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sparkeducationtrust.org.uk
01642 051020

CAREERS EDUCATION, INFORMATION & GUIDANCE POLICY

2026

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Responsible Body: Egglescliffe School Governing Body

Version Control

Review Date	Updates
September 2024	Change of Careers Leader contact, updated destinations, updated work experience offer
September 2026	Removal of careers passport, updated entitlement, addition of modern work experience

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Rationale for Work related learning

1.1 A young person's career reflects the progress they make in learning and work.

It is part of the vision and mission of the school that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

Egglescliffe Vision Statement for Work Related Learning

"All Young People Will Develop the Skills Needed to Make a Successful Transition from Education into The Workplace"

Commitment

2.1 Egglescliffe School recognises that it has a statutory duty to provide independent careers guidance to all students during their secondary education (Education (Careers Guidance in Schools) Act 2022). Egglescliffe School policy is committed to providing a planned programme of impartial careers education, information, advice and guidance (CEIAG) for all learners in Years 7-13. This includes the updated Provider Access Legislation which came in to force January 1, 2023 to ensure schools provide opportunities for a range of education and training providers to access all pupils in Years 8-13 (Skills and Post-16 Act 2022).

Egglescliffe School endeavours to follow best practice guidance from the career's profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time. CEIAG is much about aspiration and inspiration as it is about advice. Egglescliffe School believes in every student considering a broad ambitious range of careers and in developing high aspirations.

Aims

3.1 The CEIAG policy aims to meet all Learners' needs at Egglescliffe School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

3.2 The CDI's Career Development Framework describes the six career development skills which people need, to have positive careers. Egglescliffe observes the learning aims outlined this framework and aims to help students, grow throughout their life, explore their possibilities, manage their career, create opportunities, balance their life and work, and see the big picture.

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Careers Entitlement

4.1 All students at Egglescliffe School will have access to a minimum entitlement of CEIAG. This will be supplemented and enhanced by 'ad-hoc' activities that will be planned as and when opportunities arise.

Year Group	Minimum Entitlement
7	CEIAG through Tutorial Programme – 3 hours Careers fair with employer and FE encounters Introduce & inspire workshop – 5 hours
8	CEIAG through Tutorial Programme – 3 hours Careers fair with employer and FE encounters Investigate & explore workshop – 5 hours
9	CEIAG through Tutorial Programme – 3 hours Options information – 3 hours Careers fair with employer and FE encounters Investigate & explore workshop – 5 hours
10	CEIAG through Tutorial Programme – 3 hours Work experience preparation (CV writing; letters; log book etc) – 3 hours 5 full days of work experience Careers fair with employer and FE encounters Sixth form taster lessons
11	CEIAG through Tutorial Programme – 3 hours 1:1 Careers Guidance interview (minimum 30 minutes) Post-16 support – 6 hours Careers fair with employer and FE encounters
12	CEIAG through Tutorial Programme – 10 hours Careers fair with employer and HE encounters 5 full days of work experience UCAS Discovery Exhibition *
13	CEIAG through Tutorial Programme – 10 hours Careers fair with employer and HE encounters UCAS guidance and support *

*6th form CEIAG is complemented by:

External speakers – employers / training providers

University visits

Not going to university sessions

Careers fair

Apprenticeship support and guidance

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CEIAG for Specific Student Groups

5.1 Egglescliffe School is committed to ensuring all students progress into their chosen career path. We appreciate certain groups of students may need extra help and / or guidance and these groups will be targeted and given differentiated CEIAG as appropriate. Groups may include pupil premium; those in danger of becoming NEET; most able; EAL; looked after children; young carers; students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD).

5.2 Egglescliffe School works to address stereotypes and inequalities that could exist across different courses and jobs, by offering targeted activities which actively challenge stereotypical thinking and raise aspirations, to ensure that students from all backgrounds, gender and diversity groups consider the widest possible range of careers.

5.3 Specific activities targeted at specific groups take place throughout the year. E.g.

Apprenticeship IAG event (10-15 employers / training providers)

HE / College / training providers open days and visits

Enhanced careers guidance meeting with dedicated guidance counsellor

Visiting speakers

Employer visits

Career fairs

Mock interviews

Extra-Curricular STEM projects

Curriculum

6.1 The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities, work-related learning and individual learning planning/portfolio activities. Focused events, e.g. Careers Day, work visits and Enterprise Challenge Day are provided at different times of the year giving students the opportunity to 'Learn about Work'. Work experience (in year 10 and 12) preparation and follow-up takes place within tutorial lessons and other appropriate parts of the curriculum.

Learners are actively involved in the delivery and evaluation of activities.

6.2 All subjects are encouraged to deliver work related aspects of their curriculum, giving real world career examples of the subject content.

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Management & Staffing

7.1 The Careers Advisor / Careers Leader co-ordinates the careers, careers administration and Work-Related Learning (WRL) programme and is responsible to the Headteacher and Senior Leadership Team. This area is supported by a link governor. Work experience is planned and implemented by the Careers Leader who works closely with external agencies and employers.

7.2 All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by outside organisations. The CEIAG programme is planned, monitored and evaluated by the Careers Leader in consultation with the senior leadership team. Careers information is available in the Careers Office and from the Careers Advisor / Careers Leader.

Tracking and Monitoring

8.1 The Careers Leader will track all CEIAG activities, using the Careers and Enterprise company's Compass Plus Tool. All groups and year groups will be tracked to ensure all students and groups of students receive quality CEIAG.

8.2 Termly progress reports will be produced to give an overview of the CEIAG activities.

RONI data (produced by Stockton LEA) will be used to help target students in danger of becoming NEET. Destination data will be used to help target activities and future planning of CEIAG activities.

8.3 Future Skills Questionnaire is used with students in key transition years to help track students' understanding of their skills and options for further education and careers. This takes place with years 7, 9, 10 and 12.

Engaging with parents and carers

9.1 The school uses Your Child's Future to gather feedback on parents' views of the school's CEIAG program. This includes measuring how well the school communicate ways parents can support children in making decisions about their careers or next steps.

9.2 Careers activities are celebrated in the school's media publications including social media channels to communicate opportunities students have been involved with.

9.3 The careers leader attends and offers appointments at parent's evening in key stages 4 and 5 to allow parents opportunity to seek advice and support.

Enterprise / STEM Activities

Enterprise and STEM activities will run alongside all other career activities to ensure students get as much information and advice from as many different sources as possible.

Activities will be planned as they arise and may include:

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External speakers

Enterprise and STEM competitions

Liaising with companies to work specific projects

Specific STEM related career events (eg ICE, women in engineering, etc.)

DfE and Gatsby Benchmarks

The Department for Education (DfE) provides statutory guidance for schools and colleges on providing careers guidance. The guidance outlines the benefits of using the Gatsby benchmarks as a framework to help Schools plan their careers education.

Egglescliffe School uses Gatsby benchmarks to evaluate the CEIAG programme. The Gatsby benchmarks form the basis of our provision and we endeavour to ensure we meet all requirements and set targets, based on areas for development.

The school's performance against the benchmarks is available in the careers section of the school website.

The Gatsby benchmarks are:

Benchmark 1	A Stable careers programme
Benchmark 2	Learning from career and labour market information
Benchmark 3	Addressing the needs of each pupil
Benchmark 4	Linking curriculum learning to careers
Benchmark 5	Encounters with employers and employees
Benchmark 6	Experience of workplaces
Benchmark 7	Encounters with further and higher education
Benchmark 8	Personal Guidance for students

Modern Work Experience – Equalex Framework

12.1 The Equalex Framework (CEC 2025) is a national structured framework developed by the Careers & Enterprise Company for young people in England. It's core purpose is to support the governments ambition to guarantee 2-weeks of work experience activity to all school pupils.

12.2 In order to meet the requirements of the framework, activity should be purposeful and involve the support of external professional or business mentors. The framework explores three levels:

Introduce and inspire

Investigate and explore

Apply and demonstrate

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12.3 Egglescliffe aims to provide 25 hours of work-based learning in key stage 3 through a range of events. At the centre of this is a commitment to a full day activity (5 hours per day) in each of years 7, 8 and 9, totalling 15 hours. The remaining hours will be filled through enrichment projects, careers activity competitions and assemblies. The focus of key stage 3 learning is to cover introductions and investigations of work-based learning.

12.4 In key stage 4, students are expected to complete 25 hours of offsite workplace experience.

Workplace Experience

13.1 Aims

The work experience programme is designed to meet the needs of learners at Egglescliffe School.

13.2 Work Experience at Egglescliffe School enhances the Careers/Work Related Learning Department aim of preparing students for the opportunities, responsibilities and experiences of adult life.

13.3. Work Experience is an important part of education for students in Key Stage 4 and 5 as it is regarded as a means of achieving the following learning outcomes:

a) Developing students' employability and key skills

b) Careers education and guidance

c) Vocational /Apprenticeships courses

d) Personal and social education

e) National Curriculum and other subjects

Entitlement

14.1 All students regardless of culture, gender, social background or physical ability have equal access to work experience and all available placements, though health considerations and disability may make some placements undesirable for some students.

14.2 Students are encouraged to find their own work placements with some specific groups and individuals being targeted to ensure a work placement is available and applicable.

Students are prepared for work experience through tutorial sessions that focus on writing a letter of introduction to employers, preparing for the placement and how to fill in the work experience log. Following their placement, students will evaluate their experience and they are expected to thank their employer.

14.3 Work experience takes place during years 10 and 12 and all students are encouraged and supported to participate.

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Health Safety

15.1 To ensure all placements are safe; the following procedures will take place:

The school will ensure:

That all placements are age appropriate, i.e. not involving activities prohibited to under – 18's.

That each student will have parental consent agreeing to their child(ren) going out on placement.

That all placements returned before the specified deadline, within a TS postcode, or Darlington, will receive a Health and Safety check via telephone or visit.

That Egglescliffe staff will explain procedure to students to follow in cases of concern such as child safeguarding

15.2 The Employer will ensure:

That they have employer and public liability covering students for work experience

That a health and safety induction is given to students on the first day and sign the students' work experience diary to confirm that this has taken place

That a named supervisor is responsible for the student.

15.3 Parents will:

Oversee students locating their own work experience placement.

Oversee the students' organisation and completion of the appropriate work experience forms, ensuring they are returned in time for the deadline.

Ensure a completed consent form is returned before the deadline, declaring any conditions that may pose a limitation to be disclosed to the employer. If so, the School informs the employer.

Be responsible for the travel arrangements to and from the work placement.

15.4 Students will:

Locate a suitable work placement.

Ensure all relevant forms are completed and returned within the deadline.

Follow health and safety instructions issued by the employer and School

The Work Experience and De-brief

16.1 Work experience allows the student to participate in a full-time work placement and achieve the following, although not exclusive, learner outcomes: keeping a diary, arranging their travel;

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punctuality; dress and behaviour, communication; co-operating with others; following instructions, and coping with the demands of a working environment.

16.2 Students will have the opportunity for review and evaluation of personal achievement and experience in the workplace. They will be able to share positive and negative experiences with other students and evaluate the preparation and administration of work experience.

Personal Guidance

17.1 Students are entitled to guidance on a 1:1 basis throughout school to support them make decisions about next steps and careers. At key stage 3 and in years 10 and 12, this is through referral to the career's advisor from pastoral managers.

17.2 Every student in years 11 and 13 each receive a minimum 30-minute meeting with a qualified careers advisor to support their transition from school and sixth form to further study or employment and apprenticeships. This takes place in the autumn term for year 11 and the spring term for year 13.

17.3 Guidance appointments are delivered by both the school's internal careers team and also advisors from Stockton Borough Council's careers team.

17.4 In addition, students in years 12 and 13 who wish to leave the sixth form early, are offered guidance meetings as required to support their transition.

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