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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 are 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 7 to 13 (Classes 6 to 12). For more detail on these encounters, see our provider access policy statement, which you can find in Appendix 1 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. See www.ringwoodwaldorfschool.org.uk.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and unbiased 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 1 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 Kate Pursglove and she can be contacted by phoning the school, or emailing careers@ringwoodwaldorfschool.org.uk. Our Careers Lead works closely with the school leadership team (SLT) 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 Leadership Team (SLT)

The SLT 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 6 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 statement in Appendix 1.

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 9 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 does not 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

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

Pupils, parents, teachers and employers can request information about the careers programme by contacting Kate Pursglove careers@ringwoodwaldorfschool.org.uk

4.3 Assessing the impact on pupils

Our careers 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 6 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 1 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 September 2026.

Appendix 1 - Provider Access Statement

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: Kate Pursglove careers@ringwoodwaldorfschool.org.uk

PSHE Lead: Louise Tiley 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 of other relevant course literature with the Careers lead so they can be made available to RWS pupils.