CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY 26/27

Castledon School - Unlocking Potential

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Before formulating this policy, consideration was given to Best Practices outlined in the CDI Careers Guidance in Schools and Colleges, Gatsby Benchmarks Guidance and Access for Education and Training Providers.

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Introduction and Gatsby Benchmarks

Castledon School prioritises each student's needs in all aspects of learning and community involvement. We are dedicated to maintaining high standards in Careers Education, Information, Advice, and Guidance (CEIAG). Our CEIAG approach is therapeutic, aiming to boost aspirations, promote equal opportunities, and equip every student with the confidence, self-belief, resilience, skills, knowledge, and experience needed for managing their career progression. The school is actively pursuing all 8 Gatsby Careers Benchmarks and aligns with the government's Careers Strategy. Our commitment to impartial performance evaluation is reinforced through our partnership with the Careers and Enterprise Company.

The Gatsby Benchmarks

1. 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

The current DfE guidance says learners, parents/carers and staff should have access to good-quality, up-to-date information about pathways, study options and labour-market opportunities, with learners using it to inform decisions

3. Adapt to the needs of each young person

Different career guidance is needed 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. Experience 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 in varied workplaces

Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help them explore 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 at least one personal guidance meeting by the age of 16 and a further meeting by age 18 with a career adviser, who could be internal (a member of the 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 students but should be timed to meet their individual needs

Roles and responsibilities

The governing board

The governing board will approve the CEIAG policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that the Career Curriculum is taught consistently across the school and that impartial advice and guidance are available to all students.

SLT/Governors

Support and strengthen careers as a whole - school strategic priority, linked to the SDP and supported by senior leadership team and governors.

Jacques Bottjer is our named/nominated governor who has strategic oversight of careers, monitoring progress against the Gatsby Benchmarks, provider access and destination outcomes, and holding leaders to account for the quality and impact of careers provision.

Staff

Staff are responsible for:

- Delivering Talentino Curriculum in an engaging and student-focused way.
- Delivering the Skills Builder Programme actively within the workplace.
- Modelling positive attitudes to working
- Monitoring progress.
- Responding to the needs of individual pupils.

Pupils

- Pupils are expected to engage fully in employability development.
- Pupils are required to dress appropriately for their work placements.
- Pupils are expected to comply with the Health and safety rules within their work placement.
- Pupils will be asked to visit other provisions and employers.

Purpose and Aims

Castledon School's CEIAG policy is designed to outline our approach to preparing students for their transition into the world of work, further and higher education, apprenticeships, or supported internships. We recognise the inherent value our students can offer to the workplace and understand the diverse skills they possess, which can be applied across various industries

At Castledon School, we place the needs of each student at the forefront of their learning and social experiences. We employ a therapeutic approach to career development, aiming to raise students' aspirations. We achieve this through a range of classroom and community-based projects that foster the development of their confidence, self-esteem, resilience, and self-regulation skills. We actively promote equality and diversity in the workplace, empowering students to understand their rights within such environments.

Our primary purpose is to ensure that each student cultivates transferable skills, knowledge, and a deep understanding of the potential contributions they can make to society. Throughout our policy, we emphasise the importance of unlocking potential, skills, and aspirations. We aim to empower our students to recognise their capabilities and prepare them for fulfilling and meaningful roles in the world of work and further education.

In line with the "careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders, and school staff" (DfE Careers guidance and access for education and training providers, June 2026), particularly in sections 42A and 45A of the Education Act 1997, we are committed to adhering to the stipulated guidelines.

We aim to provide professional career education, information, advice, and guidance that elevates students' aspirations and enhances the transferability of their skills. We focus on nurturing resilience for lifelong experiences and empowering individuals to unlock their full potential.

In alignment with this aim, we follow a person-centred approach to learning which:

- Elevates students' aspirations and facilitates skill and knowledge development.
- Vocationally profile students to align their aspirations, strengths and skills with potential pathways and provide the necessary support to fulfil their choices and needs
- Offers an experiential curriculum, connecting skills to real-life scenarios.
- Prepares students for future employment, emphasising independent and teamwork capabilities.
- Cultivates core skills, such as interpersonal abilities, self-management, creative problem-solving, and communication, to support workplace social interaction and further education.
- Introduces students to agencies and organisations available to support them post-16 and post-19.
- Encourages students to explore local providers to ease transitions and future choices.
- Organises regular 'Preparing for Adulthood' days, including industry taster days, college taster days, and independent living experiences.
- Actively promotes equality of opportunity and challenges stereotypes.
- Offers KS5 students the opportunity to engage in weekly community work placements to develop soft skills.
- Offers KS4 pupils termly work experience in a supported environment.
- Some KS4 pupils will access work experience weekly.
- Aims to ensure all learners achieve positive destinations in learning, training, or continuous development after KS4 and KS5
- Provides comprehensive information and advice to all stakeholders involved with the young person.

- Empower young people to plan and manage their futures.
- Grants access to an onsite specialist careers adviser for impartial 1-to-1 careers guidance.
- Provider access to technical qualifications and apprenticeships.
- Young people to receive at least one personal guidance meeting by age 16 and a further meeting by age 18

Our overarching goal is to prepare students for a successful transition into the world of work, further education, and beyond, equipping them with the necessary skills and knowledge for a fulfilling future and independent lives.

Curriculum and Provision

At Castledon School, our curriculum is designed to provide a rich and holistic educational experience that equips students with the skills and knowledge to confidently navigate the world of work and further education. Here's what we offer to every pupil:

Primary:

- Forest schools
- Talentino - Careers at Every Level
- Promoting equal opportunities and challenging stereotypes.
- Role-playing different types of careers in career lessons
- STEAM week
- Employer Interactions
- Skills Builder Language

Key Stage 3:

- Forest Skills
- Talentino - Careers at Every Level
- STEAM week
- Exploration of work opportunities and labour market insights.
- Skill set development and transferable skills through skills builder and Enterprise.
- Access to career information and guidance through the school's three drop-down days that focus on community networking, technical and apprenticeships and employer immersions.
- Instilling belief in students' capabilities.
- Focusing on both soft and hard skills needed for specific aspirations.
- Vocational Profiling
- Future Skills Audits to measure pupils' progressions through key phases.
- Promoting equal opportunities and challenging stereotypes.

Key Stage 4:

- Talentino - Careers at Every Level.
- Work experiences.
- Independent career choices and confidence through personalised advice and guidance.

- Monitoring student progression through various activities to ensure an understanding of development needs and aspirations.
- Access to career information and guidance through the school's three drop-down days that focus on community networking, technical and apprenticeships and employer immersions.
- Collaboration with colleges, employers, and universities in areas of interest.
- Person-centered approach with work placements and soft skills development.
- Vocational Profiling
- Future Skills Audits to measure pupils' progressions through key phases.
- Promoting equal opportunities and challenging stereotypes.
- Vocational lessons.
- Personalised strategies for pupils who need more support around social and emotional development.
- STEAM week.

Key Stage 5:

- Talentino - More lessons
- Independent career choices and confidence through personalised advice and guidance.
- Monitoring student progression through various activities to ensure an understanding of development needs and aspirations.
- Access to career information and guidance through the school's three drop-down days that focus on community networking, technical and apprenticeships and employer immersions.
- Collaboration with colleges, employers, and universities in areas of interest.
- Vocational Profiling
- Future Skills Audits to measure pupils' progressions through key phases.
- Promoting equal opportunities and challenging stereotypes.
- Vocational lessons
- Personalised strategies for pupils who need more support around social and emotional development.
- Independent workplace experiences
- Supported Internship route available to pupils who want to progress into work or apprenticeships and need a strategic plan around this to support them effectively.
- Introduction of parents and carers to the onsite careers advisor.
- Record of student destinations and continuous tracking.
- Support for learners after leaving school.
- Ensuring students are well-prepared for their journey ahead.
- Assistance with CVs, application forms, and interviews.
- STEAM week

Work Experience

Students are expected to participate in work experience or related training, which can be a core component of their program. More details are available in the non-statutory guidance from the DfE on 16 to 19 study programs.

Work experiences are based on skill development needs and personal and social development requirements. These will not always be in areas of aspirations, although every attempt will be made as pupils progress to gain industry experience in areas of interest. Pupils and Employers are supported by Job Coaches.

From September 2026 we are developing our programme in line with the Work Experience Guarantee, working towards one week's worth of meaningful work experience activity in Yr7-9 and one week's worth of meaningful workplace placements in Y10-11. These experiences will be appropriately differentiated and according to pupils individual needs and SEND.

DBS Checks: The necessity of Enhanced Disclosure and Barring Service (DBS) checks depends on whether students are over or under 16. More information can be found in the current version of Keeping Children Safe in Education (KCSIE) guidelines.

Work Experience Structure at Castledon

- KS4: Community placements within Aspire Cafe, Lauriston Farm, or Wat Tyler Skills Centre, integrated into timetables for one day per week on termly rotations per year.
- KS5: Community placements as above, one day per week.
- Years 13 and 14: Independent placements based on skill development needs and aspirations where possible.
- Risk Assessment: All businesses and providers undergo risk assessment, including premises visits, facility reviews, and health and safety policy checks. Employers receive the necessary information to support students.
- Safety Measures: Students travelling independently inform the school of their safe arrival, followed by a call to the employer. In case of non-arrival, a safeguarding incident is raised, and visual checks may occur on the employer site.
- Concerns: Any concerns regarding work placements should be reported to the Employability Lead and Safeguarding Lead.
- When deemed appropriate for a pupil's development Castledon may use a Social Care Provision or Alternative Provision to enhance academic, personal, social or communication attainment, and provide transition opportunities.
- Provision Validation: The registration status of providers is validated through company information services.
- Agreement Process: Individual student needs and risks are discussed, taster sessions are held, and health and safety considerations are agreed upon.
- Regular Oversight: Providers and social care provisions are visited termly, with an annual, in-depth external provision audit.
- Employer/workplace experiences have a clear purpose, two-way interaction, preparation and reflection
- Careers provision and experiences are **adapted to individual needs and aspirations**, including reasonable adjustments/support.

Work Opportunities

- Wat Tyler Conservation Site
- Papworth Trust
- Aspire Café / St Andrews
- Churches Horndon/Bulphan
- Sue Ryder Charity Shop
- Eve Belle Care Home
- Human Kind
- One Step Ahead
- Treehouse Club
- Barleylands Farm
- Hair Refined
- Lauriston Farm
- Saving Energy / James Hornsby

Supported Internship

When students recognise their passion for stepping into the world of work and believe that traditional classroom learning isn't their ideal path, we have the perfect solution: the Post-16+ Supported Internship. This transformative one-year program propels students into the realm of real-world experiences and opens doors to exciting opportunities.

The Supported Internship offers an enticing blend of

- 80% workplace, 20% sixth form days.
- Nine-month work environment experience.
- Building skills and networks.
- Job Coach support for students and employers.
- Continued studies in Maths, English and Employability Skills,
- Potential for interviews or permanent employment with the employer.

Scope and Partnership Working

Teachers actively integrate career education into their lessons, fostering a strong connection between education and future career prospects. Examples of our efforts include:

- STEAM Engagement: The STEAM curriculum aligns with the labour market, offering students valuable workplace visits, such as immersion experiences with organisations like the NHS.
- Practical Learning: Subject-specific trips, such as Design Technology visits to South Essex College, and relevant talks like Natwest's presentation on maths-related careers within the school.
- Higher Education Exploration: Opportunities for students to explore GCSE/A level/Vocational options through visits to colleges like Chelmsford, USP, and South Essex, and local universities like East Anglia and Writtle.
- Community and Social Care Integration: Establishing links with external social care provisions, offering taster day experiences, and organising visits to local clubs and SEN networks to promote community living and independent living options.

- Real-World Exposure: Encouraging students to engage with employers, such as Amazon and Morgan and Sindal, to explore local labour market options.
- Ongoing Guidance: Students have access to an independent careers advisor throughout their KS4 years.
- Preparing for Adulthood: Conducting three 'Preparing for Adulthood' days, enabling impartial decision-making through visits to various provisions and employers, including local entrepreneurs and SEN adults.
- Embedding Employability Skills: Infusing employability and subject-specific career skills into lessons, as referenced by subject teachers.
- Strategic Partnerships: Castledon collaborates with the Talentino and Skills Builder to provide Personal Development and Employability skills.

At Castledon, we wholeheartedly embrace the value of partnerships to ensure the best outcomes for our young people. By collaborating with various local authorities, organisations, agencies, families, and professionals, we broaden the horizons of our students. Our connections encompass a diverse range of opportunities, including practical motor mechanics, motorbike, and push bike sessions with Rally Sports in Basildon, Essex. Lauriston Farm in Maldon, Essex, offers students hands-on experience in horticulture, agriculture, animal care, and sustainable food sources. TCHC Basildon, Essex, supports students by offering pathways in administration, construction, beauty and health & social care.
Additionally, we source local provisions to foster soft skills development, and students can access organisations like Papworth Trust, DIS4U, Peaceful Ponies, and Lily-Rose Day Provision for taster days and voluntary schemes to enhance both soft and hard skill sets. Furthermore, South Essex College, Chelmsford and USP College in South East Essex are instrumental in supporting transitions for our students, providing career advice, next steps guidance, and interview skill development. These partnerships collectively enrich our students' experiences and prepare them for a bright future. With apprenticeships and technical encounters being an important avenue for pupils' future destinations we also work closely with AIM apprenticeships, Make Happen and Targeted Employment.

Destinations Data

The current destination data is reviewed annually and reported separately.

Monitoring and Evaluation

Progress against the eight Gatsby Benchmarks is reviewed termly using Compass+, alongside Future Skills Questionnaire data, destination data and stakeholder feedback, with outcomes informing careers and school improvement planning.

Provider Access Policy

This policy can be found in full on the school website.

Related Policies

This policy should be read in conjunction with:

- Provider Access Policy
- PSHE Policy

- Teaching and Learning Policy
- Alternative Provision Policy

References

- www.thecdi.net. (n.d.). *New Career Development Framework*. [online] Available at: https://www.thecdi.net/New-Career-Development-Framework.
- Gatsby Charitable Foundation (2024). *Good Career Guidance: The Next Ten Years*. Available at: https://www.gatsby.org.uk/education/focus-areas/good-career-guidance.
- Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges (June 2026 guidance).