



Richard Lander School

Careers Education, Information, Advice and Guidance Policy

Policy Effective From: September 2025

Responsibility: Head/Deputy Head/Teacher with responsibility for Careers/Governing Body

Reviewed and monitored by: Head/Deputy Head/Head/Teacher with responsibility for Careers/Governing Body

Review Date: September 2026

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned programme of activities should support them in choosing 14-19 pathways that suit their interests and abilities and help them to follow a career path and sustain employment throughout their working lives.

Commitment.

Richard Lander is committed to providing our students with a programme of careers education, information advice and guidance for all students from year 7 to 11.

This policy is written in line with the DfE Careers Guidance and Access for Education and Training Providers statutory guidance 2023.

Richard Lander endeavours to deliver the Gatsby Benchmarks and other relevant guidance and is keen to take on board the Cornwall Careers Offer. The school aims to meet the DfE Careers Strategy 2017 by offering every young person at least 7 encounters with employers, at least one each year from years 7-11.

Richard Lander is working towards achieving the new Quality in Careers Award, which recognises the high quality provision with in an institution.

Richard Lander has a named careers leader who oversees the careers programme in school.

Aims

Richard Lander's CEIAG policy has the following aims:

- To contribute to strategies for raising achievement and increasing motivation.
- To support inclusion, challenging stereotyping and promoting equality of opportunity.

- To encourage participation in continued learning, including further and higher education.
- To encourage employer engagement.
- To develop enterprise and employment skills
- To reduce students becoming NEET due to drop out and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities
- To focus students on their careers aspirations and through appropriate differentiation meet the needs of all students in this aspect
- To involve parents/carers.
- To encourage all students to consider a career in STEM subjects through meaningful STEM encounters

Development

Then policy was developed and is reviewed by the Careers and post 16 Co-ordinator and is reviewed by their line manager (Deputy Head) based on current good practice and guidelines by the DfES/Ofsted and the Gatsby Report (see appendix).

The school is currently working towards the Quality in Careers standard incorporating the Compass tool to support the development of a world class careers programme.

Links with other policies

The policy for CEIAG supports and is underpinned by a range of key school policies. These include Work Related Learning, PSHE policy, Equal Opportunities and Diversity, Children in Care and SEMD offer.

Student Entitlement

Students are entitled to CEIAG which meets the professional standards of practice, is impartial and confidential. It should be integrated into the student's experience of the whole curriculum and based on a partnership with students and their parents/carers. The programme is expected to raise aspirations, challenge stereotyping and promote equality and diversity.

CEIAG is an important part of the 14-19 Curriculum and at Richard Lander we fully support the statutory requirement for a programme of careers education in years 7 to 11.

The school recognises the importance of PSHE education by giving the subject dedicated timetable time in all year groups which supports the delivery of careers education.

The school complies with section 42B of the Education Act 1997 and gives providers of technical education including apprenticeships the opportunity to talk to students about the courses on offer.

Management

The Careers programme is coordinated by Nikki Grenfell, Work Experience and Careers Lead and is overseen by Jenny Griffiths (Deputy Head). The programme is supported by a link governor Yvette Butterfield

The Work Experience programme is coordinated by Nikki Grenfell, Work Experience and Careers Lead and is overseen by Jenny Griffiths (Deputy Head). All year 10 students access a one-week work experience placement.

The Personal Development programme is coordinated by Vicky Downing, Head of RE/PD and is overseen by Jenny Griffiths (Deputy Head).

Individual departments, particularly STEM departments take on a responsibility for delivering employer engagement activities throughout the year.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Sessions are delivered by PD teachers to all year groups and is monitored by the PD Lead.

Implementation of Careers Education.

Careers education is delivered within PD lessons as directed by the PD scheme of work at appropriate points throughout the year. Careers is also delivered as part of the year 10 tutor programme in tutor time under the direction of the Careers Lead and Head of Year 10.

The Careers programme includes Careers Fair in November open to all year groups but aimed specifically at years 9,10 and 11; assemblies from local colleges in years 10 and 11, lessons delivered by a representative from Truro College to all year 11 PD classes in the autumn term.

CSW provide independent, impartial careers guidance in small group workshops to year 11 students and one to one interviews for targeted students.

Provider Access Statement

This statement sets out the school's arrangements for managing the access of providers to students 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

All students in years 8-11 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.

- 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.
- Understand how to make applications for the full range of academic and technical courses.

Technical and Further Education providers in the local area are invited to speak to our students at regular intervals throughout the year.

A provider wishing to request access should contact Nikki Grenfell, Careers Leader.
Telephone: 01872 273750 Email: ngrenfell@richardlander.cornwall.sch.uk

Curriculum

The Careers programme includes careers education sessions, careers guidance activities, information and research activities. Other events and activities are planned and organised throughout the year as opportunities arise.

Partnership

- CSW work with targeted students in year 11 who are in danger of becoming NEET.
- Local Colleges provide support in the form of presentations, advice assemblies, taster days and open days and evenings.
- Local colleges provide support and guidance to students on exam result day.
- Richard Lander has a good relationship with many local businesses and training providers that contribute to employer engagement and the Careers Fair.
- Richard Lander works with the National Citizen Service Trust who provide opportunities for students to expand their horizons through their summer programme.
- Technical education and Apprenticeships advisors are invited to talk to all students.
- Independent, professional careers advice to every year 11 student through CSW
- Regular trips to local education providers for targeted post 16 enrichment
- STEM subject areas arrange at least one employer drop down day to KS3 per year.
- National Careers Service information is disseminated to students through student activities, the school bulletin and digital signage.

SEND and Disadvantaged students

The school recognises the impact high quality careers education can have on SEND and disadvantaged students. These students have a personalised career offer which includes individual careers meetings with outside agencies.

Monitoring, Review and Evaluation

The Annual Careers offer is contained on a separate document which is reviewed and updated yearly.

The Gatsby Benchmarks

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student 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 activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

1 The Framework

1.1 Learning areas

The six learning areas for lifelong career development are:

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

