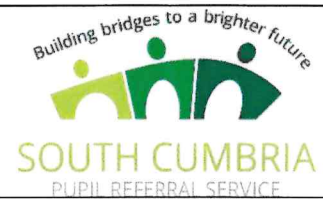


Careers Policy



RECORD OF ISSUE

ISSUE	DATE	NEXT REVIEW DATE	SUMMARY
5	23/04/2026	23/04/2028	Biannual Review
4	04/01/2024	04/01/2026	Biannual Review
3	14/10/2021	14/10/2023	Reviewed as per new legislation
2	04/02/2020	04/02/2022	Biannual Review
1	01/11/2018	01/11/2020	Policy created in line with DfE guidance

DOCUMENT CONTROL

This document is the property of South Cumbria Pupil Referral Service and is subject to controlled issue by South Cumbria Pupil Referral Service.

	NAME	SIGNATURE	DATE
AUTHOR	Michaela Kemp	<i>M. Kemp</i>	28/4/26
APPROVED FOR ISSUE Headteacher	Lisa Balderstone	<i>L. Balderstone</i>	11/5/26
APPROVED FOR ISSUE Governance (where applicable)	—	—	—



Artsmark
Silver Award
Awarded by Arts
Council England



We **Accountable**
Resilient
Empathetic

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY

Before formulating this policy consideration was given to best practice outlined in the CDI Careers Guidance in Schools and Colleges, and Gatsby Benchmarks.

Contents:

1. Content
2. Purpose
3. Scope
4. Aims and objectives
5. Learner outcomes
6. CEIAG implementation
7. Student entitlement statement
8. Destinations
9. Policy review

1. Content

The South Cumbria Pupil Referral Service (SCPRS) puts the needs of each student at the centre of all learning and social experiences and has a commitment to a high standard approach to CEIAG. Through CEIAG work, the SCPRS utilises a nurturing approach to ensure every student gains the confidence and self-belief, as well as the skills, knowledge and experience required to manage their own career progress.

2. Purpose

At SCPRs our career guidance programme seeks to inspire students towards further study and to provide them with relevant information and experiences to help them to make informed decisions whenever opportunities are open to them. Its purpose is to assist them to understand about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open students' eyes to careers they may not have considered. The purpose of the SCPRS CEIAG policy is to explain the way in which the service prepares students for transition into the world of work, FE/HE, Traineeships and Apprenticeships. This leads to bespoke ways of working with each student to ensure needs are met through the CEIAG programme and to equip students with the skills required to follow their chosen career pathway.

3. Scope

	Autumn	Spring	Summer
Yr 7/8	Life skills through PSHE and Pastoral programme Activities afternoons Outdoor Education Programme One to one sessions with Engagement Officers Charity fundraising events		
Yr 9	Life skills through PSHE and Pastoral programme Activities afternoons Outdoor Education Programme		

	<p>One to one sessions with Engagement Officers Meeting with Inspira Advisor Pupil pathways onto accredited and vocational courses are planned Pupils take part in Enterprise projects across the school year STEM events and projects Charity fundraising events</p>		
Yr 10	<p>Inspira planning sessions Soft Skills session with Dept. Work & Pensions Inspirational talks: Army Hospitality & Catering industry Beauty Industry NCS session Outdoor Education Pupils take short accredited and vocational qualifications Charity fundraising events</p>	<p>Apprenticeship talk Attending Careers Fair STEM events and projects Learning from Careers and Labour Markets talk Dept. Work & Pensions Inspirational talks: Engineering Hairdressing/Barbering Public services-fire brigade, coast guard Nursing Pupils take short accredited and vocational qualifications Charity fundraising events</p>	<p>Pupils take short accredited and vocational qualifications Charity fundraising events Inspirational talks: Information Technology Retail Sports careers Childcare</p>
Yr 11	<p>Inspira planning sessions College Placement Soft Skills session with Dept. Work & Pensions Inspirational talks: Army Hospitality & Catering industry Beauty Industry NCS session Outdoor Education work experience opportunities Charity fundraising events WOW Day BAE Group Event Build My Skills Sessions</p>	<p>Apprenticeship talk Attending Careers Fair Learning from Careers and Labour Markets talk Dept. Work & Pensions Inspirational talks: Engineering Hairdressing/Barbering Public services-fire brigade, coast guard Nursing Mock interviews Visits to Further Education Colleges Applications for college Registration with Gov.apprenticeships work experience opportunities STEM events and projects Pupils take short accredited and vocational qualifications Charity fundraising events</p>	<p>Work experience opportunities Pupils take short accredited and vocational qualifications Charity fundraising events Inspirational talks: Information Technology Retail Sports Careers Childcare Applications for Apprenticeship opportunities Next Steps Parent and Pupil Meetings</p>

4. Aims and Objectives

Aim

The overarching aim is to deliver professional careers education, information, advice and guidance. Students will have opportunities embedded within the CEIAG programme to gain employability skills and will be supported to manage their careers pathway and to be ultimately 'work ready'.

Objectives

Learner entitlements - Access to a careers education programme to:

- Promote employability skills, self-awareness of skills and interests
- An understanding of education, training and employment routes

Opportunities for work experience; visits to colleges; industry trips; employer talks within school; build a CV; practise interview techniques.

5. Learner outcome

Students will be able to:

- Try out different work opportunities
- Gain an insight into the labour market
- Gain an understanding of skill sets and how skills are transferrable
- Understand soft skills, hard skills and how to sell themselves using CV's/application forms/interviews
- Develop the skills employers look for - resilience, team work, problem solving
- Have access to both paper based and online resources to assist in their career exploration
- Access to impartial information on options post-16 and beyond

Learners' progression

By the time learners are ready to leave they will be more able to make their own career plan:

- Start to independently make action plans for the future
- Know how to look for opportunities and who to ask for assistance if support is required
- Be able to complete application forms and update CV's
Learners' progression will be monitored by a student record on Unifrog which will record the following activities/interactions:
- Careers lessons
- In school career talks by employers
- Work experience

- Enterprise activities
- Part time work (where applicable)
- Industry/Career visits
- College visits- individual and group as appropriate
- Careers guidance interview
- Build My Skills Programme
- Unifrog
- Mock Interviews
- Applying for college places, Traineeships and Apprenticeships

Students will have access to their Unifrog account when leaving school. Students can print their full ROA from Unifrog.

6. CEIAG Implementation

Curriculum and pastoral information on implementation explicit under 'scope'.

The Careers policy and careers programme have been developed using The Gatsby Benchmarks as a framework. The Careers Strategy is built around them; all staff has a role within the programme. All staff has received training in the form of inset and have at least 3 dedicated staff meetings per academic year that have the basis of CIEAG. Staff training is delivered over INSET. We have a Carrers staff work group that meet termly and plan proactively and reactively to student's individual needs. A careers in the curriculum audit is conducted yearly. We have a careers in the curriculum poster in each class that has skills sets for the lessons, these are referred to throughout lessons.

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for

	advice and support need to be tailored to the needs of each pupil. 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. For example, 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 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 activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil 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. 25 hours of meaningful experiences offered across key stage 3 and then 4.
7. Encounters with further and higher education	All pupils 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 pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

7. Student Entitlement

Some talks are targeted at students in Year 10 and upwards i.e. apprenticeships, further education, technical qualifications, T Levels and university talks.

Industry visits are also available to students, usually from Year 10 upwards. Year 10 students explore post 16 options.

See Provider Access Policy.



Artsmark
Silver Award
Awarded by Arts
Council England



We **Accountable**
Resilient
Empathetic

Key stage 3 students have a programme of sessions to introduce the world of work, working with local businesses for students to have meaningful experiences. Year 10/11 students have the opportunity to go out on work experience. Students will be supported on visits to post-16 provision and skills events.

8. Destinations

Student destinations are held on our database. Progress is tracked and assistance is available to learners if they require information, advice and guidance after leaving school.

9. Policy Review

The Compass Careers Bench Mark tool supports the development and review of both the policy and programme.

To be reviewed annually.

