

ST MARGARET WARD CATHOLIC ACADEMY

CEIAG POLICY



Let us remember we are in the presence of God

Author	Mrs A Poole	
Agreed by	SLT	
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This Policy is reviewed every 3 years.

Mission Statement:

St Margaret Ward Catholic Academy is a Lasallian community where we empower all to follow in the footsteps of John Baptist de la Salle with faith that we are in the presence of God.

Together we strive to nurture and develop each other to fulfil our God given talents and potential so we can change our world for the better.

We are a caring, inclusive Catholic family where all belong and are loved. Respect, social justice and service to others is at the heart of what we do as we teach minds, touch hearts and transform lives.

St Margaret Ward Catholic Academy provides high quality, impartial careers guidance and education and makes informed choices about what information and guidance suits the needs of all of our pupils. Pupils are well prepared for the next stage of their education, employment, self-employment or training, in line with our Lasallian values and Catholic Social Teaching.

“Work is a good thing for man – a good thing for his humanity – because through work man not only transforms nature, adapting it to his own needs, but he also achieves fulfilment as a human being and indeed, in a sense, becomes “more a human being.” St Pope John Paul II

1. Aims

This policy aims to set out our school’s provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students’ futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students’ awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they’re interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education’s (DfE’s) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008

- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1st January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our careers overview 2023-24. If you are a provider who can contribute to our provision please see our provider access policy statement. This will help you to identify when opportunities are timetabled within the school year

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

As an academy in England, we're now required to provide and publish careers guidance. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This includes sharing information from all post 16 providers across the city. This policy should be read in conjunction with our provider access policy statement and careers overview 2023-24, both of which set out how our school meets this duty.

3. Roles and responsibilities

3.1 Careers leader

Our SLT Careers lead is Mrs A. Poole, and she can be contacted by phoning 01782 883000 or emailing apoole1@smwca.org.uk. Our Head of Touching Hearts is Mrs R Page, and she can be contacted by phoning 01782 883000 or emailing rpage@smwca.org.uk. In addition, Clive Shaw (Level 6 Careers Advisor accredited) works in school two days per week. As a team the careers team takes responsibility for developing, running and reporting on the school's career programme:

- Plan and manage careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Review our school's provider access policy statement as appropriate.

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan

- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 7 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board (Local Academy Representatives) will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement. This is currently Mr Mick Moran.
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed in line with the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
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

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

Our careers programme is delivered through a range of different methods. Please see the 2024-25 overview for details of both our Core programme (accessed by all students) and more bespoke activities to meet individual needs and respond to opportunities appropriately as they arise.

4.1 Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leaders will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to students without SEND that is not also offered to our students with SEND.

4.2 Access to our careers programme information

A copy of our school's careers programme is published on our school website, including links of how students, parents, teachers and employers can access further information about careers.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting either Mrs Poole (apoole1@smwca.org.uk) or Mrs Page (rpage@smwca.org.uk)

4.3 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress is measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives through both informal feedback and systematic feedback provided through questionnaires of parents, students, employers and staff.

5. Links to other policies

This policy also links to the Provider Access policy and the KS4 work experience policy.