



Careers Education Information Advice (CEIAG) Policy

Date of review:

November 2025

Approved by:

Leadership & Management Committee

Date Approved:

11 November 2025

Date of next review:

November 2026

1. Overall Scope/Objectives/Management

Careers education and guidance programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The Titus Salt School careers programme (MyFuture) helps our pupils to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. The policy is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Titus Salt School is committed to providing all pupils in Years 7-13 with a programme of careers activities and a support framework. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's [Careers guidance and access for education and training providers](#) last updated May 2025.

MyFuture Objectives/Goals:

1. To raise the **ambition and aspiration** of all members of the school community
2. To make sure all pupils understand the **modern world of work** and their potential place within it
3. To support pupils making **key decisions** about their options, study routes and next steps
4. To help pupils towards a role that supports their **wellbeing** and delivers their desired **lifestyle**
5. Go beyond the **legal requirement** and meet the Gatsby Benchmarks in order to give our pupils the best possible provision.

As a minimum, our school must offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are
 - mandatory for all pupils to attend, to take place any time during year 8 or
 - between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11)
 - that are mandatory for all pupils to attend, to take place any time during year 10 or
 - between 1 September and 28 February during year 11.

Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

The Gatsby Benchmarks are as follows:

<https://www.goodcareerguidance.org.uk/benchmarks-and-background>

Benchmark	Summary
1. A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, 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 the best use of available information.
3. ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.
6. EXPERIENCE OF WORKPLACES	Every pupil 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.
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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 pupil should have opportunities for guidance interviews with a Careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

Careers guidance is supported by the work form tutors do in the personal development lessons. All staff are involved in guidance to an extent e.g., support during selection of KS4 options and UCAS Progress and UCAS applications. We are also well supported by our qualified and impartial careers adviser who is in school for two days each week. Careers guidance interviews takes place on a one-to-one basis and are impartial and confidential. Careers information and resources are available in the school's Learning Resource Centre for pupils to access.

1.1 Budget

Our careers programme is funded/delivered through three main routes:

- The school provides a set budget
- Virtual funding via CEC and Integrated Bradford
- Free opportunities offered to the school e.g., via local charities, volunteer groups or local businesses.

2. Statement of Entitlement

Pupils are entitled to Careers Education and Guidance, which is:

- independent and impartial.
- integrated within their overall education and structured to provide help at decision points and to meet their continuing needs.
- based on partnership with young people and their parents or carers.
- based on the principle of equal opportunities.
- confidential and which respects personal information disclosed by the individual.

For a full statement of entitlement at each key stage please see **Appendix 1**

2.1 Titus Salt School: policy statement on provider access

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42A, 42B, 45 and 45A of the [Education Act 1997](#), Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information (England) Regulations 2008.

2.2 Pupil entitlement

All pupils in years 8-13 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 events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses

3. Management of provider access requests

3.1 Procedure

A provider wishing to request access should contact:

Named Careers Leader: **Max Robinson** Tel: **01274 258969** Email: rsn@titussaltschool.co.uk

3.2 External Providers

We work closely with two main external providers. The first is the Ahead partnership who offer the major events such as the careers experiences and interview practice. The second is the Xperience team at Education Bradford who provide the database and risk assessment services for our work experience programme. We maintain communication with our external providers via phone, email and where possible a face-to-face meeting.

4. Parent/Carer communication

We always welcome parental/carers involvement in and/or feedback on our careers programme. If you wish to get in contact, please using the contact information above.

We will keep in touch throughout the year with updates on our website and social media platforms.

5. Equality and Diversity

The main aim of our whole careers programme is to raise aspirations for all. So, it is vital that we promote equality of opportunity, celebrate diversity and challenge any stereotypes (Public Sector Equality duty – Section 75). We may adapt resources where needed to suit the needs of all pupils but also make sure they offer an element of challenge to support pupils in reaching their potential.

We help everyone in a way that is personalised to them, this could be using our strong links to higher education including Oxbridge or through more practical career-based study.

6. Monitoring, Evaluation and Review

The headteacher will ensure that:

- The work of the Careers Advisors and CEIAG events are supported and monitored
- A member of the senior leadership team (see details above) has an overview of the CEIAG work and reports back to the team and governors at regular points.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders
- Feedback from external agencies/visitors
- NEET figures for the previous year 11 cohort

This policy will be reviewed every year by the governing body.



Appendix 1

TSS CEIAG overview – See attachment