



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

2026/2027

Policy issue and updates

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole document – review to align with the new curriculum; addition of student flight paths, IProgress digital tracking, the school careers tracker and Gatsby Benchmark mapping	1	June 2026 – Pilot
Whole document – annual review	2	August 2026

The following policy has been approved by the Divisional CEO and Executive Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2026

Board signatory: 

Planned review: August 2027

1. Policy overview

- 1.1 The purpose of this policy is to ensure that all staff and students are aware of Progress Arc' careers strategy and practices. We provide high quality, independent and impartial, stable careers education, information, advice and guidance (CEIAG) that motivates our students and gives them a clear understanding of the routes to jobs and careers available to them. Careers is embedded within every curriculum pathway and is mapped to the Gatsby Benchmarks. This policy also aims to widen students' horizons, challenge stereotypes and raise aspirations, supporting every student to make a successful transition to the next stage of their life.
- 1.2 To deliver this consistently, each student follows a personalised careers 'flight path', mapped by careers leads from the point they join us through to the point they leave. Personalised careers guidance is recorded digitally on IProgress, and each school maintains its own separate careers tracker so that careers activity, encounters and destinations are recorded and monitored throughout a student's journey.

2. Principles

- 2.1 Careers policy and practice will benefit all students and potential students by ensuring that:
 - Delivery and management of the service is consistent across all Progress Arc.
 - Students and potential students receive high quality, independent and impartial careers education, information, advice and guidance that presents a variety of training options, including but not limited to apprenticeship and technical education routes.
 - Careers is woven through every curriculum pathway and mapped to the eight Gatsby Benchmarks.
 - Each student has a personalised flight path that is planned, recorded and reviewed from entry to exit, informed by personalised guidance recorded on IProgress and by careers activity recorded on the school careers tracker.
 - Awareness of the service is raised by providing information to all candidates, students and parents/carers.
 - Services promote equality of opportunity for individuals and groups and reflect the diversity of candidate needs, taking account of issues connected with race, religion, sexual orientation, age, disability and gender. Students are provided with impartial, external sources of information.

3. Roles and responsibilities

- 3.1 The Progress Arc Senior Leadership Team and wider leaders will:
 - Maintain overall responsibility for the careers policy and its implementation.
 - Provide staff delivering the careers strategy with opportunities to develop and maintain competence through continual professional development, including training on IProgress for recording personalised careers guidance, and on the school's careers tracker.
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- Ensure careers is embedded across every curriculum pathway and mapped to the Gatsby Benchmarks.
- Publish details of the Progress Arc careers programme on the company website.

3.2 The Head Teacher / Careers Leader will:

- Map a personalised flight path for every student, from the point of entry through to their exit, and review and update it at each key stage of their journey.
- Record personalised careers guidance on IProgress, and maintain the school's separate careers tracker so that every careers encounter, activity and destination is logged against the Gatsby Benchmarks.
- Engage with the Virtual School to identify students who are Looked After and to ensure that their additional needs are supported and that their personal education plan helps inform their careers advice and flight path.
- Ensure that students with Education, Health and Care Plans (EHCPs) have annual reviews with a focus on preparation for adulthood, including employment.
- Identify young people who need more targeted support or who are at risk of not participating post-16. This will include students who are Looked After, known to social care or on an EHCP. Schools will support these students by referring them for further support and training offered locally.
- Embed careers throughout the curriculum.
- Ensure students access independent, impartial careers advice and guidance from fully qualified careers advisers. This is delivered in a way that meets the needs of each student, and each student will receive a personalised career action plan.
- Conduct an annual audit of staff levels of knowledge and confidence around career pathways and CEIAG, to support and drive ongoing CPD opportunities for specific and/or all staff.
- Attend all relevant training on IProgress to ensure accurate record keeping and data usage to manage career interventions, and manage the data and intelligence to inform the careers programme.

3.3 Staff will:

- Ensure that they have the skills and knowledge to support students' needs, and complete the training provided on IProgress.
- Complete the annual audit of knowledge and confidence and commit to the CPD opportunities around CEIAG throughout the year, to better support students with their career planning.
- Take responsibility for the front-line delivery of the careers strategy within their curriculum pathway.
- Ensure students attend impartial advice appointments with a careers adviser supported within Progress Careers.
- The Careers Leader will have access to (log in to) IProgress and the school careers tracker, and will log and monitor careers-related work, in line with the requirements of local Learning and Skills Councils, by completing:
 - o The Individual Education and Development Plan (IEDP)

- o Progress Reviews
- o The school careers tracker
- o The Year 11 Progress tab on Arbor

4. Confidentiality

- 4.1 All careers advice and guidance will be delivered, recorded and monitored as detailed within the school's Confidentiality Policy. Records held on IProgress and the school careers tracker are managed in line with that policy and with data protection requirements.

5. Careers strategy

5.1 Career and Labour Market Information

- All students have access to local, regional and national labour market information (LMI) to inform their decisions on study and career options. We explain the value of researching the labour market to both students and parents/carers and support them in accessing and understanding this information. LMI is used to help shape each student's flight path.

5.2 Addressing the Needs of Each Student

- Personalised plans are in place for students with SEND, and support is provided to help them understand different career paths and the ways in which adults with SEND or disabilities can be supported in the workplace. We build relationships with businesses, employers, employment services and disability and other voluntary organisations to broaden students' horizons.
- Students are made aware of, and prepared for, the costs associated with staying in post-16 further education (for example, transport, accommodation, books, equipment and childcare). Advice and guidance on available bursaries and funding is made available to students.
- We raise student aspirations by providing impartial careers guidance tailored to individual needs, so that students from all backgrounds, genders and diversity groups, including those with special educational needs and disabilities, consider the widest possible range of careers. Where possible, we draw on alumni and former students as relatable role models to raise aspirations and broaden students' sense of what is achievable.
- Careers advice and guidance for all students, particularly in relation to girls and STEM, is focused on tackling gender stereotypes (for example, by providing opportunities to meet men and women in non-stereotypical jobs).
- We are committed to equity. Personalised interventions are prioritised and mapped to give every student an equitable chance of succeeding and making a sustained, positive destination, with the greatest support directed to those who need it most.

5.3 Linking Curriculum Learning to Careers

- We have an ambitious curriculum in which careers runs through every pathway. Each curriculum pathway provides students with opportunities to access careers provision through individual development and training on the skills and progression necessary to achieve their goals.

Students are provided with opportunities to achieve a variety of vocational qualifications, including Vocational Studies, which allows students to choose vocational units in an industry of their choice. Careers learning within each pathway is planned, mapped to the Gatsby Benchmarks and recorded against each student's flight path.

- Links between curriculum learning and careers are made explicit and run as themes across the year. Careers is delivered through PSHE and ASDAN, as well as through specific, dedicated careers lessons, with project-based tasks set in real-life situations.
- Employer engagement is used to make elements of vocational learning employer-led, with real-world tasks and briefs co-designed with employers, linking to the employer encounters set out in Section 5.4.

5.4 Encounters with Employers, Employees and Workplaces

- All students are provided with several encounters with employers across their time with us, and these opportunities include STEM and technical trade employers.
- Every student will have at least one meaningful encounter with an employer each year, and at least one meaningful experience of a workplace by the age of 16, in line with the Gatsby Benchmarks.
- All students are exposed to the world of work and gain the confidence needed to compete in the labour market. This includes providing opportunities for students to develop entrepreneurial skills for self-employment and to establish real-world connections with local employers and professional networks.
- Students will be given opportunities to take part in work experience placements at different stages in Key Stage 4. These placements are of a style and type that support each student's personal future career planning.

5.5 Encounters with Further and Higher Education

- We will work closely with post-16 providers to support students in transitioning to post-16 training and education.
- We will support providers in understanding student needs and the best ways to support our students through their transitions.
- We will provide students with opportunities to visit local colleges and/or arrange for local colleges to attend the school and hold information sessions. See the provider access statement (Section 9) for more information.

5.6 Personal Guidance

- Independent and impartial personal careers advice and guidance is provided for all students, with the support of careers leads as well as careers advisers supported within Progress Careers (see Section 10). Every student can meet with a careers adviser, and the outcomes of each guidance interview are recorded on IProgress and used to inform the student's flight path. Whilst mentoring support is available within the school, every student will also meet with an independent, impartial, fully qualified careers adviser, delivered in a way and style that best meets their needs.
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6. Student flight paths, IProgress and the school careers tracker

6.1 Flight paths

- Every student has a personalised careers flight path, mapped by careers leads from the moment they join Progress Arc through to the point they leave us. The flight path sets out the student's intended destination, together with the encounters, experiences, qualifications and guidance that will help them reach it.
- Flight paths are reviewed and updated at each key transition point and following each careers encounter or guidance interview, so that they remain ambitious, realistic and personal to the student.
- Flight paths draw on labour market information, the student's curriculum pathway, their personal guidance interviews and, where relevant, their EHCP or personal education plan.

6.2 Recording personalised guidance on IProgress

- Personalised careers guidance is recorded digitally on IProgress. Staff are trained on IProgress so that they can record and monitor each student's guidance consistently and accurately. Wider careers activity, encounters and experiences are recorded separately on the school careers tracker.
- IProgress holds each student's personalised guidance interviews and their outcomes, which inform the student's flight path. The flight path itself, together with careers encounters, experiences of the workplace and intended and actual destinations, is recorded on the school careers tracker, so that together the two give a complete picture of each student's careers journey from entry to exit.

6.3 The school careers tracker

- Each school maintains a separate careers tracker, distinct from IProgress. The tracker records every student's careers encounters and activities against the Gatsby Benchmarks, enabling careers leads and leaders to see, at a glance, each student's coverage and to identify any gaps so that no student misses out.
- The careers tracker supports reporting, quality assurance and the school's ongoing evaluation of its careers programme.

7. The Gatsby Benchmarks

- 7.1 Progress Arc' careers programme is mapped to the eight Gatsby Benchmarks, which define what a good careers programme looks like. Careers runs through every curriculum pathway, and each student's coverage of the benchmarks is tracked on the school careers tracker.

Gatsby Benchmark	How Progress Arc meets it
1. A stable careers programme	A structured careers programme, embedded across all curriculum pathways and tracked on the school careers tracker.
2. Learning from career and labour market information	Students and parents/carers access and use labour market information to inform study and career choices and to shape each student's flight path.
3. Addressing the needs of each pupil	Personalised flight paths and guidance, with tailored support for students with SEND, Looked After children and vulnerable students.
4. Linking curriculum learning to careers	Careers runs through every curriculum pathway, including Vocational Studies, with careers learning planned and recorded against each student's flight path.
5. Encounters with employers and employees	Multiple employer encounters across a student's time with us, including STEM and technical trade employers.
6. Experiences of workplaces	Work visits, work shadowing and work experience placements at different stages of Key Stage 4.
7. Encounters with further and higher education	Visits to local colleges, college information sessions in school, and support with post-16 transition and applications.
8. Personal guidance	Guidance interviews with a careers adviser supported within Progress Careers, with outcomes recorded on IProgress and fed into the flight path.

- 7.2 The school evaluates its careers programme against the eight Gatsby Benchmarks using the Careers & Enterprise Company's Compass self-evaluation tool, alongside the Careers Impact Maturity Model, to identify strengths and gaps and to inform its development planning.

8. Careers education, information, advice and guidance (CEIAG)

- 8.1 We provide high quality, independent and impartial services or, where necessary, make referrals to external organisations. These services are recorded and monitored on IProgress and the school careers tracker. This policy recognises that high quality CEIAG improves retention and achievement in learning programmes and outcomes.

8.2 Responsibilities

- We are responsible for providing staff delivering the CEIAG service with opportunities to develop and maintain competence, including training on IProgress.
- Staff are responsible for ensuring that they have the skills and knowledge to support students' needs, or to refer them to alternative providers of CEIAG.
- The delivery of CEIAG is the responsibility of front-line delivery staff and managers.
- Delivery of CEIAG will be through clear communication and referral services, as follows:
 - Initial pre-course CEIAG discussion, recorded on the student's Individual Education and Development Plan (IEDP) and used to begin their flight path
 - Induction process
 - Completion of the IEDP
 - Referral to a CEIAG alternative provider where necessary
 - On-going assessment and support
 - A 1:1 personalised guidance meeting with a fully qualified careers adviser, recorded on IProgress and used to inform the student's flight path
 - Progression CEIAG discussion, recorded on the IEDP and IProgress

8.3 CEIAG policy and practice will ensure that:

- Aims and objectives for service delivery are identified and targets established.
- All students and potential students have access to specialist, independent and impartial advice and guidance services, through referral as appropriate, to meet their needs.
- All staff are aware of and comply with the CEIAG processes and procedures.
- Delivery of CEIAG is logged and monitored on IProgress and the school careers tracker, in line with the requirements of local authorities and Government guidance, by completion of:
 - IEDP
 - Progress Reviews
 - The school careers tracker
- A range of information on internal and external learning opportunities is maintained and kept up to date.
- CEIAG is available throughout all stages of learning.
- CEIAG is accessible to all students in all year groups.

9. Policy statement on provider access

9.1 Purpose

- This 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 (2011).

9.2 Student Entitlement

- All students are entitled:
 - o to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
 - o to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through events, assemblies, group discussions, 1:1 discussions with an adviser and taster events;
 - o to understand how to make applications for the full range of academic and technical courses.
 - o to learn about all available pathways, including academic, technical and vocational routes, T Levels and apprenticeships.

10. Progress Careers and personal guidance

10.1 Purpose

- Progress Careers is a sister company to Progress Arc. Both organisations sit within The Progress Group but operate as separate entities.
- Progress Careers is an external provider that contributes to providing impartial and independent careers education, information, advice and guidance, with careers advisers for schools across England. Progress Careers is accredited with Matrix, and all careers advisers are level six qualified (or working towards) and are members of the Career Development Institute (CDI).
- Careers advisers work with students to help schools raise attainment, support inclusion and inspire participation in continued learning and employment. Every student can meet with a careers adviser supported within Progress Careers, with the outcomes recorded on IProgress.

10.2 Gatsby Benchmarks and Responsibilities

- Progress Careers works closely in line with the Gatsby Benchmarks to support schools in ensuring that students have access to:
 - o A stable careers programme that enables young people to make well-informed decisions about education, training, apprenticeship and employment opportunities.
 - o Learning from career and labour market information to inform future study and employment options for students and parents/carers.
 - o Advice addressing the needs of each student through bespoke guidance support sessions.
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- o Opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
 - o Experiences of workplaces through work visits, work shadowing and/or work experience to help students explore career opportunities.
 - o Advice on the full range of learning opportunities available in their local area and routes into colleges, universities, apprenticeships and work.
 - o Personalised, independent and impartial guidance, providing each student with guidance interviews with a careers adviser and coaching, including how to write a CV and prepare for a job interview.
 - o Personalised support in completing job and college applications and action planning following the release of exam results.
 - o Workshops for students and parents on key career issues (weighing up the costs and benefits of various choices, including college and other options).
 - o Access to employers and providers through 'Careers Cafés', which provide an informal way to interact with employers and providers.
 - o Access to resources and information via plasma screens, displays and written materials, to ensure that key facts reach students in a timely manner.