LACON CHILDE SCHOOL
PART OF FOUR STONES GATEWAY

LACON CHILDE SCHOOL

CAREERS EDUCATION, ADVICE, INFORMATION AND GUIDANCE (CEAIG) POLICY

DATE POLICY WAS APPROVED	21.07.2026
DATE POLICY WILL BE REVIEWED	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	ASSOCIATE HEADTEACHER

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

This Policy applies to Lacon Childe School.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Policy the term:

"CEO" includes the Chief Executive Officer

"CFOO" includes the Chief Financial Officer

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB) are appointed Governors at a local level. LAB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the board and ensuring its effectiveness.

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Rationale for the Careers Programme:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave.

The school's careers programme is informed by the Department for Education's Careers Strategy (2017) and is delivered in accordance with the current statutory guidance, Careers guidance and access for education and training providers (DfE, updated May 2025). The school uses the updated Gatsby Benchmarks for Good Career Guidance as the framework for developing, delivering, and evaluating its Careers Education, Information, Advice and Guidance (CEIAG) provision, ensuring that all students receive appropriate, impartial careers support at key transition points to provide a first-class Careers Education, Information, Advice and Guidance programme for all students (CEIAG).

We believe that effective careers education and guidance not only contributes to the well-being of our young people, but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.

Commitment from the school:

Lacon Childe School is committed to providing an impartial and planned programme of careers information, advice and guidance for all year groups. Our ambitions is for all students across KS3 and KS4 to have access to and receive guidance from our impartial, independent Careers Adviser.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Lacon Childe School is committed to providing an independent, impartial, and planned programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students from Year 7 to Year 11, ensuring that careers guidance supports students at all key transition points.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

Aims and Objectives

The Lacon Childe School Careers Programme aims to:

- Use the updated Gatsby Benchmarks for Good Career Guidance as the framework for its careers programme and reviews progress annually to ensure alignment with national best practice.
- Encourage students to be ambitious, broaden their horizons, and explore and develop their own career aspirations throughout their life at school. Within this approach, we encourage students to become gradually more independent in taking personal ownership for their career development
- Ensure students' readiness to take their next step in their learning or career.
- In line with Provider Access Legislation, the school will facilitate a minimum of six meaningful encounters with approved providers of apprenticeships and technical education across Years 8–11. A Provider Access Statement will be published on the school website.
- The school is committed to providing all students with meaningful experiences of the workplace, including work-related learning opportunities during Key Stage 4, to support informed post-16 decisions.

Lacon Childe School follows the principles of the Gatsby Benchmarks:
www.gatsby.org.uk/education/careers-guidance/

The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work
- Supporting positive transitions post-16.

- Enabling students to develop the research skills to find out about opportunities
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity

Meeting students' needs

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices in Year 9 for their options selection and in Year 11 to help with post 16 options.
- Access up-to-date and unbiased information on future learning and training, careers, and labour market information.
- Support to develop the self-awareness and career management skills needed for their future.
- Career lessons during PSHE from Year 7 to Year 11 covering; options after school, the world of work, the job market and the skills needed for future employment.
- A series of meaningful encounters with employers and employees
- A series of meaningful encounters with further and higher education and training providers.
- The opportunity to talk through their career and educational choices with staff including form tutors and to have the opportunity to receive personal guidance from our external
- Careers Adviser, by appointment, referral, and drop-in. This is available to all students, however, and will be focused on years 9-11.
- The school to keep parents/carers of Key Stage 4 students, informed of their child's progress and students' career planning and decision-making from Careers Adviser meetings.
- Parents/carers to have information to support their child's career choices through appropriate websites and guidance.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.
- To be regularly informed about up to date and new post 16 opportunities both locally and nationally through updates on the school website and regularly visiting the 'Life after Lacon' board in the common area.

Events for Parents/Carers

Parents/Carers are invited into school every year to discuss students' progress.

Parents and students are invited to attend a Post 16 Evening to learn about a wide range of post 16 opportunities available for students.

Delivery of the Careers Programme

Students will be exposed to the careers programme at Lacon Childe School via Careers focused days, and PSHE lessons which they will experience in each year that they are at school.

Year 7 & 8 – By the end of year 7 and 8, students will have:

- Had sessions delivered to them regarding basic employability skills that are required in a

workplace such as communication, teamwork, resilience, adaptability and independent thinking.

- Had the opportunity to research any potential careers that they may be interested in through 'Start Profile'
- Had talks from professionals and companies from outside of school detailing their career paths and how they have progressed into the job that they are in.
- Been made aware of the potential career paths that they can pursue and the potential areas of work which may be in particular need around the local and surrounding areas.

Year 9 - By the end of year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them. This will be via form tutor and on Careers Education days.
- Attended careers fair trip/events to help introduce them to a wide range of post 16 opportunities.
- Attend the annual post 16 day in the Autumn term to interact with potential post 16 destinations and to help inform their decision making for GCSE options.
- Speak to subject staff at our annual options evening to gain further information about what each course entails and guidance on how choosing particular subjects will help inform their career path.
- Receive support to make the right KS4/GCSE choices, including assemblies, and parents' events.
- Attend assemblies discussing the different post-16 pathways and key considerations when choosing post-16 options.

Year 10 – By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV.
- Write a personal statement which is either relevant to a College, University or job that they wish to apply for.
- Take part in the 'Colleges Week' at the end of the Summer Term which will help to inform their personal decision making when deciding their post 16 destination and course.
- Have regular appointments with the external level 6 independent careers advisers, to discuss their options moving into post 16 education and receive personal and impartial advice and guidance.
- Revisit the annual post 16 day in the Autumn term to further inform their decision making on post 16 opportunities, which will help in making fully educated decisions regarding their next steps after year 11.
- Be made aware of other potential post 16 opportunities such as training courses or apprenticeships.
- Attend assemblies discussing the different post-16 pathways and key considerations when choosing post-16 options.

Year 11 - By the end of Year 11, all students will have had the opportunity to:

- Write a personal statement which is either relevant to a College, University or job that they wish to apply for.
- Develop and progress their personal statement for post-16 applications, dependent on changes in their circumstances or choices.
- Attend assemblies discussing the different post-16 pathways and key considerations when choosing post-16 options.
- Apply for Post-16 options, including attending the interviews for the College of their choice.
- Continue to develop the personal skills needed for a successful transition into post 16 education.
- Continue to meet regularly with the external level 6 independent careers advisers to gain personal and impartial advice and guidance on their career plans.

Additional Support for SEND students

Careers guidance for students with SEND will be tailored to individual needs and linked to EHCP planning, with active involvement from parents/carers and relevant external agencies to support successful transitions.

Careers information

Careers information is available through and within the careers section of the common area in school called 'Life after Lacon' which displays relevant and recent open events, apprenticeship opportunities and potential employment opportunities in the local area. This includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Each subject classroom has a poster which displays potential careers for students to progress into, should they have a passion or interest for that particular subject.

The 'Careers' section of the school website is regularly updated with open event information, career opportunities and apprenticeships. Up to date opportunities are also shared with parents via parent mail.

Development:

The school has appointed a named Careers Leader who is responsible for the strategic leadership and day-to-day delivery of the CEIAG programme. The Careers Leader reports to the Senior Leadership Team, with strategic oversight provided by the Trust Board. The Careers Leader attends regular meetings with the Shropshire Enterprise Coordinator to discuss action plans and areas for development moving forward.

We are continuing to use the Gatsby Benchmarks to assess and develop our CEIAG provision in school. The Gatsby Benchmarks allow us to assess the current careers guidance programme provided within Lacon Childe School, and review and plan for improvements to ensure to that we fully meet the requirements of our students, and those expected by Ofsted.

The school monitors and evaluates the impact of its careers programme through student feedback and destinations data, reporting findings to senior leadership and trustees to inform ongoing improvement.

Areas for immediate development

- Facilitating and organising meaningful encounters with employers for all students by liaising with the school's new Business Enterprise Adviser.
- Developing a way to help year 10 students gain some experience of the workplace, whether through a visit or actual experience of work.
- Analysing any work experience that students obtain outside of the school environment through working with parents or part time jobs.