



community school
and sixth form

CAREERS EDUCATION, INFORMATION, ADVICE, AND GUIDANCE POLICY

Approved by Pastoral Committee on:	27th February 2026
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Signed by Chair of Committee:	

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Introduction

This policy statement sets out The Weald Community School and Sixth Form's (the 'School') arrangements for providing students with careers education, information, advice, and guidance (CEIAG).

Publication of this policy complies with, and contributes towards, the School's statutory duties and recommendations under:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Statutory guidance on careers guidance in schools updated by the Department for Education in September 2022¹
- Skills and Post-16 Education Act 2022 (Baker Clause provisions)
- Access for Education and Training Providers statutory guidance (January 2023)

Commitment

As noted by the Department for Education¹:

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps 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. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.”

For these reasons, The Weald Community School and Sixth Form is committed to following the Department of Education's Careers Strategy, published in 2017², and its accompanying statutory guidance for schools and guidance for sixth form colleges¹. The School is also committed to working towards the renewal of its Quality in Careers Standard award.

The careers programme contributes to the School's delivery of the Personal Development judgement within the Ofsted Education Inspection Framework.

Aims

The Weald Community School and Sixth Form aims to enable all students to make well-informed and realistic decisions about their next steps after secondary and further education so that they can successfully transition into the world of work and achieve their full potential.

To achieve this vision, we will deliver a planned, progressive, and stable careers programme that is:

- Embedded within the wider school curriculum
- Mapped to the Gatsby Benchmarks of good careers guidance

¹ Department of Education (2022) 'Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Schools and Guidance for Further Education Colleges and Sixth Form Colleges', [ONLINE]. Available at: <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

² Department of Education (2017) 'Careers Strategy: Making the Most of Everyone's Skills and Talents', [ONLINE]. Available at: <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

- Aligned to the Career Development Institute’s (CDI) Career Development Framework learning aims³

Gatsby Benchmarks of Good Careers Guidance	CDI Career Development Framework Learning Aims
<ol style="list-style-type: none"> 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 workplaces 7) Encounters with further and higher education 8) Personal guidance 	<ol style="list-style-type: none"> 1) Grow throughout life 2) Explore possibilities 3) Manage careers 4) Create opportunities 5) Balance life and work 6) See the big picture

Students will receive at least one meaningful encounter with an employer per year as per Gatsby Benchmark 5.

The School also aims to provide targeted careers support for students who may benefit from receiving this in order to promote equality of opportunity and social mobility.

The School ensures compliance with the Equality Act 2010 and provides reasonable adjustments for students, for example:

- Students eligible for Pupil Premium
- SEND students
- Looked After Children
- Students at risk of NEET

Full details of the School’s careers programme, including further information about targeted careers support, is published and available to view via the careers section of the School’s website ([click here](#)).

Statutory Requirements

As per statutory guidance and guidance published by the Department for Education in September 2022¹, the School has a duty to:

- Act impartially and in the best interests of the student; this includes:

³ Career Development Institute (CDI) (2021) ‘Launching the New Career Development Framework’, [ONLINE]. Available at: <https://www.thecdin.net/New-Career-Development-Framework>

- Avoiding bias towards any particular education provider, study pathway, or work option and the promotion of higher education study as a better or more favourable route than others.
- Informing students when evidence suggests that a course they are considering may lead to poor career outcomes.
- Ensure students have access to a wide range of up-to-date guidance and reference materials relating to careers education and career opportunities.
- Provide students with independent careers guidance, using the Gatsby Benchmarks of good careers guidance as a framework.
- Independent guidance is delivered by a Level 6 qualified careers adviser (if applicable), or external qualified professionals are commissioned where appropriate.
- Make sure students are aware of the raising participation age requirements and what it means for them, including the options available to them.
- Publish a policy statement on provider access.
- Ensure that there are opportunities for providers to access Year 8 - 13 students for the purposes of informing them of the full range education and training options available (including technical and apprenticeship pathways) in accordance with criteria set out in section 45A of the Education Act 1997 as amended by the Skills and Post-16 Education Act 2022.
- Provide information to local authorities for them to deliver their relevant duties, including notifying them whenever a 16-or 17-year-old leaves an education or training programme before completion. (Data sharing will comply with the Data Protection Act 2018 and UK GDPR.)

The School's Governing Body plays an important role in ensuring that the School meets these statutory duties alongside the publication of an up to date CEIAG policy on the School's website.

Student Entitlement

The Weald Community School and Sixth Form supports all students with exploring, planning, and achieving their career aspirations and goals.

All pupils in Years 7 to 13 are entitled to CEIAG that meets professional standards of practice, including that which is: of a person-centred, impartial, and confidential nature, aligned to their needs, and works towards meeting the Gatsby Benchmarks of good careers guidance.

Confidentiality may be overridden where safeguarding concerns arise, in line with the Safeguarding and Child Protection Policy.

Staffing

The Weald Community School and Sixth Form has appointed a designated careers lead to manage, monitor, and evaluate the delivery of the careers programme alongside investigating areas for future development. This is:

Careers Lead: careers@theweald.org.uk, 01403 787200 extension 260

A member of the senior leadership team and a lead governor who takes a strategic interest in careers line manages and oversees the work of the designated careers lead. The governing body also creates an annual careers report for review.

The delivery of a high-quality careers programme that meets the needs of all students is dependent on a whole-school approach (*as opposed to being the sole responsibility of the designated careers lead*). Several staff across The Weald Community School and Sixth Form, including those with teaching, pastoral, and administrative responsibilities, support the designated careers lead in the achievement of this. Further details are available via the School's published careers programme, which can be accessed on the careers section of the School's website ([click here](#)).

Additionally, the designated careers lead works with a range of external partners to support delivery of the School's careers programme; this includes, but is not limited to, Coast to Capital LEP, Sussex Council of Training Providers (SCTP), Horsham District Council, and West Sussex County Council. They are also generating partnerships with local employees, employers, and businesses, which we proudly promote on the careers section of the School's website ([click here](#)).

Those interested in partnership-working with the School for the purposes of delivering CEIAG are encouraged to join the School's careers mailing list ([click here](#)) so that they can receive invitations from the designated careers lead or a delegated member of School staff about our upcoming careers programme activities, such as our annual careers fair.

Staff Development

Staff training needs are identified as part of the annual evaluation process of the School's careers programme. The School will endeavour to meet training needs within a reasonable period of time.

Resources

Funding for the School's careers programme is allocated during annual budget planning processes and is considered within the context of whole-school priorities. The designated careers lead is responsible for the effective deployment of allocated resources.

Careers information is available for students, parents, teachers, and employers to access via the career sections of the Learning Resource Centre and the School website, alongside Unifrog (*a digital careers guidance and destinations platform*).

Provider Access Policy

We have set out our arrangements for managing the access of providers to students at the School, for the purpose of providing them with information about their education and/or training offer(s), in line with our statutory duties under section 42B and 45A of the Education Act 1997. This policy is published on the School's website.

Raised Participation Age

In line with statutory guidance published by the Department for Education in September 2022¹, the School makes sure that students are aware of the raising participation age

requirements and what it means for them, including the options available. This guidance is provided via:

- The careers section of the School's website, which includes a hyperlink to the '[School leaving age](#)' page on the gov.uk website
- Key points in a student's journey through the School's progressive careers programme

Monitoring and Evaluation Arrangements

The School's strategy for the monitoring and evaluation of its careers programme is led by the designated careers lead and monitored by a senior leadership team member responsible for the careers programme. It includes regular invitations for students, parents, teachers, and employers to provide feedback. The School uses the Compass+ self-assessment tool to review performance against the Gatsby Benchmarks and the outcomes are reported to Governors.

Further information about the strategy is provided within the School's careers programme documentation, which is published and available to view via the careers section of the School's website ([click here](#)).

This policy will be reviewed by the designated careers lead every two years, or at an earlier date in the event of relevant statutory updates. At every review, the policy will be approved by the Governing Body.

Links with Other Policies

This policy should be read in conjunction with the following School policies:

- Equal Opportunities Policy
- External Visitors Policy
- Homework Policy
- Managing Abusive Parents/Carers and Visitors Policy
- Provider Access Policy
- Quality of Education (Curriculum Policy)
- Safeguarding and Child Protection Policy
- SEND Local Offer
- Vexatious Complaints Policy
- Work Experience Policy