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

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1. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils 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 **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13 (Classes 7 to 12). For more detail on these encounters, see our provider access policy statement, which you can find in Appendix 2 of this policy.

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) (Class 6, instead of from Class 7 previously)

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 policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found in Appendix 2 of this policy.

As per the Independent School Standards, 2014, 2.2(e), we are required to provide accurate and up-to-date careers information for all secondary school age pupils (11+), that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential. Additionally, 2.2(i) states that we must effectively prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

3. Roles and responsibilities

3.1 Careers Lead

Our Careers Lead is James Hankins and he can be contacted by phoning the school, or emailing james.hankins@ringwoodwaldorfschool.org.uk. Our Careers Lead works closely with the school management team (SMT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- 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
- Liaise with employers, education and training providers and provide access to talk to pupils at relevant times throughout the year.
- Work closely with our special educational needs co-ordinator (SENCO) to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with the board of trustees.

3.2 School Management Team (SMT)

The SMT will:

- Ensure that the work of the Careers Lead and Careers Education, Information and Guidance (CEIAG) events are supported and monitored
- Support the Careers Lead in developing their strategic careers plan
- Make sure our school's Careers Lead is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in Class 6 to 12 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 board of trustees

The board of trustees will:

- Ensure that Ringwood Waldorf School (RWS) has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated. They should ensure that this policy is
 - based on the eight Gatsby benchmarks
 - meets RWS's legal requirements
- Appoint a trustee who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils age 11 to 18 and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in classes 7 to 12 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 pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from class 6 onwards.

Our programme has been developed to meet 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 pupil
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 pupils. For fuller details of how RWS's provision relates to the Gatsby Benchmarks, please see Appendix 1 of this policy.

Ringwood Waldorf School believes that effective CEIAG connects in school learning to future pathways. It motivates and inspires young people by giving them a clearer idea of the routes to jobs and careers through a comprehensive and engaging careers programme taught through *PSHE - Living in the wider world*, a dedicated 40 minute lesson from Class 1 to 10, and through linking Main lesson topics to associated careers. In addition, Work Experience weeks, and Community Social Work weeks in Upper School ensure Effective CEIAG widens horizons, challenges stereotypes and raises aspirations. It provides pupils with knowledge and skills necessary to make successful transitions to the next stage of life. This policy is fully inclusive, as per Baker Clause, 2018, and is intended to support the full range and diversity of all our pupils.

4.1 Pupils with special educational needs or disabilities (SEND)

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

Our careers lead may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

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

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting james.hankins@ringwoodwaldorfschool.org.uk

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the school. We measure and assess the impact of the programme's initiatives by, for instance, PSHE work, personal statement guidance, feedback from class teachers, and RWS parent, staff and pupils surveys.

5. Provider Access

This section of the policy sets out Ringwood Waldorf School's arrangements for managing the access of providers to our pupils for the purpose 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.

All pupils from Class 1 to 12 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 PSHE lessons, CEIAG events, assemblies, and taster events.
- to gain support and guidance in making applications for the full range of academic and technical courses post-16 and post-18.
- Appendix 2 shows the way in which education and training providers should get in touch with Ringwood Waldorf School in order to gain access to pupils and/or parents to inform them about further opportunities
- RWS will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

6. Links to other policies

This policy links to the following policies

- Child Protection and Safeguarding Policy
- Curriculum Policy
- PSHE Policy

7. Monitoring and review

This policy, the information included, and its implementation will be monitored by the board of trustees and reviewed every two years, or when new legislation is issued.

The next review date is February 2025.

Appendix 1- The Gatsby Benchmarks with RWS provision and Development Plan

Gatsby Benchmark	DfE Requirement	Career Objectives	RWS Provision	Development Plan
1. A stable careers programme	Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, trustees and employers	<p>Every school should have a stable, structured careers programme that has the explicit backing of the SMT and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme is published on the RWS website for all to access.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<p><u>Current Provision:</u> PSHE- Living in the wider world is part of the dedicated 40 minute PSHE lessons provided from Class 1-10</p> <p>Careers Lead works with class teachers to deliver Main Lesson linked careers information.</p> <p>Careers leader to develop a suite of feedback tools to evaluate the academic year and engineer new approaches/initiatives as necessary (Summer term)</p>	<p><u>Next Steps:</u> Careers Lead, PSHE Lead to review the careers lessons delivered through the PSHE curriculum. Create a careers curriculum map.</p> <p>Publish careers map on website</p> <p>Create googleforms to gain feedback.</p> <p>Annual enterprise exhibition</p>
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>PSHE- Living in the wider world is part of the dedicated 40 minute PSHE lessons provided from Class 1-10</p> <p>Regular communication with parents to update careers events / opportunities</p> <p>Pupils and parents referred to the National Careers Service which offers information and professional advice via</p>	<p>External specialist careers one-to-one advice for all Class 10 and Class 12 students.</p> <p>Look into resources such as Careerpilot, Unifrog, Springpod</p>

			<p>website, helpline and web chat.</p> <p>Producing a career parents evening focussing on specific ways to understand labour market insight and ensure its accuracy and its impartiality (Winter term)</p> <p>Ensuring a presence at parents evenings and subject evenings</p> <p>Ensuring that visible IAG and progression related resources are in date and accurate</p> <p>Promoting National Careers and National Apprenticeship weeks</p> <p>Class 9 and 10 careers podcasts (winter/spring term)</p> <p>Season 1</p> <p>Ep 1: The future of work Ep 2: Gender issues in work Ep 3: Not going to uni Ep 4: STEM careers Ep 5: Creative careers Ep 6: Being an entrepreneur Ep 7: University life Ep 8: Main Lessons to Career Ep 9: Questions to visitor Ep 10: What's the best job ever?</p>	<p>Careers Leader</p> <p>Careers Leader</p> <p>Careers leader</p> <p>Careers leader and class teachers and guardians</p> <p>Careers leader, pupils</p>
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3. Addressing the needs of each pupil	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout.</p>	<p>The careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>RWS should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>RWS should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>	<p>PSHE- Living in the wider world is part of the dedicated 40 minute PSHE lessons provided from Class 1-10. The spiral curriculum ensures that age appropriate content is delivered and built upon each year.</p> <p>Tailoring the style and delivery of one to one and group based careers delivery based on the specific needs of the pupil.</p> <p>Ensuring pupils can access the provision they need, without consequence too their grade status within the Upper School Diploma, for example adhoc work placements or shadowing.</p> <p>Group careers sessions for Classes 6,7,8 based on access to jobs regarding equality</p> <p>Intended destination discussion and records for C8,10 and 12</p> <p>Offer more one to one time for students with processing needs and those engaging with learning support. Differentiate feedback in accordance with what they</p>	<p>Source alumni for assemblies / visits to PSHE Living in the wider world lessons.</p> <p>Careers Lead and Learning Support</p> <p>Careers Leader, Upper school.</p> <p>Careers Leader</p> <p>Careers Leader</p>
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			want, even of that involves non traditional ways of action planning.	
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	<p>Careers Lead works with class teachers to deliver Main Lesson linked careers information.</p> <p>Class 6 Maths Business Class 7 and 8 Projects Class 12 projects</p> <p>Careers and progression related school assemblies</p>	<p>All main lesson teachers to provide lists of their main lesson delivery and learning outcomes to the career lead for the start of the academic year</p> <p>Careers Lead to give guidance on chosen themes</p> <p>Eli and Syenna to discuss a STEM Careers assembly</p> <p>Sarah to do maths careers assembly C6-8</p> <p>Careers Lead to do myth busting assembly for C6-8 in the spring term</p> <p>Careers lead to deliver options and progression assembly in the autumn term for upper school focussing on impartiality and individuality of subject and careers choices</p>

5. Encounters with employers and employees	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A meaningful encounter is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>Class 11/12 maths lessons to welcome industry representatives from a diverse array of businesses that actively use maths in their operations.</p> <p>Class 11 and 12 students can apply to do bespoke work experience linked to their progression objectives</p> <p>School to offer a self funded business and entrepreneurial after school club with keynote speakers to attend from local business and organisations</p>	<p>Careers Lead to organise annual visits to Classes 6-12 from a wide range of employment sectors, e.g. medical, police, finance, retail, engineering, etc.</p> <p>Look into resources such as Careerpilot, Unifrog, Springpod</p> <p>Careers lead Class 11/12 guardians</p> <p>Careers lead</p>
6. Experiences of workplaces	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have6-8.</p>	<p>Class 10 Work Experience: This is undertaken in the last week of March and has placements chosen by each pupil.</p> <p>Class 11 Community Social Work Experience: community engagement based work experience and is organised by Class Guardians. This can be</p>	<p>Careers Lead will support in sourcing placements if a pupil encounters significant barriers</p> <p>Seek support from Enterprise coordinators and external stakeholders with regard to accessing new work experience opportunities</p> <p>Look into resources such as</p>

			<p>undertaken in the UK or Europe and centres around helping vulnerable people in June/July</p> <p>Class 11/12 adhoc work experience:</p> <p>Pupils can source work experience placements and can be given some time out of Diploma study commitments to attend.</p> <p>Class 9 Farming and sustainability work experience:</p> <p>Students gain practical and theoretical skills in land based operations after they have undertaken the John Muir award. This is delivered at either one provider as a group or a mixture of farming enterprises. This will always include: Experience of Care Farming, crop production, animal production and care and farming mechanisation. This is delivered in July</p>	<p>Careerpilot, Unifrog, Springpod</p> <p>Careers Lead and Class Guardians</p> <p>Careers Lead and Eli</p>
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are	By the age of 16, every pupils should have had a meaningful encounter* with providers of	Organisation of University outreach visits for C10-12 In	Careers Lead and subject teachers

	<p>available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>	<p>the autumn term, including Southern Universities Network and AUB.</p> <p>Attendance at BCP annual Careers and Apprenticeships fair in March</p> <p>Visit UCAS fairs (Sept onwards as arranged)</p> <p>Pupils attend college interviews at Brockenhurst Jan-Jun, AIG given to support</p> <p>Ensure all C12 pupils are registered with UCAS in the Autumn term</p> <p>Ensure all C12 students produce a personal statement regardless of progression choice. Those not wanting to go to university can adapt the skill for different options</p> <p>Outsource personal statement support for Oxbridge apps</p> <p>Invite university representatives to school for specific coaching sessions</p>	<p>Plan to undertake more visits but students in C11 and 12 but students must be given time off main lesson in relation to Diploma attendance</p> <p>Upper school staff and careers lead</p> <p>Learning support, class guardian and careers lead</p> <p>Careers lead and class guardian</p> <p>Careers Lead, Upper school English teachers, class guardian</p> <p>External support as necessary</p> <p>Careers lead to facilitate</p>
8. Personal Guidance	<p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of staff) or</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>Careers Lead holds these interviews each year in Class 9, 10, 11 and 12, and keeps systematic records of the individual advice given to each</p>	<p>External specialist careers one-to-one advice for all Class 10 and Class 12 students.</p> <p>Careers leader</p>

	<p>external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>		<p>pupil.</p> <p>Pupils are not limited to frequency or time</p> <p>Pupils can request sessions and teaching/learning support can refer for sessions</p> <p>Alumni can have access to one to one personal guidance</p> <p>Careers guidance to be personal, impartial and confidential</p>	<p>Careers leader</p> <p>Careers lead, class teachers, class guardians, parents/carers and learning support.</p> <p>Careers leader</p> <p>School must provide designated confidential and accessible space with access to the appropriate resources such as computers and working internet. School must also provide safe space in accordance with relevant GDPR policies for storage of pupil careers related records</p>
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Appendix 2 - Application for Provider Access

Introduction

This document sets out Ringwood Waldorf School's arrangements for managing the access of providers to pupils at Ringwood Waldorf School for the purpose 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.

Pupil Entitlement

All pupils in Class 6-12 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 events, assemblies, 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 Lead or PSHE Lead.

Careers Lead: james.hankins@ringwoodwaldorfschool.org.uk

PSHE Lead: louise@ringwoodwaldorfschool.org.uk

Opportunities for access

RWS offers a comprehensive Careers Education, Information, Advice and Guidance (CEIAG) programme and an overview of this programme can be seen on the PSHE curriculum, available on the school website.

Please speak to our Careers Lead or PSHE Lead to identify the most suitable opportunity for you.

RWS will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. RWS will also make available IT and other equipment to support provider presentations, if required. This will all be discussed and agreed in advance of the visit with the Careers Lead or PSHE Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers lead so they can be made available to RWS pupil.