

Ormiston Horizon Academy CEIAG POLICY

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Introduction

The Academy has a statutory duty to secure independent careers guidance for all year 7 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018) and to meet the eight Gatsby Benchmarks for Good Career Guidance by 2020.

Our aim at Ormiston Horizon Academy is for all students to achieve their personal best as they become responsible, resilient and respectful young adults. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve beyond their horizons.

Aims

Careers at OHA will:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- be based on the Gatsby Benchmarks for Good Careers Guidance;
- utilise Unifrog to ensure students have access to a wide ranges of resource around careers and post 16 choices.
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;

- encourage students to see career development as a life-long process;
- develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- support social mobility by improving opportunities for all students and
- be weaved and embedded into subjects across the curriculum.

Commitment

The aim of our careers provision is to raise our students' aspirations; to broaden their horizons; to inspire and to empower them to make informed, realistic decisions at key transition points in learning and work.

The Academy has a statutory duty to ensure that all students are provided with independent careers guidance from year 7 to year 11. This independent guidance includes employer talks, mentoring, and access to online and telephone support.

Personal guidance is provided by the Careers Leader (who is a registered career's professional CDI Professional Register). The Careers Leader engages in a minimum of 25 hours of CPD and abides by the CDI Code of Ethics.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

Each student is entitled to:

- independent and impartial careers guidance;
- access to external sources of information on the full range of education and training options;
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications
- a personal profile on unifrog,
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers);
- have access to good quality LMI and be supported to use this data to inform their decisions; • at least one careers interview by the age of 16 with a L6 career professional and
- at least one experience of a workplace by the age of 16.

The Academy abides by the Inspiring IAG Code of Practice (Appendix B) and holds a Quality in Careers Standard mark through the local authority for 2024/25.

Management & Leadership

The Careers Leader, Miss L Wilkes, has overall responsibility for all aspects of the CEIAG programme.

Roles and Responsibilities

There is a careers team of key staff who each have specific roles:

Miss L Wilkes, Director of Personal Development; responsible for the provision and monitoring of Careers and overseeing a planned CEIAG programme.

Miss L Wilkes, PSHE Co-ordinator responsible for the delivery of CEIAG through the PSHE coordinator and PSHE curriculum.

Mrs K Naylor, Careers Coordinator; responsible for developing planned CEIAG events and supporting pupils through careers interviews.

A designated governor has responsibility for overseeing the quality of careers guidance and supporting employer engagement.

All Academy staff contribute to careers through their roles as personal tutors and subject teachers. For further information on careers roles and responsibilities please see Appendix C. The Academy is part of the regional careers hub and works with the Local Authority and a range of voluntary/statutory agencies to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

External partnerships

The Academy works with a range of local employers, education and training providers to provide independent advice to students.

This provision includes:

- work experience (for all year 10 students);
- workshops;
- career insight talks;
- career interviews;
- collapsed timetable days;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Apprenticeship week
- curriculum projects and
- National Careers Week.

The Academy provides opportunities for a range of education and training providers to access all students in years 7 to 11 for the purpose of informing them about approved technical educational qualifications or apprenticeships. The Academy has a published policy statement setting out arrangements for provider access. This is available on the Academy website.

Working with external partners, the Academy fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each academic year with an employer and for all students to have experience of at least one workplace by the age of 16.

The Academy actively promotes parent/carer involvement through careers events, parental newsletters, the Academy website, careers support at parents' evenings.

Resources

The budget for careers is allocated on an annual basis. Additional resources can be requested.

The Careers Leader has responsibility for the management and deployment of the careers budget and careers resources.

Staff development

Training needs are identified through performance management, staff appraisals, line manager meetings and Careers Champion meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through the Academy CPD programme. Staff development is monitored by line managers.

Curriculum

The Academy delivers careers education through a combination of methods:

- ECM Programme delivered during PT time to Y7-11;
- Collapsed timetable days focusing on employability and enterprise skills;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers;) • Work experience programme (year 10);
- Careers assemblies;
- Workshops;
- Workplace visits, FE and HE visits;
- Unifrog
- Individual careers guidance sessions with a qualified careers professional in year 11 for all students (identified students receive additional careers guidance sessions and support prior to year 11. In addition, students (years 7 -11) can request a careers guidance session;
- Creating a learning environment which allows and encourages students to tackle real-life challenges and
- Employer based curriculum projects / challenges.

More details of the careers programme are published on the Academy website.

Assessment

Careers learning is assessed using the learning outcomes from the CDI Framework for Careers, Enterprise and Employability Education. Student progress and the quality of work is assessed through a range of assessment methods including self-assessment, peer assessment, self-evaluation and teacher assessment.

Monitoring and evaluation

The Academy careers programme is delivered through Personal Tutor time and Curriculum Enrichment days, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Unifrog
- Curriculum plans
- Destination data

Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- Analysis of destination data
- Career participation dashboard
- Activity survey
- Destination data – sustained data (DFE), OHA data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Future skills questionnaire
- Focus groups – students

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (DFE) is used to assess how successfully students make the transition into the next stage of education or training or into employment and to inform future careers provision.

Evaluation of the careers programme is shared in a termly report to SLT and Governors and with parents / carers and other stakeholders through the Academy website and newsletter. The careers policy is reviewed on an annual basis by the Careers Leader.

The Gatsby Benchmarks¹⁰

1. A stable careers programme	<p>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.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<p>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.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

APPENDIX B

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance¹ and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified² senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent³ careers guidance⁴, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

1. "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

2. "Appropriately qualified" in this context means careers advice and guidance qualified

3. "Independent" means external to the organisation

4. "Career guidance" as defined by the DFE. "Careers Inspiration in Schools" March 2015

APPENDIX C

Roles and Responsibilities

Careers and employability at Ormiston Horizon Academy is a collective responsibility. Students, staff, parents / carers, governors, partners (including employers, further education institutions, higher education institutions, training providers), alumni, the local authority and the local community have a collective responsibility to promote effective careers and employability education.

Careers Leader

- Strategic leadership of careers across the Academy
- Prepare and implement careers strategy
- Development of careers action plan
- Provision of a planned and progressive careers programme
- Monitor careers provision and student engagement with the careers programme
- Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance
- Secure student access to independent, timely, personal careers guidance
- Commission and negotiate SLAs
- Analysis of destination data
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject and Careers Champions to plan careers education
- Lead careers CPD for staff
- Brief and support staff involved with delivery of careers programmes
- Maintain own CPD
- Review, monitor and evaluate careers
- Report to SLT and Governors on careers
- Advise SLT and Governors on policy, strategy and resources for careers

Careers Co-ordinator

- Co-ordination of work experience
- Facilitate encounters with employers, education and training providers
- Secure student access to independent, timely, personal careers guidance
- Extra-curricular and enrichment tracking and analysis; termly reports to SLT, Governors, the CEC and DFE
- Collection and updating of destination data
- Maintain careers resources; ensure a broad suite of quality, unbiased resource is available on all pathways; monitor the usage of each resource type and explore if and how information sources can be improved; research available careers resources; ensure resources are up to date and relevant
- Maintaining employer and external partnership database

SENCO/PSHE Coordinator

- Provide support to SEN students to help them generate their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Devise schemes of work for careers education
- Liaise with tutors, Head of Years, VP to identify and support students with targeted and timely careers guidance
- Generate individual career action plans as part of the Education Health and Care plan
- Liaise with careers leader to ensure that students with special educational needs and disabilities can access the careers programme

All teaching staff

- Ensure they are familiar with the Academy's career strategy and its strategic objectives
- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support careers within curriculum areas
- Feedback specific student needs (or opportunities) to the careers team
- Signpost students to appropriate careers advice and information

Pastoral Team

- Ensure they are familiar with the Academy's career strategy and its strategic objectives
- Work with the careers leader to provide additional support for targeted groups; identifying vulnerable groups and students at risk of becoming NEET
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the career's leader
- Deliver tutorial careers programmes
- Support students with career action plans (year 11 tutors)
- Engage with careers CPD
- Provide feedback on the careers programme