




# THE ALTUS SCHOOL

# CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

This policy has been adopted by the Senior Leadership Team on:	
Date Adopted:	February 2026
Signed:	
Next review due:	September 2027

## Table of Contents

Document Control & Record of Amendments .....	2
1.0 Introduction .....	3
2.0 Policy Scope .....	3
3.0 Objectives.....	3
4.0 School Responsibilities .....	3
5.0 Management Committee Responsibilities .....	4
6.0 Monitoring, Evaluation and Review .....	4
7.0 Links to other policies.....	5
Appendix 1: The Gatsby Benchmarks .....	6
Appendix 2: Provider Access Policy Statement .....	7

## Document Control & Record of Amendments

Version	Reason for Amendment	Sections Amended	Amended by & Date	Reviewed by & Date	Approved by & Date
1.0	N/A	N/A	N/A	A Breeze Sept 2025	SLT Sept 2025
2.0	The policy has been updated and some of the sections have been amended.	Section 2.0 Section 4.0 Section 7.0	Russ Clemow February 2026		

## 1.0 Introduction

- 1.1 The Altus School seeks to enable our students to flourish in school and in their wider community; therefore, it is crucial to prepare young people for life beyond school.
- 1.2 This policy aims to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance in our school.

## 2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.2 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers' ([Careers guidance and access for education and training providers](#))
- 2.3 This policy accepts the 8 Gatsby Benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.4 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## 3.0 Objectives

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
  - To ensure that all students at the school receive a stable careers programme
  - To enable all students to learn from information provided by the career and labour market
  - The CEIAG programme should be individual and address the needs of each student
  - To link the curriculum learning to careers learning
  - To provide students with a series of encounters with employers and employees
  - To provide students with experiences of workplace(s)
  - To ensure that students have a series of encounters with further and higher education
  - To provide each student with the opportunity to receive personal guidance

## 4.0 School Responsibilities

- 4.1 The school has a series of statutory duties:
  - All registered pupils at the school should receive independent careers advice in Years 7 to 11

- This careers advice should be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - This advice should cover a range of education or training options
  - This guidance should be in the best interests of the pupil
  - There should be an opportunity for education and training providers to access pupils in Year 7 – Year 11 to inform them about approved technical qualifications or apprenticeships
  - The school should have a clear policy setting out the way providers will be given access to pupils. The policy and these arrangements will be published on the school website (see Appendix Two)
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.
- 4.3 The school will continuously monitor its CEIAG (June) offer to seek continuous improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school.

## 5.0 Management Committee Responsibilities

- 5.1 The Management Committee will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- based on the eight Gatsby Benchmarks
  - meeting the school's legal requirements
- 5.2 The Management Committee will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- 5.3 There will be a member of the Management Committee who takes a strategic interest in CEIAG and encourages employer engagement

## 6.0 Monitoring, Evaluation and Review

- 6.1 The Director of Alternative Provision will ensure that:
- the work of the Careers Adviser and CEIAG events are supported and monitored through regular line management meetings.
  - a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 6.2 The effectiveness of this policy will be measured in a variety of ways:
- Feedback from student and parent surveys
  - Feedback from external visitors to the school such as the employer questionnaire, the Careers Enterprise HUB

- the number of students who are NEET in January having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

6.3 This policy will be reviewed every 2 years

## 7.0 Links to other policies

The Altus School will consider the Careers, Education, Information, Advice & Guidance Policy when developing other policies, in particular:

- Safeguarding policy
- GDPR policy

## Appendix 1: The Gatsby Benchmarks

<b>1. A stable careers programme</b>	<p>Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.</p>
<b>2. Learning from career and labour market information</b>	<p>All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities.</p> <p>All learners will need the support of an informed adviser to make the best use of available information.</p>
<b>3. Addressing the needs of each student</b>	<p>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression.</p> <p>In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.</p>
<b>4. Linking curriculum learning to careers</b>	<p>As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.</p> <p>Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.</p>
<b>5. Encounters with employers and employees</b>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters)</p>
<b>6. Experiences of workplaces</b>	<p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>
<b>7. Encounters with further and higher education</b>	<p>All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes.</p>
<b>8. Personal guidance</b>	<p>Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level.</p> <p>These meetings should be available for all learners whenever significant study or career choices are being made.</p>

# Appendix 2: Provider Access Policy Statement

## **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 7 to 11 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.
- 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.

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 the provider and the approved technical education qualification(s) / apprenticeships that the providers offer.
- 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).
- 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.

## **Previous Providers**

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

- Gloucester College
- Stroud College
- Cirencester College
- Hartpury College
- Bridge Training
- Gloucester Rugby
- Army and Navy.



### **Destination of our pupils**

Year 11 leavers have previously moved to a range of providers in the local area after school, including:

- Gloucester College
- Prospects College
- Hartpury College
- Bridge Training
- SGS College
- Cirencester College
- Coleg Gwent (Wales)

### **Management of provider access requests**

A provider wishing to request access should contact Mr Clemow, Head of Careers, by e-mail: [russ.clemow@altuschool.org.uk](mailto:russ.clemow@altuschool.org.uk) or telephone 01452 309510

### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.