



Name of Policy:	Careers Education, Information, Advice, and Guidance (CEIAG) Policy
Last Approved:	June 2025
Approved By:	College Management Team
Due for Review:	June 2027 (2 year minimum)
SLT Owner:	Assistant Principal (Student Experience)

1. Introduction

- 1.1 This policy has been updated in line with the [Statutory Guidance: Careers Guidance and access for education and training providers](#) (8th May 2025), reflecting the updating of the Gatsby Benchmarks which the college is working towards implementing from September 2025.
- 1.2 This policy is part a whole college approach in which our Careers, Education, Information, Advice, and Guidance forms an integral part of our Vision: “We strive to be an inspirational, supportive, and inclusive learning community that fosters creativity and independence, equipping every student to enjoy an enriching life and to make a positive difference in the world.”
- 1.3 The College has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. All students should receive independent and impartial advice about all the education, training and employment opportunities on offer, including specialist provision. Any students (including those with SEN or disabilities) requiring additional careers support will be referred by Additional Learning Support to the Careers and Employability office for one-to-one guidance. Students with EHCPs benefit from a targeted personal guidance programme beginning with initial introductory meetings facilitated by specialist teachers.
- 1.4 The College endeavours to follow best practice from the careers profession including the Careers Development Institute’s [Careers Development Framework](#), guidance from the Careers and Enterprise Company, and the eight [Gatsby Benchmarks](#). Progress on the Benchmarks is reported through termly Compass returns and discussed with the College’s Enterprise Co-ordinator and two Enterprise Advisers.
- 1.5 This policy will be reviewed every 2 years. Each year a self-assessment review is completed where the effectiveness of the guidelines is reviewed alongside key stakeholder feedback and data in discussion with senior leaders and by governors. A member of the Local Governing Board has responsibility for scrutinising careers and progression guidance.
- 1.6 The College has previously held the Quality in Careers Standard and is currently seeking to renew: “Long Road Sixth Form College has publicly committed to working towards meeting the [Quality in Careers Standard](#) incorporating the Gatsby Benchmarks, the national quality award for its careers, education, information, advice, and guidance provision.”

2. Outcomes for students

2.1 The careers programme is designed to deliver on the eight Gatsby Benchmarks:

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

2.2 The programme is informed by the [CDI Careers Development Framework](#) and appropriate learning outcomes are devised for each careers activity on the basis of the six areas of the framework:

- Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage your career actively, make the most of opportunities and learn from setbacks.
- Create opportunities by being proactive and building positive relationships with others.
- Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

3. Student Entitlement Statement

3.1 Students are entitled to careers education, information, advice and guidance which is inspirational, meets professional standards of practice, is delivered by trained staff, which is student-centred, impartial and confidential. Parents/carers are entitled to receive information and support and advice in their capacity of supporting students to make well-informed realistic decisions. The careers education, information, advice and guidance available to students will raise aspirations, challenge stereotyping and promote equality and diversity.

3.2 All students are offered the opportunity to book a personal guidance interview with a Level 6 qualified adviser who is a member of the Career Development Institute and is on the Professional Register. In addition, every student has six meetings over the course of the study programme with a Level 4 trained Progress Coach focusing on information and advice on progression, tailored to their individual needs.

3.3 All students should leave college, following the successful completion of their Study Programme, with confidence regarding their next steps. Every student has a [Unifrog](#) account, the College's careers platform, and can use this to create destination plans and shortlist universities and apprenticeships. These aspects are embedded within the college's tutorial programme. Students should feel equipped for life in contemporary Britain and to be adaptable to a rapidly changing world.

3.4 The College has a duty to notify local authorities, or the service provider of the local authority, whenever a 16- or 17-year-old leaves education before completion.

- 3.5 The College will provide employer encounters, experience of the world of work through employer and workplace visits, a clear view of the labour market, and a good understanding of progression routes which will inspire students and help them understand where their choices will take them in the future. In addition, the College will encourage and facilitate all students to secure meaningful work experience.
- 3.6 The College aims to ensure that students understand that self-employment or setting up their own business is one of the options open to them. The College aims to develop an enterprising culture to help students obtain the skills needed to succeed in self-employment, closely linked to the development of employability skills such as those set out in the [Skills Builder Framework](#) which is reflected within the Unifrog Skills tool.
- 3.7 The College will ensure that all students have access to and are taking advantage of a varied progression programme, delivered in group sessions and through Unifrog, the College's VLE, and a range of other external online resources. This programme includes coverage and experience of:
- Vocational and academic routes
 - Employability Skills
 - Sustainability and 'Green Jobs'
 - Traineeships and apprenticeships, including higher and degree apprenticeships
 - Further, higher, and postgraduate study
 - Work experience
 - Work and study abroad
 - Volunteering
 - Supported internships and sustainable employment.
- 3.8 A successful careers guidance programme will be reflected in higher numbers of learners identifying and progressing to positive destinations such as higher and degree apprenticeships, further and higher education or employment. Destination measures are published in performance tables on gov.uk. The college includes these measures in the annual Self-Assessment Report (SAR), as well as in year monitoring.

4. Policy Implementation

- 4.1 **Governance:** To achieve the objectives of this policy, the College ensures that governors are actively involved in shaping careers policy and strategy via the Local Governing Board, with ultimate responsibility resting with the Assistant Principal (Student Experience). A careers-focused governor is designated to work with the Careers and Employability Team and the Assistant Principal.
- 4.2 **Leadership:** The Assistant Principal (Student Experience) has strategic leadership responsibilities for careers education, information, advice and guidance. The Careers, Employability, and Skills Lead has operational leadership responsibilities for careers education, information, advice and guidance and is the College's named Careers Leader.
- 4.3 **Management:** The CEIAG programme is planned, monitored and evaluated by the Careers, Employability and Skills Lead, who is responsible for the management of the Careers & Employability Team (comprising the Careers Assistant and the Project Coordinator). The Careers, Employability and Skills Lead is responsible for the delivery of the CEIAG programme, and is managed by the Assistant Principal (Student Experience).

- 4.4 In addition, the Assistant Principal (Student Care, Guidance and Progression) manages the work of the Directors of Student Care, Guidance and Progression, responsible for the delivery of careers activities. The Careers, Employability and Skills Lead works closely with the Senior Guidance Team and the Progress Coaches to ensure that the programme is successfully integrated into the compulsory tutorial programme for students
- 4.5 **Staffing:** All teaching, guidance and progression staff contribute to careers education, information, advice and guidance. Group sessions and face to face conversations are facilitated by Progress Coaches who are either trained to Level 4 in CEIAG or are in the process of completing the training. Course Team Leaders incorporate careers and employability information and activities into their subject curricula supported by the Careers and Employability Team.
- 4.6 **Careers Programme:** The programme is updated annually and is planned to support the various stages of the student lifecycle at Long Road, with activities and events timed to support self-awareness, opportunity awareness, decision-making and transitions into HE/FE or employment. It includes post-18 choice and opportunity awareness sessions, careers events, LMI, progression guidance activities, employability knowledge, skills and behaviours development, information and guided independent research using careers platform Unifrog, online tools and Careers Space, a SharePoint resource.
- 4.7 Programme activities include career talks by professionals and entrepreneurs (including alumni), subject-based employer-led challenges, CV and mock interview workshops, a Higher and Degree Apprenticeships Preparation Programme, Higher Education visits, annual Careers and Apprenticeships Fairs which involve an extensive range of employers, FE colleges, and independent training providers, and workplace visits where possible. The Careers and Employability team publicise opportunities and provide support for students seeking to develop employability skills and source work experience. The College's enrichment programme is promoted as a way for students to further develop their transferable and employability skills. Students are actively involved in the evaluation of activities and are encouraged to record this on Unifrog as part of their ILP.
- 4.8 **Curriculum:** careers activities are embedded in the subject curriculum, including subject-related career awareness sessions, expert visiting speakers, University taster lectures, employer visits, and opportunities for work-related learning (as part of the teaching schedule or by individual arrangement). Where appropriate curriculum areas work with employers on curriculum and/or assessment design, materials and linked examples (including live briefs).
- 4.9 **Progress Reviews:** CEIAG forms a core part of the College's progress coaching, with students leading the reviews on their progression aims and the Progress Coaches helping to identify appropriate activities and experiences to supplement their qualification aim and increase their employability chances. CEIAG is embedded in weekly tutorials delivered to all Year 1 students and a programme for Year 2 students, delivered by Progress Coaches.
- 4.10 **Careers Guidance:** Progress Coaches, Directors of Student Care, Guidance, and Progression, Additional Learning Support staff, and teachers can refer students to the Careers and Employability Team for one-to-one careers guidance of at least 45 minutes with a Level 6 qualified adviser and students can book sessions directly without the need for referral. This information is published on the [website](#).
- 4.11 **Partnerships:** The Careers, Employability, and Skills Lead supports course teams/departments to develop links with local further education colleges and a variety of universities. Strategic links with local employers aim to introduce our students to the region's

global industries and local labour market opportunities. These links are critical to building the college's presence in the world of work and helping to provide our students with real life experience.

- 4.12 **Level 2:** Students on Level 2 programmes, particularly those from less-advantaged backgrounds, will receive additional support either sourced internally or from external partners. The objective is to maximise their chances of progression onto Level 3 programmes and to increase social mobility by providing careers guidance tailored to the needs of each individual student. Our aim is to identify students who are at risk of not progressing as soon as possible and to target additional intervention and resources to that group, including personal guidance and employability sessions in tutorials.
- 4.13 **Aspiration, diversity and equality of opportunity:** Student aspiration is supported through targeted engagement in the Higher and Degree Apprenticeships Preparation Programme (DAPP), Aim Higher, MedSquad, and the Russell Group and Oxbridge preparation programmes. Stereotypical thinking is challenged at every stage including in personal guidance meetings where it arises. The Careers and Employability team promotes programmes from external partners designed specifically to address under-representation in specific sectors e.g., women in STEM and tech roles. We invite employer speakers who represent a diverse range of backgrounds.
- 4.14 **Resources:** funding is allocated as part of the annual budget planning process, in the context of college-wide strategic priorities and considering the needs of the CEIAG programme. The Careers, Employability, and Skills Lead is responsible for identifying the effective deployment of resources, with the Assistant Principal. There is an annual budget for careers education, information, advice and guidance.
- 4.15 **Staff Development:** Careers and Employability team staff training needs are identified via the annual self-assessment process and annual staff performance review and development (PRD). Careers focused staff CPD is delivered as necessary to teachers and support staff.
- 4.16 **Monitoring, Review and Evaluation:** Student progression data (including destinations and UCAS end-of-cycle statistics) is reviewed annually as part of the Self-Assessment Report (SAR), and informs the development of the Quality Improvement Plan (QIP). The Compass Questionnaire is completed termly; progress against the Gatsby Benchmarks is reported to the LGB as one of the College's KPIs. Qualitative feedback is collected from students and employers after key careers events and activities, and from parents when available. Key data from the annual Cibyl report is reviewed to inform the development of the Careers Programme, and identify areas for development. Student progression is monitored in-year through analysis of early leavers' data, attendance data, UCAS live applications, engagement with Unifrog, and via Progress Reviews. Those considered at risk of not identifying a positive progression plan and thus of becoming NEET receive targeted support and pastoral intervention. To further strengthen our key datasets and enable further timely intervention, a version of the Future Skills Questionnaire developed by the Careers and Enterprise Company to collect career readiness data will be completed at induction and key subsequent decision making points.
- 4.17 **Provider Access Policy (PAL):** We are committed to providing students with information about a broad range of careers and progression opportunities and we take seriously our duty (under Section 42B of the Education Act 1997) to enable our students to:
- Find out about technical education qualifications and apprenticeship opportunities, as well as opportunities in higher and further education;

- Hear about opportunities from a range of local and national providers through careers events, careers guidance, progression activities, tutorials and 1:1 advice from Progress Coaches and tutors;
- Understand how to research, apply and make informed decisions about the full range of academic and technical courses available.

Details of how employers, and apprenticeship and technical education training providers can contact us and work with us is set out on our website: [Long Road Sixth Form College - Work With Us](#)

5. Stakeholders

- 5.1 **Parents and carers:** Parents and carers receive a weekly email from the Principal which regularly contains careers information and how students can access it. They are also given instructions on how to create a parent Unifrog account to give them access to comprehensive careers information including LMI, and careers tools that they can support their children to use more effectively. With permission from the student, parents/carers are sent a copy of the personal guidance action plan if a student has had a careers guidance meeting. We invite parents/carers and students to attend our annual Apprenticeships Information Evening during National Apprenticeships Week at which they meet a wide range of employers, FE colleges, and training providers.
- 5.2 **Support for High Needs:** The Careers and Employability team work very closely with Additional Learning Support teachers to give targeted support to students with EHCPs and high needs. The Specialist Teachers act as the link with local authorities and lead on the implementation of the Educational Health and Care Plan. There is an established procedure to ensure that all students with EHCPs receive at least one personal guidance meeting in college with qualified internal careers advisers. A similar process for looked after children (or care experienced) has also been established from September 2025.
- 5.3 **Others schools/colleges/regional colleges:** The college is a member of the Cambridge Area Partnership (CAP) comprising 26 secondary schools and 11 post-16 colleges: [Cambridge Partnership 14-19 - Home](#). The Careers and Employability team, along with senior leaders, Heads of Department and Progress Coaches participate in annual post-16 evenings held at local schools across the region. Regional FE colleges are invited to participate in our annual Careers Fair and the Apprenticeships Information Evening, and may be invited to host a solo stand in college. Anglia Ruskin University has a stand every month.
- 5.4 **Training Providers:** where an appropriate training provider can be identified they are invited to participate in the Careers Fair and the Apprenticeship Information Evening. Recent participants have included First Intuition and East Anglia Energy Academy.
- 5.5 **Employers:** We maintain relationships with a wide range of employers who participate in our fairs, class talks, and careers challenges. We are committed to building strategic relationships with employers in the city and region, to support the college's strategic direction and the local and regional skills priorities. We are regularly contacted by employers and asked to promote vacancies, including apprenticeships, and work experience programmes to students which we do through our internal SharePoint site, Careers Space. We maintain a CRM database where we add employer contact details and invite them to careers events and activities.
- 5.6 **Education Business Partnership (EBP):** We have a close relationship with Form the Future CIC which is a regional EBP. We promote their activities and events to our students and occasionally invite them to participate in our events. We may also on occasions contract them to deliver a specific activity on our behalf e.g., mock interviews, and in the past have commissioned additional careers guidance support.

- 5.7 **Voluntary/community sector:** Careers advisers encourage students to undertake volunteering activities to build essential skills and we signpost students to sources of information about volunteering opportunities. The Careers and Employability team work with our Youth Social Action Apprentice to support community engagement activities.

Associated college policies: Work experience policy.

All other relevant policies can be found at [Long Road Sixth Form College - Our Policies](#)