

Grace Academy Solihull

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

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1. Introduction – The Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make informed career choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-13 (Education Act, 2011 Education Regulations) and to give students knowledge about future pathways regardless of background or ability.

1.1 Commitment

Grace Academy Solihull is committed to providing a [planned programme of Careers Education](#) for all students in Years 7-13 and Information, Advice and Guidance.

Grace Academy endeavours to follow relevant guidance from the DCSF, DFE, QCA, PAL, Gatsby Benchmarks, Ofsted and CEC (Careers and Enterprise Company) CEIAG is closely linked with whole school aims and development plans. In accordance with the Provider Access Legislation, Grace Academy provides multiple opportunities for a range of education and training providers to access all students in Years 8 to 13. This ensures students are well-informed about approved technical education qualifications and apprenticeships, supporting balanced decision-making.

The Grace Academy Careers, Education, Information, Advice and Guidance (CEIAG) policy is fully aligned with all eight Gatsby Benchmarks. These benchmarks provide a comprehensive framework to ensure high-quality careers provision in schools, and Grace Academy's CEIAG policy reflects a commitment to delivering effective, inclusive, and outcomes-focused guidance that prepares students for their future education and employment pathways.

1.2 Development

This policy was developed and is reviewed regularly through discussions with teaching staff; the Grace Academy Independent Careers Adviser(s), students, parents, governors, advisory staff and other external partners (e.g. education-business partnership).

1.3 Links with other Policies

The policy for CEIAG supports and is itself underpinned by a range of key Grace Academy policies in particular those for; teaching and learning, assessment, recording and reporting achievement, equality and diversity and inclusion.

2. Objectives

2.1 Students' Needs

The careers programme is designed to meet the students' needs. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. It aims to increase participation by all young people in CEIAG, employment and training, and to raise achievement in order to foster lifelong learning and build upon students' individual abilities and aspirations for their own benefit and for the benefit of the economy and community as a whole. The academy

promotes both technical and academic pathways equally, ensuring that students have access to accurate, impartial information.

2.2 Entitlement

Students are entitled to careers education and impartial information and guidance that meet professional standards of practice and are person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents/carers. The programme will promote equality of opportunity, inclusion and anti-racism as stated in the entitlement statement. Every student is entitled to impartial and individualised careers guidance. All students receive at least one guidance session with a qualified careers adviser by the end of Year 11, with further sessions available in later years or where additional support is required.

3. Implementation

A member of Grace Academy Solihull will be responsible for co-ordinating the careers education programme.

3.1 Staffing

All staff contribute to Careers Education and Guidance (CEG) through their roles as tutors and subject teachers. Careers focused lessons are delivered during allocated tutor lessons, incorporating our online career platform; Unifrog, Year 7-10 PSHE lessons and planned workshops, focus weeks or assemblies. The careers programme is planned, monitored and evaluated by the careers lead in consultation with senior leaders and the Independent Careers Adviser who provides specialist careers guidance. Curriculum and careers staff are supported to build their understanding of the full range of qualifications and progression routes available

3.2 Curriculum

The CEIAG programme is stable, progressive, and embedded throughout the curriculum. It is led by a named Careers Leader with support from teaching staff and external providers. The programme is regularly evaluated to ensure its relevance, effectiveness, and compliance with statutory expectations.

The careers programme includes careers education sessions, career guidance activities (group and individual), e.g. Mock interview day, CV workshops, STEM workshops, key transition points such as Year 9 options, Year 11 progression, Year 12 pre-work experience and evaluation workshops and Y13 UCAS planning sessions. Other focused events include KS3 and KS4/KS5 Careers Fair, Enterprise Week, National Apprenticeship Week and National Careers Week.

3.3 Partnerships

Grace Academy will form partnerships with businesses, training providers and organisations

to enhance the careers education strategy at a local level and to deliver meaningful encounters and real world insight into the Labour Market. The Academy currently works with Willmott Dixon as our business and enterprise link and will continue to build on relationships with national business.

Grace Academy collaborates with regional Careers Hubs and external organisations to enrich its provision, improve employer engagement, and share best practices across schools and colleges.

3.4 Resources

Funding is allocated in the annual budget planning round in the context of whole academy priorities and particular needs in the CEIAG area. A member of staff at each academy is responsible for the effective deployment of resources.

3.5 Staff Development

Staff training needs are identified as part of the academy's CPD programme process. Grace Academy will endeavour to meet training needs on technical routes, including T Levels, apprenticeships and labour market trends within a reasonable period of time.

4. Monitoring, Review and Evaluation

Grace Academy is committed to ensuring that its careers programme remains high quality, relevant, and impactful. The school uses a robust framework of qualitative and quantitative methods to monitor, evaluate, and review all aspects of its Careers Education, Information, Advice and Guidance (CEIAG) provision.

4.1 Stakeholder Feedback

Regular feedback is gathered from students, parents, staff, and external partners to assess the quality and relevance of the programme.

4.2 Destination tracking

Student destination data is collected and analysed annually to monitor the effectiveness of guidance and identify trends in post-16 and post-18 outcomes.

4.3 Benchmark Review

The programme is reviewed termly against the eight Gatsby Benchmarks using tools such as the Compass evaluation framework to identify strengths and areas for development.

4.4 Activity Evaluation

Individual careers activities and personal guidance sessions are evaluated for their effectiveness and impact on student engagement and decision-making.

4.5 Continuous Improvement

Evaluation findings are used to inform ongoing development of the careers programme, ensuring it continues to meet the diverse needs of all learners and complies with statutory guidance.

Personal development is on the 'school improvement plan' which is reviewed on an annual basis.

The Careers, Education, Information, Advice and Guidance Policy is reviewed internally annually with updates made. Fully reviewed by LGB on a 3 year cycle (subject to statutory changes).