



WALTON HIGH SCHOOL

Proud to be part of Walton Multi Academy Trust



CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY

Reviewed by Governors:	July 2026
To be reviewed:	July 2027
Leadership link person:	Mrs S Barker

Walton Multi Academy Trust refers to all schools within the Trust.

When referring to Trust Boards, this includes Local Governor Boards, and the term 'Governor' includes all Trustees or Local Board Governors.

Careers Education Information Advice and Guidance Policy

Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Walton High School (Multi Academy Trust) seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon careers, transition and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school has achieved the Quality in Careers Standard status, which demonstrates the school's ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their own careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 45A of the Education Act 1997. Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), [Careers guidance and access for education and training providers May 2025](#) and the [Gatsby Good Career Guidance: The Next 10 Years](#) report Nov 2024. The eight Gatsby Benchmarks of good career guidance:
 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.

Student entitlement

- The duty on schools, to secure independent careers guidance for all year 7-13 students, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential.
- Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.
- Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.
- Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their students. Success will be reflected in higher numbers progressing to apprenticeships, universities, including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully students make the transition into the next stage of education or training, or into employment. Schools can also use the Futures Skills Questionnaire data to measure and evaluate the success of their Careers Education Provision.

The Governing Body is committed to ensuring that the school provides a high quality, impartial and inclusive careers programme. This programme is designed to meet the needs, interests and aspirations of all students, and is regularly reviewed to ensure it supports informed decision-making and positive outcomes.

Implementation: Management

The Strategic Careers Leader has the oversight of CEIAG for the whole school and plans, co ordinates and evaluates the careers programme for year 7-13 alongside the Senior Leader Link for Careers. The name and contact details of the Careers Leader are published on the school website.

The school publishes a detailed and up-to-date overview of its careers programme on the school website, including information for students, parents, carers, employers and other stakeholders on how to access careers education, information, advice and guidance, and how the impact of the programme is measured and evaluated.

The Careers programme for year 12 and 13 and Work Experience for year 12 are organised by the Careers Leader in collaboration with the Sixth Form Team.

Tutors are responsible for delivering the general Careers programme (Pathways) as part of the PSHE programme across the school which supports the ambitions for distributed and embedded careers education across the curriculum. All subjects have a focus on and link to career development and employability learning. This is audited, co-ordinated through the work of the Careers Leader and Senior Leader with oversight of careers and the curriculum.

Implementation: Staffing

All staff contribute to the delivery of CEIAG through their roles as tutors and subject teachers, reflecting a whole-school approach to careers education. Students have access to independent and impartial careers guidance, including one-to-one interviews with a qualified Careers Adviser, in line with Gatsby Benchmark 8. Careers information and resources are available to students, parents and staff through the school library and online platforms, including Unifrog.

Implementation: The CEIAG Programme

The careers programme includes careers lessons as part of PSHE, tutor time careers sessions (Unifrog), career guidance meetings and activities, employability learning, including modern work experience opportunities for key stage 3 and 4 and also year 12.

Individual learning planning and portfolio activities are recorded using the school's careers platform, Unifrog. These records support students to reflect on their learning and progression and contribute to ongoing monitoring and evaluation of the careers programme. Relevant individual learner records and participation data are systematically captured and uploaded to Compass+ (DfE recommended reporting dashboard) to support tracking, reporting and continuous improvement.

The careers programme is further enriched through a range of focused activities, including whole-school events such as an annual careers fair, targeted higher education and apprenticeship events at Key Stage 5, and visits from external speakers across all key stages supporting Benchmark 5 and 7. Students are actively involved in the evaluation of these activities through structured feedback, including lessons and written responses, which informs ongoing monitoring and continuous improvement of the careers programme

The school actively develops and maintains partnerships with a wide range of employers and external organisations to ensure students benefit from meaningful engagement with the world of work. These partnerships support

the delivery of the careers programme and provide students with up-to-date insights into employment sectors, skills requirements and career pathways.

The careers programme is informed by up-to-date labour market information (LMI), ensuring that students develop an understanding of local, regional and national employment opportunities and trends. This enables students to make informed decisions about future pathways and supports alignment between their learning, skills development and progression into education, training and employment.

The school recognises the important role of parents and carers in supporting students' career development. Opportunities are provided for parents and carers to access information, attend events and engage with the careers programme, enabling them to support informed decision-making and progression pathways.

All students receive at least one careers interview with the Careers Adviser in year 11 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent Careers Adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including providing outside speakers, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education, the world of work and their next best step.

Procedure:

A provider wishing to request access should contact our Careers Leader – see school website for contact details.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. See Provider Access Policy

Please speak to our Careers Leader if you have any questions.

Definitions

2.1 Careers Education, Information, Advice and Guidance (CEIAG)

Refers to a planned, progressive and coherent programme of careers education, information, advice and guidance that informs, inspires and motivates students. It enables them to develop the knowledge, skills and understanding required to make informed decisions about their future, and to prepare for a range of education, training and employment pathways.

2.2 Independent Careers Guidance

Is defined as guidance provided by an appropriately qualified external professional, independent of the school. The school recognises its responsibility to commission and quality assure such provision to ensure it meets statutory requirements and supports the best interests of all students.

2.3 Impartial Careers Guidance

Refers to guidance that is objective and free from bias, promoting a full range of education, training and employment options, including academic, technical and vocational pathways. It enables students to make informed choices based on accurate and comprehensive information.

2.4 Promoting the Best Interests of Students

Requires that careers guidance is student-centred, inclusive and aspirational. It should support each student to consider their individual needs, interests and potential, and to make informed decisions about their future. Guidance should reflect long-term career development and progression, rather than focusing solely on immediate transition points.

The Role of the School

3.1 The School will secure and (when necessary) pay for independent and impartial careers advice. This may take many different forms, including information evenings, outside speakers in PSHE programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND students and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.

To ensure that provision meets the needs of all students, face-to-face guidance interviews with an independent careers adviser are provided for all Year 11 students. Additional targeted support is offered to those students for whom this is identified as the most appropriate intervention, including, where relevant, students with special educational needs and disabilities (SEND) and those in receipt of Pupil Premium.

3.3 The school will provide relevant information, including attainment data and learner profiles, to support independent careers advisers and mentors in understanding each student's current performance and potential outcomes. Where appropriate, this will include insight from student self-assessment tools, such as the Future Skills Questionnaire (FSQ), to inform personalised guidance. All information provided will be treated as confidential and used solely to support high quality, impartial guidance in the best interests of the student.

This policy will be reviewed annually to ensure that it remains aligned with statutory guidance, reflects current best practice, and continues to meet the needs of all students. The impact of the careers programme will be monitored and evaluated regularly through a range of measures, including learner voice, destination data and performance against the Gatsby Benchmarks. Outcomes will be reported to senior leaders and the Governing Body, supporting continuous improvement and accountability.