



'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

School Careers Education, Information & Advice and Guidance (CEIAG) Policy

Five Rivers Child Care

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

This policy sets out our school's commitment to providing **high-quality, impartial and inclusive careers education, information, advice and guidance (CEIAG)**.

We ensure all pupils are supported to make **informed decisions about their future**, through a structured and progressive careers programme.

Our careers provision aims to:

- Support pupils to develop **self-awareness, resilience and career management skills**
- Provide meaningful insight into the **world of work**
- Broaden awareness of **education, training and career pathways**
- Enable pupils to make **well-informed decisions at key transition points**
- Raise aspirations and promote **equality of opportunity for all**
- Prepare pupils for **successful transitions into post-16 and post-18 destinations**

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018

without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Statutory Requirements

This policy meets requirements set out in:

- Education Act 1997
- Education and Skills Act 2008
- School Information Regulations 2008
- Skills and Post-16 Education Act 2022
- Education (Careers Guidance in Schools) Act 2022
- DfE Careers Guidance (updated 2025)

3. Roles and Responsibilities

3.1 Careers Leader

The Careers Leader will:

- Lead, develop and evaluate the careers programme
- Ensure alignment with the **Gatsby Benchmarks**
- Coordinate careers activities across the curriculum
- Build partnerships with employers and providers
- Use data to track and evaluate pupil progress and destinations
- Ensure provision is inclusive, particularly for vulnerable groups

3.2 Senior Leadership Team (SLT)

SLT will:

- Champion careers as a **whole-school priority**
- Ensure sufficient resourcing, training and time
- Monitor impact using outcomes data
- Ensure provider access compliance
- Support employer engagement

3.3 Head of Education

The Head of Education will:

- Ensure compliance with statutory requirements
- Guarantee **impartial, independent careers guidance**
- Oversee quality assurance of provision
- Ensure website publication requirements are met

4. Our Careers Programme

Our programme is structured, progressive and inclusive, meeting all **8 Gatsby Benchmarks**:

1. Stable careers programme
2. Labour market information
3. Addressing individual needs
4. Linking curriculum learning to careers
5. Encounters with employers
6. Workplace experiences
7. Encounters with FE/HE
8. Personal guidance

5. Key 2025 Gatsby Improvements Embedded

Our programme reflects the latest refinements:

Careers at the Centre of Leadership

- Careers integrated into school improvement planning
- Clear accountability structures

Inclusion and Personalisation

- Tailored support for all of our pupils

Meaningful Encounters

- All encounters are:
 - Prepared
 - Purposeful
 - Reflected upon
- Use of both in-person and virtual experiences

Use of Data

- Tracking:
 - Participation
 - Aspirations
 - Destinations
- Inform targeted interventions

Parental Engagement

- Parents receive:
 - Information events
 - Guidance materials
 - Support to help decision-making

6. Early Careers Provision (Lower School)

Careers learning begins early to:

- Challenge stereotypes
- Raise aspirations

- Connect learning to real-world contexts

Provision includes:

- Employer visits and talks
- Career-related trips
- Interactive learning (role play, online tools)
- Exposure to multiple pathways (academic, vocational, entrepreneurial)

7. Careers Programme by Year Group

Year 7 – Introduction to Careers

- Self-awareness and goal setting
- Introduction to labour market
- Employer encounters

Year 8 – Options Awareness

- Subject choice guidance
- Skills identification
- Financial literacy

Year 9 – Career Exploration

- Work experience opportunities (where appropriate)
- Employer engagement
- Pathways awareness

Year 10 – Post-16 Preparation

- CV and interview skills
- Mock interviews
- Work experience/visits
- College engagement and taster sessions
- Independent careers interviews (where appropriate)

Year 11 – Transition Planning

- 1:1 guidance interview
- Application support
- Post-16 decision-making
- Parent information events

9. Safeguarding and Careers

All careers activities:

- Comply with safeguarding policies
- Ensure safe supervision during visits and placements
- Support pupil wellbeing and appropriate risk assessment

10. Monitoring and Evaluation

We evaluate impact through:

- Gatsby Benchmark assessment
- Destination data
- Pupil feedback
- Ofsted framework alignment