



THE LATYMER SCHOOL

Founded 1624

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

Statutory Review Policy by	Pupils and Personnel, March 2026
Policy adopted	Governors Meeting March 2026
Policy Created by	Simon Pashley, Assistant Headteacher for Care, Guidance and Support
Review policy	To be reviewed February 2027

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

### **Rationale**

The Latymer School's careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed in time to meet the Gatsby benchmarks and conform to the statutory requirements. This is an ongoing plan. For years 2025-2026 we are tracking Gatsby benchmarks 4, 5 and 8.

### **Context**

Each year, around 182 pupils (approximately 95% of the cohort) stay on from Year 11 into the Sixth Form. They are joined by approximately 30 pupils from other centres at the start of Year 12; of these circa 95% of the cohort go on to tertiary education, mainly university. At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider and our careers advisor. As a school, we are committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities, including the Latymer lecture series, guest speakers within departments, school trips, work experience opportunities and the careers fair. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's updated statutory guidance 2025.

### **The Gatsby Benchmarks**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **Aim**

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

### **Objectives**

To ensure that pupils:

- Develop the skills and attitudes necessary for success in adult and working life
- Are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+

- Are equipped with the necessary decision-making skills to manage those same transitions
- Develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- Use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- Benefit from links fostered between the school, and further education establishments
- Experience the world of work and develop transferable skills
- Wherever possible leave the school to enter employment, further education or training
- Experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- Receive extra assistance and guidance to reach their potential, where this is necessary

### **Provision**

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons and extended form time activities provided within the taught PDC programme in Years 7 through to Year 9. Careers information is available both in the careers library and in digital format via Unifrog, an online platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

At Key Stage 3, pupils begin by developing their personal skills and a broad understanding of careers and where their interests may lead in the future. This builds further and includes careers library research with an aim to raise pupil aspirations, and explore career opportunities in more detail. Assemblies and a parent and pupil information evening on choosing second language/GCSE options are also provided. Year 9 pupils are asked to complete either a work shadowing day or virtual insight activity outside of school time, and are encouraged to complete more than one to widen their range of experiences of future opportunities. Individual interviews can also be held with an independent careers practitioner.

At Key Stage 4, pupils focus on potential future employment opportunities and complete work experience after their GCSE exams and applications for post-16 learning. They develop skills in CV, letter writing, presentations and interviews. This includes the careers fair and a day in a workplace in year 10; a week's work experience at a self-arranged placement in year 11, supported by a parent information evening; assemblies on apprenticeships and A-level options and an A-level options evening for parents and pupils. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships.

At Key Stage 5, pupils focus on personal development and future choices. A series of careers lectures are delivered from universities and employers and some of these lectures, together with form time activities, are devoted to the topic of UCAS applications and interview skills. Students also develop skills in writing their personal statements, presentations and interviews. This includes a mock interview with a member of the Latymer staff. Some students will also carry out some work experience within a particular industry. There is also a UCAS evening event. Individual careers interviews are held with an independent, qualified careers practitioner.

## **Roles and responsibilities**

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher Education providers and employers are exploited to support the curriculum through KS3 to 5.

## **Careers Team**

- Simon Pashley: Senior Assistant Head Teacher and SLT Lead
- James Reader: Associate Assistant Head Teacher for Enrichment and Outreach
- Sandra Brown: Independent Careers Advisor
- Chris Wakefield: Deputy Head Sixth form
- Yvonne Conway: Careers Administrator
- Giselle Morris: Sixth Form Administrator

## **Monitoring, Recording and Evaluation**

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 11. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.

## **Careers and SEND provision**

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND have an interview with the internal careers advisor in Year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer, and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, to promote a positive experience.

## **Careers and additional provisions**

All pupils who are either pupil premium, looked after, or EAL if appropriate, will be offered personal interviews with the careers advisor during transitional years at the school i.e. years 9, 11 and 13

Careers Education, Information, Advice and Guidance (CEIAG)

## **Entitlement**

Please see Appendix A outlining pupil and parent entitlement.

## **Partnerships**

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, current and previous parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the careers fair, workplace visits and mock interviews. In addition, we work closely with universities. We always strive to expand and improve our contacts.

## **Policy statement for provider access**

A provider wishing to request access should contact the Careers Team via [careers@latymer.co.uk](mailto:careers@latymer.co.uk).

Please see Appendix B Provider Access Statement for further details.

## **Appendix A: Careers Entitlement**

Pupils attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for a second.

Pupils are expected to:

- Fully engage with careers activities.
- Utilise the available careers resources, including JED and higher ideas.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.

Careers Education, Information, Advice and Guidance (CEIAG)

- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

## **Appendix B:**

### **Provider Access Statement**

#### **Introduction**

This statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes 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.

#### **Student entitlement**

Students in Years 8-13 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.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

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

##### **Procedure**

A provider wishing to request access should contact the Careers Team via email:

[careers@latymer.co.uk](mailto:careers@latymer.co.uk)

##### **Opportunities for access**

Several events are integrated into the school careers programme, as shown below, that will offer providers an opportunity to come into school to speak to students and/or their parents:

Careers Education, Information, Advice and Guidance (CEIAG)

Year Group	Opportunities
7	Careers/assembly talks
8	Careers/assembly talks Careers Interviews with the career's advisor available upon request
9	Careers/assembly talks Guidance on GCSE options, including an Option Choice Evening for parents/guardians, an Options Booklet and Options Assembly for students delivered by a member of SLT. Introduction to careers library and careers software for each form given by Sandra Brown
10	Careers/assembly talks Off timetable day to attend Careers Fair and two taught sessions using Unifrog, led by form tutors, followed up by activities in form time A day of structured Work Shadowing
11	Careers/assembly talks Guidance on post 16 Option Choices, including an Option Choice Evening for parents/guardians and students, a Post 16 Options Booklet, and Options Assembly One week of Work Experience (after GCSE exams)
Sixth Form	Careers/assembly talks Careers related activities take place during form time, with a focus on UCAS applications Carousel of presentations by outside speakers which focus on career areas such as Medicine, Law, Psychology, Engineering, Business and the Media. Taster courses/ presentations in areas such as Vet Science, Medlink, Law, Psychology, and Media. Presentations on Gap Year opportunities by outside speakers Job Seekers/Apprenticeships assembly for Year 13, led by Careers Adviser or outside providers Option to attend Careers Fair to speak with participants during a specified slot

**Updates to previous policy, highlighted in yellow.**

**Rationale for changes:**

For years 2025-2026 we are tracking Gatsby benchmarks 4, 5 and 8. – change focus regularly to ensure school is working towards all benchmarks effectively.

Department for Education's updated statutory guidance 2025. – guidance from 2018 but benchmarks guidance was updated in 2025 and we are working towards new criteria.

extended form time activities - being used regularly to deliver Careers based activities to different year groups, as part of the stable curriculum.

At Key Stage 3/4/5, - updated breakdown of the foci for different keystages with updated software and activities to better reflect the current/proposed careers curriculum moving forward.

the Careers Team via [careers@latymer.co.uk](mailto:careers@latymer.co.uk). – email inbox has been set up with joint access for members of the Careers Team to communicate with providers and organise events such as the Careers Fair and lecture series.