



Careers Education, Information, Advice and Guidance Policy

2026 - 2027

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Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Chatten Free School, we have a critical role to play in preparing our pupils for the next stage of their lives. Pupils within our school are statistically the least likely to gain any form of employment and face significant barriers to being included in the local community. We seek to change that.

We seek to understand what our pupils enjoy and their strengths and find opportunities for them in the local community and working world. We seek to ensure that our pupils have the skills and opportunities to have a life filled with happiness and meaningful activity, including the chance to experience employment and community-based opportunities. We also want to ensure that our pupils have their voice heard and have the skills to communicate their preferences as they transition into adulthood.

The governing body have therefore adopted this policy to provide a clear commitment to a framework for Careers Education, Information, Advice and Guidance.

Objectives

The careers education, information and guidance program is designed to meet the needs of each and every pupil at Chatten Free School. It is completely personalised to meet the individual needs of every pupil.

Aims

- To develop and maintain a culture of high aspirations for our pupils through a fully embedded careers education, information and guidance program.
- To raise and track pupils' and parents/carers' engagement with the careers programme during their journey through Chatten Free School and evaluate to ensure that learners and families are supported in raising their aspirations for their journey into adulthood.
- To build a continuously increasing and relevant network of partners and providers who can provide a range of opportunities for pupils for employment, community participation, and transitioning to adulthood.

Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in years 7-14

- This policy has been written in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and colleges on providing careers guidance' (DfE, Updated June 2026).
- This policy is aligned with the 8 Gatsby Benchmarks, which underpin statutory careers guidance. The benchmarks, and further information from the SEND Gatsby Benchmark Toolkit, can be found in Appendix 1 of this policy.
- Further information is set out in our Provider Access Policy Statement, Careers Strategy and Careers Programme. All of these documents can be found on the Chatten Free School website.
- All members of staff at Chatten Free School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students. CEIAG is a whole-school responsibility and not solely the responsibility of the Careers Leader.

School and College Responsibilities

The school has a series of statutory duties.

Every registered pupil should have at least one personal guidance meeting with a careers adviser. This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option. Chatten Free School will work closely with our allocated Careers Advisor from the local authority to provide this opportunity for pupils and their families.

Where meaningful and appropriate, pupils in Years 7-14 should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. In addition, learners should have meaningful encounters with a range of providers of learning and training that may form the next stages of their career. Please see the Provider Access Policy Statement for more information on this.

Chatten Free School believes that a good careers programme connects pupils to their futures and prepares them for their transition to adulthood. Good careers guidance widens pupil's horizons, challenges stereotypes and raises aspirations. It provides pupils and their families/carers with the knowledge and skills necessary to navigate through the next stages of their life and beyond.

The school will continuously monitor its careers provision and will seek further improvement (please see our Careers Strategy 2026 – 27). 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 (e.g. School Improvement Officer and Ofsted).

Governor Responsibilities

The governing body will ensure that Chatten Free School has a clear policy on Careers Education, Information and Guidance (CEIAG) which is effectively communicated to all stakeholders. They should ensure that this policy is:

- Aligned with the eight Gatsby Benchmarks.
- Is meeting the legal requirements outlined in the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff' (DfE, Updated June 2026).
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers access pupils in years 7 -14.
- There will be a member of the governing body who takes strategic interest in CEIAG and encourages employer engagement.

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Leader is supported, monitored and reviewed regularly.
- CEIAG provision, including events and activities, is effectively planned, delivered and evaluated.

The effectiveness of this policy will be measured in a variety of ways:

- Evaluation of CEIAG provision against the Gatsby Benchmarks using Compass/Compass+
- Gathering feedback from stakeholders, including students, parents/carers, staff, employers and training providers.
- Analysis of destination data, including the number of pupils who are NEET in October after leaving the school, compared with national and local figures and similar schools.
- Monitoring student participation in careers activities and encounters with employers and further/higher education providers.