



**Yardleys**  
**School**  
**WORKING TOGETHER FOR A BETTER FUTURE**

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Adopted by Governors:

Signed: .....

Date: .....

This policy is reviewed annually

Review date: .....

## POLICY INFORMATION

Date of last review	February 2026	Review period	Annually
Date ratified by governors	March 2026	Governors' committee responsible	C&S
Policy owner	Ed Lawrence	SLT member responsible	Ed Lawrence
Date of next review	February 2027		

## Reviews/revisions

Review date	Changes made	By whom
17 <sup>th</sup> January	<p>“May” changed to “do” in reference to Careers Education in Personal Development.</p> <p>Reference employers and further / higher education in how the programme is delivered.</p> <p>Reference to Unifrog</p> <p>Evaluation of provision and impact including parents and analysis of Unifrog data.</p>	Ed Lawrence

## Dates of linked staff training (if applicable)

Date	Course title	Led by

## **EQUALITY AND GDPR**

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies, as well as the Yardleys Way.

### **Statement of principle - Equality**

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly, against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

### **Statement of principle - GDPR**

Yardleys School recognises the serious issues that can occur as a consequence of failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

### **Statement of principle – Yardleys Way**

Yardleys School treats everyone equally and we value everyone the same irrespective of age; disability; gender reassignment; marriage or civil partnership; pregnancy or maternity; race; religion or belief; sex; and sexual orientation.

## Basic Principles

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The Yardleys Charter incorporates the key aims, values and ethos of the school and is applicable to all staff and pupils alike. It therefore informs all of our policies and procedures including CEIAG. A key part of the charter is the 3R's and the school values. One of the main aims of the school is to educate the 'whole child' so they are ready for life CEIAG is therefore an important part of the Personal Development Curriculum.



- Be Ready – The CEIAG Policy ensures that Yardleys School meets and exceeds the statutory requirements for careers guidance and ensures the Gatsby Benchmarks are worked towards and achieved in all areas where possible.
- Be Respectful – The CEIAG Policy is an integral part of the whole child approach at Yardleys School and ensures the development of a respectful behaviours and expectations for pupils.
- Be Responsible – The CEIAG Policy allows pupils, parents and the school to take responsibility for their post 16 pathway.



## Aims and objectives of Careers Education, Information, Advice and Guidance at Yardleys

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The Yardleys CEIAG programme provides a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. The school is committed to Careers Education as a means of giving all pupils the skills, knowledge and understanding required to manage their own lifelong learning and career development. Careers Education helps prepare all pupils for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers Education will both compliment and integrate with the Personal Development Curriculum with emphasis on impartial, confidential and informed advice, delivered within a framework of Equal Opportunities.

The objectives of CEIAG are in line with the Gatsby Eight Benchmarks for Careers Excellence and are as follows:

1. To plan and provide a stable careers programme for our learners
2. To expose students to relevant labour market information (LMI)
3. To address the needs of all students
4. To link curriculum learning to careers
5. To provide opportunities for student to encounter employers and employees
6. To support students to obtain work experience placements at year 10
7. To provide opportunities for students to encounter further and higher education
8. To provide personal guidance to students on careers education

The outcomes expected from the CEIAG Policy are as follows:

1. To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity

2. To encourage participation in continued learning including higher education and technical qualifications
3. To develop enterprising and employability skills in students
4. To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)

Careers Education, Information, Advice and Guidance is provided to all students and provision is made to allow all students to access the curriculum, no matter their ability, gender, race or ethnicity. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. Our CEIAG provision adheres to the Career Development Institute (CDI) Code of Ethics of:

- Accessibility
- Accountability
- Autonomy
- Competence
- Confidentiality
- Duty of care
- Equality
- Impartiality
- Transparency
- Trustworthiness

### **Careers Education, Information, Advice and Guidance is delivered through:**

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- The Personal Development Curriculum
- Targeted careers interviews held by our in house Careers Co-ordinator
- Enrichment activities
- Whole school curriculum delivery across all subjects
- Pastoral activities held during assemblies and form time
- Outside agencies and specialists (e.g. Speakers4schools, NexGen, employers and further / higher education)
- Aspirational activities designed to widen a pupils perspective on the opportunities out there for them (e.g. Brilliant Club, Aim higher)
- Encouragement of the use of Unifrog

This list is not exhaustive and other events and activities are planned and organised separately throughout the year depending on the needs of our school cohort and the opportunities available at the time based on LMI.

The Personal Development Curriculum is also adaptive to the needs of our students, with yearly learning objectives that do change according to our students needs. The current curriculum covers key content such as:

- Budgeting – managing personal money (needs vs wants).
- The cost of living – how to ensure we are being respectful of the money we have.
- Tax – how do we pay tax? Why should we pay tax? How is our tax used?
- A levels verses T levels – how can these lead onto different jobs?
- What skills do I need for different jobs? (Management, people, time keeping, organisation etc.)
- Employer vs employee
- How to search and apply for colleges?
- How to prepare for an interview – how to look professional at all times.
- The importance of saving money
- Things to consider when setting up a business
- Post 16 choices – road mapping the future
- Volunteering options to help with college admissions
- Borrowing money – credit cards, mortgages etc.
- How to search and apply for university and apprenticeship (post-18)
- Getting ready for life – what skills do I need to develop further for my chosen career?

## Yearly entitlements

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Each year group will access the following CEIAG components of the program (as a minimum):

- Year 7 – An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, the experience of at least one employer link and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 8 – An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, the experience of at least one employer link and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 9 - An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, the experience of at least one employer link, an interview with a fully trained Careers Advisor focused around their GCSE option choices and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 10 - An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, at least one College Taster-day, enrichment activities targeted at Careers Guidance (including a mock interview, CV writing workshops and a Careers fair), the experience of at least one employer link through the work experience program and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 11 - An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, exposure to a range of Post-16 providers during Parent's evening, the experience of multiple employers and educational institutions through the attendance of the National School and College Leavers Festival and the use of the Unifrog platform to enable independent Careers guidance and research.

## Additional CEIAG support for vulnerable learners

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The CEIAG program here at Yardleys School recognises that vulnerable learners such as SEND, CIC and EAL students may need extra support when working towards their chosen career pathways. To help support these learners the school will ensure they receive the additional support of (where needed):

- Additional Careers Interviews
- Additional trips and visits with Post-16 providers
- Additional application support for their chosen Post-16 pathway

## Management of Provider access requests

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To ensure the school meets the mandatory requirements of section 42B of the Education Act 1997 ('The Baker Clause') providers are welcome to apply for access to the students through the following events:

- Assemblies and workshops
- Parent's Events
- Careers Fair

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature to be used within Careers Resource Bank within the school library. These resources are available to all students at lunch and break times.

A provider wishing to request access should contact:

Judith Price (Careers Co-ordinator)

Telephone: 0121 464 6821

Email: [enquiry@yardleys.bham.sch.uk](mailto:enquiry@yardleys.bham.sch.uk)

All access requests are at the Head teacher's discretion and will be based around:

- the impact the event may have on the day to day running of the school
- the benefit of the proposed access to the students 'whole child' development
- ensuring a balanced unbiased program is delivered across the school.

## **Management and staffing**

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A named member of staff (The Careers Leader) co-ordinates the Careers curriculum and is responsible to his / her senior management line manager. All staff contribute to CEIAG through their roles as tutors, subject teachers and curriculum planners. Administrative staff are assigned to support the Careers Leader.

## **Evaluation of provision and impact**

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The school will record, analyse and evaluate the CEIAG programme in a variety of ways including:

- Recording statistics and other evidence of pupil participation in various CEIAG activities through techniques such as personal interviews, VLE surveys of parents and students, analysis of Unifrog data.
- Evaluation of the CEIAG programme against the 8 Gatsby benchmarks biannually in the January and July of each academic year.
- Analysing figures for Post 16 destinations and activities including FE places, level 3 study, NEET and Destinations Data.
- The use of the Future Skills Questionnaire (FSQ) at key points throughout a student's academic journey to evaluate learners' career-readiness.