DJANOGLY CITY ACADEMY

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

2026-2027

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Mission Statement

At Djanogly City Academy, every scholar is entitled to clear, impartial, and independent careers guidance. We commit to preparing scholars to engage fully in society and to progress smoothly into further education, training, or employment.

We provide them with the knowledge, skills, and experiences they need to make informed decisions about their futures. Regardless of background, every scholar is encouraged and supported to reach their full potential, with barriers to success actively removed.

We believe in a "you can't be what you can't see" philosophy — exposing scholars to a wide range of role models and professional pathways throughout their time at the Academy.

Aims & Legal Duties

This policy complies with the Department for Education statutory guidance Careers Guidance and Access for Education and Training Providers (updated June 2026), the Education Act 1997, the Skills and Post-16 Education Act 2022, and Provider Access Legislation.

1. **Statutory compliance**
   The Academy will publish on its website details of its careers programme, Careers Leader contact information, Provider Access Statement and information relating to careers provision in accordance with DfE statutory guidance.
2. **Raising aspirations & widening access**
   Our programme is designed to broaden scholars' horizons, challenge stereotypes, and promote equality of opportunity.
3. **Skill development, self-management & decision making**
   We equip scholars with the tools to manage their own learning and career pathways—using labour market information, self-awareness, and goal setting.
4. **Transition Support**
   Scholars receive support and guidance at key transition points in their education. This includes, but is not limited to, support from Year 9 into Year 10, Year 11 into Post-16 Further Education or Training and Post 18 into Higher Education, Employment or Training.
5. **Continuous review and improvement**
   The careers programme is regularly evaluated, using stakeholder feedback, destination data and progression outcomes, to ensure it remains effective, equitable, and aligned with the legislation and best practice. The careers programme also supports the Academy's strategic priorities.

Links with Other Policies

This policy is integrated with and considers:

- Equality, Diversity & Inclusion
- Safeguarding & Child Protection
- PSHE / Personal Development
- Special Educational Needs & Disabilities (SEND)
- Looked-After Children & Care Leavers

These links ensure coherent and consistent support to all scholars.

Scholar Entitlement

- Every scholar from Years 7 to 13 is entitled to access to a careers programme that is **person-centred, impartial, and confidential**.
- Careers education is embedded across the curriculum and in pastoral structures, not treated as a standalone programme.
- Scholars and other stakeholders are informed and actively engage with the careers offer.
- The programme is designed to support **all learners**, including those with SEND, disadvantaged backgrounds, or other additional needs.
- We actively challenge stereotypes and ensure that all scholars can explore a wide range of pathways that are guided by the current labour market locally, nationally and internationally.

Management & Staffing

- A **dedicated Careers Leader** is appointed, responsible for designing, coordinating, and evaluating the careers programme in line with statutory requirements.
- An Assistant Careers Leader is also in post to support the implementation of the careers programme.
- The Careers Leader reports to the Assistant Principal for Personal Development.
- External Level 7 qualified careers advisers deliver all 1:1 personal guidance.
- All staff (subject teachers, pastoral staff, values staff) have a role in embedding careers thinking and referring scholars for guidance.
- Continuous professional development ensures staff (including the Careers Leader) remain up to date with labour market trends, technical pathways, and statutory changes.

Delivery & Curriculum Integration

Our careers programme is delivered via:

- Timetabled lessons (careers modules, embedded within other subjects)
- Values Time sessions
- Dedicated theme days and focus weeks
- Assemblies, forums, guest speakers and employer panels
- Parent and Carer events
- Visits and trips (employers, universities, further education, technical provider sites)
- Workplace experiences will be planned, prepared for and reviewed to ensure they meet the DfE definition of meaningful workplace experiences
- Personal guidance interviews at key points

The Academy will provide six encounters with approved technical education and apprenticeship providers across Years 8-13, in line with Provider Access Legislation requirements.

Access to Careers Guidance

- Scholars have access to **personal careers guidance interviews**, at least once by the end of Year 11 and at least two more by the end of Year 13, this is done to support major decisions.
- These guidance sessions are impartial and consider the full range of pathways (academic, technical, vocational).
- The availability and process for accessing personal guidance will be clearly communicated to scholars, parents, carers and relevant stakeholders.

Provider Access & Partnerships

- We publish a **Provider Access Policy Statement**, describing how and when technical education and apprenticeship providers may engage with scholars, including procedural requirements. This is reviewed annually.
- We actively work with local FE colleges, training providers, apprenticeship providers, universities, employers, and outreach programmes to deliver meaningful encounters.
- Encounters will be designed to be **meaningful** (in line with the updated guidance's definition) and sequenced progressively through the scholar journey.
- For scholars with SEND / EHCPs, provider access activities will be adapted to meet their needs.

Monitoring, Evaluation & Accountability

The Assistant Principal for Personal Development, together with the Careers Leader, oversee monitoring and review:

- Evaluation will draw on **qualitative feedback** (scholars, parents, staff, employers) and **quantitative outcome data** (destinations, progression, participation rates).
- Parents and carers will be engaged throughout the careers programme to support informed decision-making at key transition points
- The Academy will utilise Compass+ and Gatsby Benchmark reviews to evaluate the effectiveness of CEIAG provision.
- The school's governing body will maintain strategic oversight of the careers plan, including annually reviewing the Provider Access Policy and the impact of the careers programme.
- Careers provision may also be subject to external inspection (Ofsted) under the Personal Development judgement in the Education Inspection Framework.
- The Academy will analyse sustained destination data and progression outcomes to inform strategic planning and improvement.

Note: From **September 2025**, all schools and training providers are expected to adopt the *updated* Gatsby Benchmarks as part of statutory guidance. The updates emphasise areas such as leadership, inclusion, meaningful experiences, use of data, and parent/carer engagement.

Date revised: This policy was last reviewed September 2026

Next review date: September 2027