSE Morning 1: Post 16 pathways event for local college and training providers PHSE Morning 2: CV workshop Mock interviews Assemblies or virtual Teams Opportunities to visit further education and 6 th form open evenings	National Apprenticeships Week National Careers Week Assemblies & virtual Teams	Assemblies or virtual Teams Confirmation of post 16 education destinations for all students
Year 12	PHSE Morning 1: Work experience preparation Post-18 provider talks Assemblies or virtual Teams session PHSE Morning 2	Assemblies or virtual Teams PHSE Morning 3 PHSE Morning 4	PHSE Morning 5 PHSE Morning 6
Year 13	PHSE morning 1: UCAS, university talks, Employment readiness programme PHSE Morning 2 Assemblies or virtual Teams	6 th form parents evening Assemblies or virtual Teams PHSE Morning 3 PHSE Morning 4	PHSE Morning 5 Assemblies or Virtual Teams Confirmation of post 18 education destinations for all students

Please speak to our Careers Lead to identify the most suitable opportunity for you.

The school will make the main hall, classrooms or a private meeting room 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 the Careers Lead or the pastoral team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section of the school library. The library is available to students at lunch and break times.

Approval and review

Approved **date** by Governors: Spring Term April 2026

Next review: Spring Term 2029



Signed: **Mike Lomas** Chair of Governors

Jonathan Deakin Head Teacher