



**Carre's Grammar School and Kesteven & Sleaford High School
Community Inclusive Trust**

**CIT Mainstream Secondary Schools - Careers Education and Guidance (CEIAG)
Policy**

Contents

1. INTRODUCTION	1
2. TRUST-WIDE CEIAG PRINCIPLES	1
3. TRUST-LEVEL ROLES AND RESPONSIBILITIES	2
4. THE ORGANISATION	2
5. THE AIMS OF OUR CEIAG POLICY	3
6. THE CEIAG CURRICULUM	3
7. ROLE OF CAREERS LEADER	6
8. HANDLING SENSITIVE AND CONTROVERSIAL ISSUES	6
9. PARTNERSHIP WORKING AND GDPR	6
10. MONITORING, REVIEWING, EVALUATING AND IMPROVING OUR CAREERS PROGRAMME	7
Appendix 1 CIT Mainstream Secondary Schools Provider Access Policy	9

1. INTRODUCTION

Documents that have informed this policy include:

- Statutory Guidance: Carers Guidance and Access for Education and Training Providers DfE last updated May 2025.
- Education Inspection Framework and supporting handbook, Ofsted June 2021.
- SEND Code of Practice (0–25); Equality Act 2010
- Career Development Framework, CDI, April 2021
- Good Careers Guidance – The Gatsby Foundation, November 2024
- Education Act, 2011 Duty to secure independent and impartial careers guidance for young people in schools – statutory guidance – DFE March 2012

2. TRUST-WIDE CEIAG PRINCIPLES

CIT requires that all careers education in its academies is delivered in line with a shared set of Trust-wide CEIAG principles. In alignment with the Community Inclusive Trust CEIAG Policy, the CEIAG provision at Carre's Grammar School and Kesteven & Sleaford High School is:

• Inclusive

Our CEIAG programme is accessible to all students, including those with SEND, those with additional vulnerabilities, and those with specific needs. Provision is adapted to ensure full participation and equitable access to information, opportunities and guidance.

- **Progressive**

Careers education is carefully sequenced from Year 7 to Year 13, enabling students to build knowledge, develop confidence, and become increasingly independent in planning their future pathways. Learning experiences are developmentally appropriate and support successful transitions.

- **Impartial**

Students receive balanced, unbiased information about all available pathways, including academic, vocational, technical, apprenticeship and employment routes. No provider or route is promoted over another, ensuring students can make informed and realistic choices.

- **Collaborative**

Our CEIAG work is strengthened through active partnerships with employers, training providers, FE and HE institutions, the Local Enterprise Partnership, careers professionals and families. These partnerships support rich encounters, high-quality information and meaningful experiences that reflect labour-market needs.

3. TRUST-LEVEL ROLES AND RESPONSIBILITIES

The CEIAG provision at Carre's Grammar School and Kesteven & Sleaford High School operates within the wider accountability framework of the Community Inclusive Trust. In addition to school-level responsibilities, the following Trust-level roles oversee, guide and quality-assure the careers education, information, advice and guidance delivered across all CIT academies:

- **Trust Board**

The Trust Board holds overall responsibility for ensuring that all CIT academies meet their statutory duties in relation to CEIAG and that careers provision aligns with the strategic direction of the Trust.

- **CEO and Executive Team**

The CEO and Executive Team provide strategic leadership for CEIAG, ensuring consistency, coherence and high expectations across all phases and settings within the Trust.

- **Local School Boards**

Local School Boards hold school leaders to account for the quality and effectiveness of CEIAG within their academy. They ensure that careers provision meets the needs of the cohort and reflects community, employer and labour-market contexts.

4. THE ORGANISATION

CIT currently includes 2 mainstream secondary schools: Kesteven and Sleaford High School and Carre's Grammar School. Both schools are selective and single-sex from the age of 11 to 16, with mixed sixth forms for Key Stage 5, and are located in Sleaford – a small market town in rural Lincolnshire. Around 80% of leavers at the end of Key Stage 5 go on to university, with the majority of the rest seeking apprenticeships or employment. Several each year progress into the Forces, particularly the RAF, as many young people have family links to the RAF in this area. A very small number of students have an EHCP, and around 10% are eligible for Free School Meals.

CIT is committed to maximising the benefits for every student in the development of a whole Trust approach to Independent Advice & Guidance (CEIAG). The Trust recognises that there should be some CEIAG for all students, and more for some. The Trust wishes to promote CEIAG as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work' so as to help guide choices and pathways.

5. THE AIMS OF OUR CEIAG POLICY

The CEIAG programme makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of working life. This helps them make decisions and manage transitions as learners and workers. With the introduction of more flexible routes for 14–19-year-olds, it is vital that young people have the knowledge and skills they need to make informed choices that are both aspirational and realistic. This then contributes to the economic prosperity of individuals and communities.

Key aims include:

- To raise students' aspirations, expectations and achievements.
- To help students identify their strengths and interests and enable them to set personal objectives and goals in relation to their future choices.
- To develop employability, enterprise and other relevant key skills – including for careers that don't yet exist.
- To promote equal opportunities, support inclusion and tackle gender stereotyping
- To promote lifelong learning and education to students.
- To raise awareness of the variety of careers and the different pathways to get there
- To ensure students to have access to an impartial adviser for further support and guidance – from Year 7 to Year 13.

Key outcomes

Students should:

- Be aware of a range of career opportunities, using Labour Market Information both in the local area and beyond, as well as the different routes into those careers.
 - Have had the opportunity to learn about a variety of careers both in-school and in the workplace (work experience)
 - Know how different educational qualifications and achievements are linked to possible future careers and choices.
 - Develop a range of transferable skills appropriate for their next step.
 - Be able to plan their next steps and know how to access further support and CEIAG.
- The policy aims to cover the statutory requirement to deliver careers education from Year 7 to 13;
 - The policy shall remain a working document, to be owned and used by those to whom it applies;
 - Through annual evaluation it shall inform the school and departmental development plans.

6. THE CEIAG CURRICULUM

A. Provision

CEIAG cannot be confined to a specific timetabled time and is delivered within a whole Trust approach through the following forms of provision:

- Discrete curriculum time: as part of the PSHE and Personal Development Curriculum (lessons and tutor time activities).
- Through other subjects / curriculum areas, including on trips
- Careers activities and events for example Year 9 Careers carousel or World of Work Day, Year 10 Workplace Experience Day; Options Evenings for Key Stage 3 and 4 students, Careers Fair at SGA; Year 12/13 mock interviews; guest speakers; STEM days; are just some of the activities. Careers Week and Apprenticeship Week especially marked.
- Work-related learning to include work experience and enterprise activities; focused days such as 'Impact workshops' ; Work Experience in Year 12.
- Employer Encounters e.g. Year 10 Workplace Experience Day
- Pastoral care and guidance; learning mentors, teaching assistants and peer mentors;

- Tutor time and assemblies; option choices, Careers Advisor feedback, guest speakers and tutor mentoring;
- Use of Unifrog for years 7-13

B. Methodology

The delivery methods and approaches the staff in CIT secondary schools aim to adopt encompass the full range of learning styles.

Staff are encouraged to make use of:

- effective starting and ending strategies;
- high order questioning skills;
- target setting;
- decision making;
- working with others;
- beliefs and values clarification;
- information gathering and sharing;
- problem solving;
- understanding another point of view;
- understanding the influence of others;
- working with feelings and imagination;
- reflection, review and evaluation;
- circle time;
- school council;
- drama and role-play;
- theatre in education; (often booked for year groups)
- discussion and debate;
- ICT packages;
- LMI

C. Assessment, Recording and Reporting

Unifrog is used for research & recording and monitoring of students' activities and interactions along with Compass+ to demonstrate how the curriculum links to careers. At KSHS PSHE teachers check completion of booklets and give an effort grade for tracking points in Years 7-11. Parents are informed of CEIAG meetings and the outcomes. At CGS Careers is delivered by the Careers Lead through the Personal Development carousel and drop down sessions ensuring all students receive a clear and unbiased view. CEIAG meetings are shared with parents when appropriate.

D. Monitoring, Reviewing and Evaluating

Responsibility for monitoring, reviewing and evaluating lies at different levels within the CEIAG team:

- within classrooms;
- with middle managers;
- with organisation leadership teams;
- in the wider community, including parents and governors.

These are monitored and reviewed through the school self-inspection programme as a part of the pastoral system.

E. Resources

There is a Careers budget allocated to both KSHS and CGS each year. This covers the cost of hiring the services of our Independent Careers Advisor and any other resources required, including the Unifrog subscription, which is shared between the 2 schools. Each Careers Lead is responsible for developing, managing and maintaining teaching resources. At KSHS lesson resources are stored on the T drive in the PSHE folder and organised on a lesson-by-lesson basis, being updated annually. Any hard copies of resources are stored in the PSHE cupboard. Lessons draw on the Unifrog spiral curriculum, which in turn is based on the CDI Career Development Framework. Resources used in tutor time are stored on the T drive in the Personal Development folders. Books and FE/HE prospectuses are kept in the Careers Library, which is jointly overseen by the Careers Lead and the Librarian. At CGS lesson resources are stored on the Staff Drive in the Personal Development carousel as well as the Careers folder. Hard copies can be printed should these be required if the Careers Lead is unavailable for delivery. The

programme follows a combination of the Horizons published resource as well as Unifrog sessions. Books and FE/HE prospectuses are kept in the Careers Library as well as the sixth form work room, which is jointly overseen by the Careers Lead and the Librarian

F. Information

Careers Information is posted on the school website under 3 tabs: students, parents and staff. Here the programme of study and other key information is updated annually. A dedicated Careers Library is found in the Library at KSHS & CGS containing a range of books, posters and prospectuses. Unifrog is the key platform for students to use to access up-to-date careers information; all students and staff have access to this. Careers-related posters are on display in all teaching areas to link subjects to careers, as well as in the sixth form common room.

G. Advice and Guidance

Through the commissioning of a Level 6 Careers professional, we ensure that all learners:

- Have access to appropriate advice;
- Have access to appropriate guidance; they will receive a 1:1 guidance interview from a Level 6 careers professional by the end of Year 11 and, when requested, a further interview by the end of Year 13.
- Students are able to book slots with learning mentors, Careers Advisors and subject staff through tutors or directly by email.
- Have the opportunity to undertake a mock interview and be supported in all their applications

To ensure full alignment with the Community Inclusive Trust CEIAG Policy, careers guidance for students with SEND is closely linked to their Education, Health and Care Plans (EHCPs) and forms part of ongoing transition planning, with appropriate multi-agency involvement where required.

Quality Assurance is conducted by reading the individual Careers Action Plans that are given to each student and speaking to students to assess the usefulness of their 1:1 meeting.

H. Learner Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial careers education, information, advice and guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy, our careers plan supports the achievement of the eight Gatsby Benchmarks.

All students will receive a 1:1 guidance interview from a Level 6 Careers Professional by the end of Year 11 and, when requested, a further interview by the end of Year 13. In addition they will have access to, and support with, using careers information which is easily accessible and available, comprehensive, unbiased, and up to date.

All parents and carers can expect to be able to:

- access, via appointments, relevant staff members to discuss their child's progress/future
- access tutors, subject tutors at parents' evenings and information evenings
- receive invitations to careers events in school
- receive updates from the careers department about new information and events

I. Staff Development

As delivery of CEIAG is delivered through a whole organisation approach, all staff need to have their development needs identified and met. Annual training will be delivered to all teaching staff,

and relevant support staff, through whole-school INSET days. Further training opportunities for staff and governors will be signposted e.g. those offered through the Local Enterprise Partnership or the Careers and Enterprise Company. This training will be centrally recorded as part of all staff CPD records; any staff completing training are encouraged to share their learning with others.

7. ROLE OF CAREERS LEADER

The role of the Careers Leader includes the following:

- raise awareness amongst staff of their contribution to the careers programme and agree the overall aims, objectives and priorities;
- establish a shared view of best practice to which all learners are entitled;
- lead policy development;
- provide or organise appropriate support and training for staff;
- monitor, review and evaluate the programme, including the use of outside organisations, and learners’ responses to the programme;
- carry out a continuous process of review and development of the CEIAG curriculum as part of the annual cycle of school improvement;
- attend relevant courses and network meetings;
- order and monitor resources;
- liaise with the Independent Careers Professional, including the annual review of the Partnership Agreement, as well as with employers and alumni.

8. HANDLING SENSITIVE AND CONTROVERSIAL ISSUES

The nature of CEIAG means that sensitive or challenging issues may sometimes arise. Learners and staff should understand how these situations are to be managed. If a safeguarding concern is disclosed or suspected, staff must make it clear to students that confidentiality cannot be guaranteed and that information will be shared only with appropriate safeguarding colleagues, and only when necessary to protect the student’s wellbeing.

Staff should maintain professional boundaries at all times. Where a situation risks becoming too personal or may compromise these boundaries, staff should sensitively redirect the student to a more appropriate colleague for support.

If staff feel unsure about how to respond to a difficult question, they should seek clarification or guidance from a senior member of staff or the Careers Leader before providing an answer. This ensures that information given is accurate, appropriate and in line with school policy.

9. PARTNERSHIP WORKING AND GDPR

The schools in the Trust continue to work effectively with a range of partners to support the CEIAG curriculum

In alignment with the Community Inclusive Trust CEIAG Policy, all careers-related information and personal data is collected, stored and used in accordance with UK GDPR, the Data Protection Act 2018 and Trust-level data protection procedures. Only information necessary to support careers guidance, transition planning, monitoring or reporting is gathered, and all data is kept secure, accurate and retained only for as long as legally required. Information shared with external partners—such as the independent Careers Advisor, employers, FE/HE providers and apprenticeship organisations—follows approved Trust data-sharing agreements. Parents and students are informed about how their data is used, who it may be shared with, and their rights to access or request amendments to their personal information.

Partner	Role
Enterprise Advisor (Donna Garrard)	To support the Careers Lead in their role, to assess progress towards the Gatsby Benchmarks on Compass+

Careers Guidance Professional (emCareers)	To provide impartial 1:1 Careers Advice to students
Greater Lincolnshire Local Enterprise Partnership	Provides students, teachers and parents key information about local LMI and support with career development and skills.
Work Experience Providers	To support placements for students
Employers	To share their careers pathways, to support with placements, to give opportunities for students to find out about their career sector, to provide encounters.
Colleges	To give information about post-16 and post-18 options.
Universities	To give information about post-18 options and the process of applying and making a successful transition.
Apprenticeship Providers	To give information about post-16 and post-18 options.
Alumni	To inspire current students and raise aspirations. They may also support with work experience placements, talks, mock interviews, mentoring etc.

10. MONITORING, REVIEWING, EVALUATING AND IMPROVING OUR CAREERS PROGRAMME

Trust Level Monitoring and Review

In alignment with the Community Inclusive Trust CEIAG Policy, the CEIAG provision at Carre's Grammar School and Kesteven & Sleaford High School forms part of the Trust's wider careers monitoring cycle. The Trust reviews CEIAG across all academies using CEIAG audit tools, Gatsby Benchmark analysis, destination data, pupil and parent voice, and cross-academy benchmarking to evaluate effectiveness and identify areas for development. Findings from these Trust-level processes inform strategic improvement planning and support consistent, high-quality careers education across all CIT schools.

A. Careers Education

Responsibility for monitoring, reviewing and evaluating lies at different levels within the organisation:

- within classrooms;
- with middle managers;
- with organisation leadership teams;
- in the wider community, including parents and governors.

The careers curriculum is monitored to identify learning opportunities and experiences by analysis of the Future Skills Questionnaire (FSQ) (completed annually by all students) and student voice (e.g. what careers would they be interested in learning about – Y9 World of Work Day).

Outcomes are monitored by reviewing the FSQ data, analysis of destinations data including NEET statistics.

Feedback is gained from Student Voice and Partner feedback. This is used to improve future provision.

Staff delivery is monitored through completion of a spreadsheet (PSHE) and lesson observations (both formal and informal). Also through monitoring of completed Careers booklets (submitted on Teams).

A governor completes a QA meeting annually with the Careers Lead, and there are regular assessments against the Gatsby Benchmarks with the Careers and Enterprise Advisor.

B. Contributor Inputs

After all major events e.g. Year 9 World of Work Day and Year 10 Workplace Experience Day both students and contributors are asked for their feedback via a MS Form to assess whether objectives have been met and to identify any improvements moving forwards.

To identify potential contributors we use alumni networks, parents or contacts recommended by the Enterprise Advisor. All contributors are briefed in advance about expected content, usually by e-mail.

C. Careers Information

Unifrog use by students is monitored to ensure that it is being used effectively and thus gives value for money. This data is easily available on the Unifrog platform.

Learner feedback is captured with student voice surveys.

D. Advice and Guidance

1:1 activities are recorded by emCareers and reviewed by tutors, heads of year and the Careers Lead. They are uploaded to the student locker. Tutors are required to follow-up actions with the students a few weeks after their 1:1 appointment. Follow-up appointments can be made if required.

Feedback from learners about their 1:1 is collected by looking at the 'how confident I feel before and after my 1:1 interview' scores (on a scale of 1-10).

Intended destinations are collated and recorded on spreadsheets by the Careers & Sixth Form Administrator. We also encourage students to record this on Unifrog.

E. Continuous Improvement

Feedback from all of the above feed into the Careers Development Plan and the School Development Plan, reviewed at least every year. Progress is also measured against Gatsby benchmarks (3x a year), FSQs, the Career Impact System and destination data.

11. ASSOCIATED POLICIES

Other related policies include:

- Work Related Learning;
- Drugs Education;
- Safeguarding (Child Protection);
- Special Educational Needs
- Equal Opportunities;
- Behaviour Management / Discipline;
- Anti-bullying.

Agreed by SLT February 2026 and LSBs March 2026

Review date: February 2027 (Annually)

Appendix

Appendix 1 CIT Mainstream Secondary Schools Provider Access Policy

Appendix 1 CIT Mainstream Secondary Schools Provider Access Policy

Introduction

This policy statement sets out the Trust's arrangements for managing the access of providers to pupils at the schools for the purposes of giving them information about the provider's education or training offer. This complies with the Trust's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Students in Years 7-13 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 evenings, 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

A provider wishing to request access should contact the school's CEIAG Co-ordinator / Work-Related Learning Co-ordinators:

Ian Scholefield on 01529 302181 (Carre's Grammar School) or
Miss Sarah Chant on 01529 414044 (Kesteven and Sleaford High School)

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 and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 7	Launch of Unifrog - CGS	Launch of Unifrog – KSHS Unifrog exploration Assemblies	Unifrog exploration
Year 8	Insight Event for University & Technical Colleges Unifrog exploration	Life skills – assembly and tutor group opportunities Unifrog exploration Assemblies	Life skills – assembly and tutor group opportunities Unifrog exploration
Year 9	'Speed Networking' event with providers and employers Unifrog exploration	KS4 options event Unifrog exploration Assemblies	Group workshops focusing on specific needs Y9 World of Work Day

	Autumn Term	Spring Term	Summer Term
			Unifrog exploration
Year 10	<p>Life Skills</p> <p>CV Preparation Activity</p> <p>Insight event for University & Technical Colleges</p> <p>World of Work</p> <p>Unifrog exploration</p>	<p>Life Skills Sessions looking at Interview Techniques</p> <p>Unifrog exploration</p> <p>Assemblies</p>	<p>Life Skills – assembly and tutor group opportunities</p> <p>Y10 Employer Experience Day</p> <p>Unifrog exploration</p>
Year 11	<p>Life Skills – assembly on opportunities at 16</p> <p>Post 16 Options Evening</p> <p>Insight Event for University & Technical Colleges</p> <p>1:1 careers interviews with emCareers</p> <p>Unifrog exploration</p>	<p>Formal Interviews Post Mock Exams</p> <p>Unifrog exploration</p> <p>1:1 careers interviews with emCareers</p> <p>Assemblies</p>	<p>Post 16 Transition Sessions</p> <p>Unifrog exploration</p>
Year 12	<p>Higher Education Fair</p> <p>Post 18 assembly – apprenticeships</p> <p>Careers Opportunity Showcase Event</p> <p>Unifrog exploration</p> <p>1:1 careers interviews with emCareers</p>	<p>Small group sessions: future education, training and employment options</p> <p>Unifrog exploration</p> <p>1:1 careers interviews with emCareers</p> <p>Assemblies</p>	<p>Small group sessions: future education, training and employment options</p> <p>Work Experience for ALL Year 12 students</p> <p>Careers opportunity Showcase Event</p> <p>Unifrog exploration</p>
Year 13	<p>Workshops – HE and higher apprenticeship applications</p>	<p>Unifrog exploration</p> <p>Assemblies</p>	<p>Unifrog exploration</p>

	Autumn Term	Spring Term	Summer Term
	Insight Event for University & Technical Colleges Careers Opportunity Showcase Event Unifrog exploration 1:1 careers interviews with emCareers		

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

The schools' policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The schools will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The schools 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 Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.