



De La Salle School

CEIAG Policy

(Careers Education Information and Guidance)

De La Salle School is a Christian community, inspired by the vision and example of Saint John Baptist De La Salle, where each person is invited to become the person God intended him or her to be and to live a life of faith and love, following the example of Christ.

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Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges January 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf

1. School Vision

1.1 De La Salle School aims to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work.

1.2. We believe that effective careers education, information and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

1.3. Our school pledges to guarantee that all students know the necessary steps to be successful by providing comprehensive guidance on appropriate courses and apprenticeships which feed into the career path they wish to follow.

1.4. The Governing Body have therefore adopted this policy in order to provide a clear commitment to and a framework for Careers Education, Information, Advice and Guidance.

2. Policy Scope

2.1. This policy covers the Careers Education, Information, Advice and Guidance given to all students at De La Salle School in Key Stages 3 and 4.

2.2. This policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges'. (DfE, July 2021)

2.3. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

2.4. This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purposes of informing them about approved technical education qualifications or apprenticeships.

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2.5. This policy will set out the events and opportunities in both Key Stages and in all year groups explaining how each of these activities will impact upon all students at De La Salle School.

2.6. All members of staff at De La Salle School are expected to be aware of this policy and understand the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students. CEIAG is not the sole responsibility of the Careers Adviser and all teachers are careers teachers within their specialism.

2.7. It is important that De La Salle School students leave school aware of themselves as individuals with a clear understanding of the opportunities open to them and be equipped with the tools needed to make informed life decisions. They should have resilience to make the transition from fulltime education to the world beyond. It is these personal and social development characteristics that this policy will contribute to.

3. Objectives

3.1. The objectives of the De La Salle School Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1. To ensure that every student at the school receives a stable careers programme embedded into their individual learning plan. Meeting the needs of specific groups including looked after children, young carers, children from economically deprived backgrounds and children with special educational needs and disabilities

3.1.2. To ensure all students are able to learn from reliable and current labour market information using a range of digital technologies.

3.1.3. The CEIAG programme should address the needs of each student and should be individualised.

3.1.4. To link the curriculum to careers learning in all subjects.

3.1.5. To facilitate meaningful encounters with a range of employees and employers.

3.1.6. To support students to engage in meaningful experiences of the workplace(s)

3.1.7. To ensure that students have a series of encounters with further and higher education providers.

3.1.8. To provide each student with the opportunity to receive impartial personal guidance and further guidance at key transition points throughout their education. Working with parents/carers, alumni and education, community and business partners to meet students' career development needs.

3.1.9. To challenge stereotypes and promote equality and diversity of opportunities to encourage students to be ambitious, broaden their horizons and explore their own career aspirations.

4. School Responsibilities

4.1. De La Salle School has a series of statutory duties in line with the DfE guidance document:

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4.1.1. Ensure that students are provided with independent careers guidance in Years 10 and 11

4.1.2. Careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option, the advice must cover a range of education or training options and be in the best interests of the student.

4.1.3. Appoint a named person to the role of careers leader to lead the careers programme.

4.1.4. Publish details of the school's careers programme for young people and their parents.

4.1.5. Ensure that there is an opportunity for a range of education and training providers to access all students in year 7 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

4.1.6. Publish a policy statement setting out their arrangements for provider access and ensure that it is followed. This can be seen in Appendix 3 of this policy.

4.2. De La Salle School will base its careers programme around the Gatsby Benchmarks. A summary of these can be found in Appendix 1 of this policy detailing how they meet the objectives of this policy.

4.3. De La Salle School will continuously monitor its CEIAG offer and seek further improvement. This will be done through a range of feedback from staff, students, employers and other key stakeholders.

4.4. De La Salle School believe that effective CEIAG not only contributes to the well-being of individuals but also the well-being of their families. It motivates students allowing them a clear understanding of the routes available to them for jobs and careers that they find engaging. It provides students with the skills and tools they need to make successful transition to the next stage of their life. This in turn supports social mobility by improving the opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

5. Governor Responsibilities

5.1. The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is communicated clearly to all stakeholders. They will ensure that the policy:

5.1.1. Is based on the eight Gatsby Benchmarks

5.1.2. Meets the school's legal requirements as set out in the DfE guidance document.

5.1.3. Has clear arrangements to allow for a range of educational and training providers to access students in Years 7 – 11.

5.1.4. nominates a member of the governing body to take a strategic interest in CEIAG and encourages and promotes employer engagement. This member should also act as a critical friend when the school evaluates its CEIAG offer.

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6. Provider Access

6.1. This section of the policy statement sets out the school's arrangements for managing the access of providers to students 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 42B of the Education Act 1997.

6.2. All students in years 7-11 are entitled:

6.2.1. 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;

6.2.2. 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

6.2.3. To understand how to make applications for the full range of academic and technical courses.

6.3. Appendix 3 of this policy shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities.

6.4. De La Salle School will work with providers in order to identify the most effective opportunity for them to share information with our students about education and training opportunities.

7. Monitoring, Evaluation and Review

7.1. The Leadership Team of De La Salle School will ensure that:

7.1.1. The work of the Careers Advisor and CEIAG events are supported and monitored.

7.1.2. A member of the Leadership Team has an overview of CEIAG work and reports regularly back to the team.

7.2. The effectiveness of this policy and the CEIAG offer at De La Salle School will be measured in a number of ways:

7.2.1. Feedback from stakeholders through mechanisms such as student and parent questionnaires.

7.2.2. Feedback from external visitors to the school such as the South East Enterprise Partnership (SELEP) or Ofsted

7.2.3. Destination data and the number NEETs in October. This can be measured against other schools national and locally.

7.2.4 The Governors of De La Salle School will review this policy every two years

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Appendix 1 Gatsby Bench marks

Benchmark 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 students, parents, teachers, governors, employers and other agencies.

- Every school and college 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 or college's website in a way that enables students, parents, school/college staff and employers to access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.

Benchmark 2: Learning from career and labour market information

Every student, and their parents (where appropriate), 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.

- 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.
- During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about 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.

Benchmark 3: Addressing the needs of each pupil

Young people 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 or college's careers programme should embed equality and diversity considerations throughout.

- A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.
- The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. Colleges should collect and maintain accurate data for each student on their education, training or employment destinations.

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Benchmark 4: Linking curriculum learning to careers

All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

- 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.
- Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

Benchmark 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, and should include students' own part time employment where it exists.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter¹ with an employer.
- Every year, alongside their study programme, students in colleges should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of students' own part time employment and the influence this has had on their development.

Benchmark 6: Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.

- 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.

Benchmark 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 technical and academic routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

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Benchmark 8: Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level.³ These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

- Every student should have at least one such interview by the age of 16, by the end of their study programme.

Appendix 2 Careers Program

Intent:

In the De La Salle careers programme, we intend that all students receive non-biased careers advice from our connexions advisor and experience a range of opportunities, through Make Happen & the University of Essex projects, these develop their knowledge and understanding for their future career paths.

	Autumn term	Spring term	Summer term
Year 7	UNIFROG / PSHE sessions throughout the year.		
	STEM Roadshow		Introduction to the Careers advisor DWP - Local labour market DWP - Goals & Aspirations
Year 8	UNIFROG / PSHE sessions throughout the year.		
	STEM Roadshow	DWP - Unconscious bias	Careers Tutor talk Careers carousel morning
Year 9	UNIFROG / PSHE sessions throughout the year.		
	- UoE small group mentoring sessions	- Small group careers sessions. - University of Essex STEM tacular programme - Scholars Brilliant Club - Industry workshops	- ARU Campus visit
Year 10	UNIFROG / PSHE / Careers assemblies where applicable throughout the year.		
	-Meet the apprentice - Emmanuel College Cambridge visit	- University of Essex Shakespeare programme	- College open day visit - 1:1 careers interviews - University of Essex campus & progressive programme -DWP CV workshop
Year 11	UNIFROG / PSHE sessions and Careers assemblies where applicable throughout the year.		
	- 1:1 careers interviews - University of Essex project - Mock interviews	- 1:1 careers interviews	

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PSHE & Citizenship Provision:

Year 7:

How can we budget money?
Personal budget plan,
What are savings, loans and interest?
Financial products
Money: How can we budget our money?
Money: What are savings, loans and interests?
Public Sector & Economy.

Year 8:

Careers + development focus: communication skills
Careers + development focus: teamwork skills
How to be an entrepreneur
Finance: income and expenditure
Finance: Budgeting and saving personal
Careers + finance
What is national insurance, income tax, payslips
Money matters: saving and borrowing
Money matters: Cost of living
Money matters: saving and borrowing
Money matters: Cost of living

Year 9:

Self discipline: Achieve school aims in the wider world
Employability skills
Work skills development
What is enterprising?
What is an enterprising personality?
Navigating accounts: saving loans and financial institutions
How to stay financially savvy and avoid debt?
Money matters: Charity
Money matters: Fraud and scams

Year 10:

Preparing for work experience
Rights and responsibilities in the workplace
The right career for me
What are employers looking for in a CV?
STEM
Money matters: Financial products and services for young people
Money matters: Independent living
Money matters: saving and borrowing
Money matters: Debt
Money matters: What do banks do?
Money matters: consumer rights

Year 11:

Study Skills
Applying to college and university
Health and safety in the workplace, How trade unions protect us?,

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Appendix 3 Provider Access Policy Statement

De La Salle School: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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 42B of the Education Act 1997.

Pupil entitlement

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

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers;
- explain what career routes those options could lead to;
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider); and
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the "Making it meaningful" checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils

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- Made Training
- Make Happen
- University of Essex
- DWP
- BAE System Roadshow – RAF / NAVY / BAE
- ARU
- Mr Beezy
- The Aim Group

College Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

The largest proportion of students went to SEC (34%), followed equally by the local Sixth Form Colleges and USP (20%). 12% of students went to local Grammar schools and a further 5% of pupils went to local providers such as Lifeskills or Southend Utd and out of area colleges (Chelmsford, Writtle & Weymouth).

Provisional data ~~in 2022~~:

- 91% of pupils stayed in Education or Employment
- ~~60~~81% in Further Education Colleges or other Further Education Providers
- ~~25~~3% in School Sixth Forms
- ~~0~~1% in College Sixth Forms
- ~~6~~7% in Employment
- ~~1~~3% in apprenticeships
- 9% Did not stay in Education
- ~~0~~1% Destination unknown

Management of provider access requests

Procedure

A provider wishing to request access should contact Hazel Butler, Assistant Head, hbutler@dlsbasildon.org.

The school reserves the right to decline requests for a number of reasons, including (but not restricted to) the following:

- if such attendance would provide an imbalanced view of available provision (e.g. several apprenticeship providers at an event and no colleges);
- if the provider's input would not be relevant to a particular event if the request is not timely (e.g. students have already heard from similar providers during the year, or if they are involved in end of year exams);
- if the information is not seen to be in the best interest of pupils or there are concerns about the ethics or quality of the provision. In such cases, Head of School or the Careers Leader would inform the provider of this decision and the reason why. If the provider wishes to appeal this decision, they can contact the Head of School. If the provider wishes to appeal the decision received from the Head of School, they should contact the Chair of Governors at the school.

Opportunities for access

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The school offers at least 4 provider encounters required by law (marked below in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Two encounters for pupils during the ‘first key phase’ (years 8 and 9) that are mandatory for all pupils to attend.

1. Year 8 – BAE Systems Roadshow, What’s my Job?
2. Year 9 ARU / Industry morning carousel

Two encounters for pupils during the ‘second key phase’ (years 10 or 11) that are mandatory for all pupils to attend.

3. Year 10 –Essex University Visit, T Levels, Apprenticeship Carousel
4. Year 11 – Apprenticeship Assembly

In addition to the mandatory encounters, we will offer providers further opportunities to come into school to speak to pupils or their parents/carers.

The school’s policy on safeguarding

<https://www.dlsbasildon.org/attachments/download.asp?file=352&type=pdf> sets out the school’s approach to allowing providers into school as visitors to talk to students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school 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.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at main reception.

Complaints Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk.

Approval and review This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded.

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