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Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

- **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
- **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
- **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Vision and Rationale

At Leigh Stationers' Academy, our vision is to create a community where no student is left behind. We are committed to ensuring that every young person feels known, valued and supported to succeed - academically, socially, and personally. Careers education plays a vital role in achieving this vision.

In line with the requirements of Section 42A of the Education Act 1997 (as amended by the Education Act 2011), all pupils in Years 7–13 are entitled to access impartial, independent careers guidance. This must include information on all post-16 and post-18 education and training options, including apprenticeships and technical education pathways.

The Careers Guidance and Access for Education and Training Providers statutory guidance (DfE, August 2022) sets out expectations for all schools and academies, including:

- The appointment of appropriately skilled careers leaders, supported by senior leadership.
- Independent careers guidance for pupils in Years 7 to 13.
- Access for education and training providers to inform pupils about technical qualifications and apprenticeships.
- The use of the Gatsby Benchmarks to underpin an effective careers programme.

This policy reflects the Career Development Institute (CDI) Framework and the Gatsby Benchmarks, forming a structured and progressive CEIAG programme that supports students at each stage of their journey.

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG at Leigh Stationers' Academy equips pupils with the knowledge, confidence and skills they need to make informed and aspirational decisions about their future learning and careers.

A well-structured CEIAG programme:

- Encourages pupils to engage purposefully with learning opportunities.
- Supports pupils to explore post-14 (Year 9 Options), post-16 and post-18 options.
- Prevents disengagement and reduces the risk of pupils becoming NEET (Not in Education, Employment or Training).
- Promotes social mobility and supports vulnerable groups.
- Builds strong partnerships with employers and post-16/18 providers.

Our programme supports pupils to develop:

- Self-awareness and opportunity-awareness.
- The ability to access, interpret and evaluate career information.
- Decision-making and transition skills.
- Aspirations, confidence and career motivation.

We are committed to building strong relationships with employers and providers of apprenticeships, traineeships, and academic and technical education. These connections provide pupils with real-world insights and personalised pathways.

Aims and Intended Outcomes

Aligned to the LSA mission and values of Leadership, Scholarship and Achievement, our CEIAG provision aims to:

- Empower pupils to actively plan and manage their futures.
- Respond to each pupil's individual needs and aspirations.
- Promote academic progress and personal development.
- Provide impartial, comprehensive careers guidance.
- Raise aspirations, build confidence and nurture ambition.
- Promote equality, challenge stereotypes and improve social mobility.
- Involve parents and carers in shaping and evaluating CEIAG.

- Establish strong partnerships across the educational and business sectors.

We strive to ensure every pupil leaves LSA with a clear, informed and aspirational plan for the next stage of their education, training or employment.

Delivery of CEIAG

CEIAG is delivered through a whole-school approach and integrated across the curriculum, PSHE, and the International Baccalaureate Middle Years Programme (MYP). Careers education is delivered via:

- Formal curriculum-linked lessons.
- Tutor and enrichment sessions.
- Assemblies and PSHE modules.
- Careers and enterprise workshops.
- 1:1 career interviews.
- Mentoring programmes.
- Visits to and from employers, colleges and universities.
- Targeted support for pupils with SEND or identified as vulnerable.

To support this delivery, all pupils at Leigh Stationers' Academy have access to **Unifrog** – an online platform that brings together every aspect of CEIAG into one comprehensive tool. Unifrog helps students explore career pathways, record activities and competencies, and research post-16 and post-18 opportunities, including university courses, apprenticeships, and technical routes. Staff use Unifrog to guide students during form time, PSHE, and careers events, ensuring every pupil can make informed decisions and track their progress.

Our CEIAG programme is structured around the Gatsby Benchmarks and mapped to the CDI Careers Development Framework (2021).

Employer and Provider Engagement

We are committed to providing meaningful encounters with employers and providers for every pupil. This includes:

- Guest speakers and careers fairs.
- Work experience placements.
- Apprenticeship and technical education briefings.
- Post-16 and post-18 provider visits and workshops.

We also maintain strong relationships with local further and higher education institutions to support informed decision-making and transition.

Local Authority Partnerships and Participation Duty

In accordance with the Education and Skills Act 2008, LSA works closely with the Local Authority and relevant external agencies to:

- Promote continued participation in education and training for all students up to the age of 18.
- Identify and support students at risk of becoming NEET.
- Notify the Local Authority of students who leave before the end of a programme.

All information sharing is carried out in line with GDPR and data protection regulations.

Staff Development and CPD

High-quality CEIAG depends on well-informed and confident staff. We support this through:

- CEIAG-specific training.

- Access to up-to-date careers guidance resources.
- Regular updates at staff briefings and CPD events.
- A staff careers portal with guidance, lesson plans and tools.

Staff responsible for CEIAG are supported to attend relevant training and national updates.

Monitoring and Evaluation

To ensure high standards and continuous improvement, the CEIAG programme is reviewed regularly through:

- Analysis of pupil destinations data.
- Student, parent, and stakeholder feedback.
- Quality assurance reports shared with governors.
- Reviews of employer engagement and provider access.

The Careers Leader works with SLT, governors, and external partners to evaluate and improve the programme. The next review of this policy will take place in August 2026.

Supporting Information

For further guidance, please see:

- [Career Development Institute \(CDI\) Framework](#)
- [Quality in Careers Standard](#)
- [Gatsby Benchmarks](#)
- [Investor in Careers](#)
- [Careers and Enterprise Company](#)