

Careers Education Information, Advice and Guidance (CEIAG) policy

All students at Hendon School are entitled to a programme of Careers Education, Information, Advice and Guidance (CEIAG) from Year 7-13. We aspire to ensure that all our students achieve their full potential and this is reflected in the schools' vision "Believe, Achieve, Lead and Belong". CEIAG makes a significant contribution to preparing students for the opportunities, responsibilities and experiences of life, supporting them in making a successful transition to adulthood by:

- Supporting young people to plan and manage their own futures
- Is impartial and promotes the full range of pathways (academic, technical and vocational)
- Promoting equality, diversity, social mobility and challenging stereotypes
- Removes barriers and improves outcomes for disadvantaged students and students with SEND
- Prepares students for successful transitions at 14, 16 and 18+
- Enabling young people to sustain employment and achieve personal and economic wellbeing throughout their lives
- Awareness of opportunities that could help with career aspirations such as volunteering and community activities including Community Organising with CitizensUK and Vinspired
- To ensure that all young people have opportunities to develop the skills needed to be successful in life

Our careers programme is structured around the Gatsby Benchmarks and, from September 2025, aligns with the updated Gatsby Benchmarks as required by statutory guidance.

Statutory Requirements

This policy is informed by the Careers guidance and access for education and training providers, Department for Education, May 2025. At Hendon School we also have regard to, the following statutory guidance and national frameworks:

This includes Section 42A of the Education Act 1997, which requires maintained academies to:

- secure independent, impartial careers guidance for pupils in Years 8–13
- promote the best interests of pupils and not be biased towards a particular route or provider

The Education and Skills Act 2008

The School Information (England) Regulations 2008

The Skills and Post-16 Education Act 2022

The Education (Careers Guidance in Schools) Act 2002

The latest statutory guidance for CEIAG "Careers guidance and inspiration for young people in schools" published in May 2025 replaces previous versions and states that careers guidance must:

- Use the updated Gatsby Benchmarks from September 2025

- Strengthened guidance on meaningful workplace experiences and preparation for two weeks' worth of work experience across KS3–KS4
- Publish clear requirements for Provider Access Legislation (PAL), including a minimum of six encounters with technical and apprenticeship providers for pupils in Years 8–13

Our Careers programme

All students take part in a wide range of CEIAG opportunities, these include:

Careers Education – timetabled careers lessons in the SMART Futures programme in Years 7,8,9 and 12. Careers focused SMART Futures events in all year groups.

Information about the range of opportunities and options available at key transition point in a students' education.

Advice – support for individuals to enable them to review, plan and manage their learning and progression to the next stage.

Guidance – help from specialist advisers with knowledge of opportunities and the pathways to and through them, so they can identify their long-term goals and plan steps to attain them.

The curriculum will be inclusive and ambitious for all students with targeted support where needed. It will be progressive and building on skills and knowledge. The curriculum is continually under review to ensure that we are making the best use of opportunities and using data to inform our careers offer.

Our programme has been developed to meet the expectations of the Gatsby Benchmarks:

- 1) A stable careers programme.
- 2) Learning from Labour Market Information (LMI)
Information about local, regional and trends skills shortages and growth sectors
- 3) Addressing the needs of each young person
- 4) Linking curriculum learning to careers
- 5) Encounters with employers and employees
Multiple opportunities to engage with through talks, workshops, mentoring, enterprise and visits.
- 6) Experience of workplaces
KS3: meaning workplace experiences equivalent to at least one week (25 hours)
KS4: placement-based work experiences equivalent to at least one week (25 hours)
- 7) Encounters with further and higher education
- 8) Personal Guidance
All students have access to impartial personal careers guidance at key transition points

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students.

The curriculum is structured in a way that builds upon previous years. We provide aims, objectives and activities for each year group.

| Years 7 & 8 | Years 9 & 10 | Year 11 | Year 12 | Year 13 |
|----------------------|-------------------|------------------|-------------------|------------------|
| Discover and explore | Research and plan | Decide and apply | Research and plan | Decide and apply |

We host a range of Universal and Target opportunities for students; these can vary year on year:

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| <p>Universal</p> <p>Available to all students</p> | <p>Careers in the Curriculum opportunities</p> <p>Subject of the month activities</p> <p>Job of the week</p> <p>Lunchtime speaker sessions</p> <p>Experience of work opportunities</p> <p>Access to Unifrog for all students</p> <p>Careers Library</p> <p>Careers newsletter</p> <p>Access to Unifrog</p> <p>National events – National Careers Week; National Green Careers Week and National Apprenticeship Week</p> <p>Skillsbuilder skills in lesson</p> <p>Completion of FSQ's</p> <p>Personal development sessions</p> |
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Targeted

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| Year 7 | <p>SMART Futures – skills development</p> <p>Drop down SMART Futures day – meet the employers</p> <p>Introduction to University</p> <p>RAF Stem event</p> |
| Year 8 | <p>SMART Futures – careers unit</p> <p>Drop down SMART Futures day – meet the employers</p> <p>Into Tech – Support programme</p> <p>Studying at University</p> <p>RAF Stem event</p> |
| Year 9 | <p>Speaker Barnet College</p> <p>Speaker - Introduction to apprenticeships (AIM)</p> <p>Personal development sessions re options</p> <p>Options assembly and marketplace</p> <p>Access to Careers advisor for options support</p> <p>EHCP students Guidance interviews</p> <p>1 million mentors – mentoring programme</p> <p>Middlesex University Enterprise Challenge</p> |
| Year 10 | <p>Speaker Barnet College</p> <p>Speaker First Rung</p> <p>Speaker Apprenticeships in the NHS</p> <p>Motivez enterprise programme</p> <p>Visit to University or FE College</p> <p>Work shadowing for a day</p> <p>Access to Careers advisor</p> |

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| | EHCP students Guidance interviews |
| Year 11 | Personal Development sessions – Post 16 options Information on all Open days provided 1:2:1 Personal Guidance interview |
| Year 12 | Speaker Barnet College Speaker Apprenticeships Speaker Apprenticeships in the NHS Speaker careers in finance – Vision pathways Employability skills lessons – Level 2 students The Old Vic – employability skills Access Aspirations opportunities. Post-18 Options support Mock interviews UCAS support session University visit Summer schools and university support programmes 1 week work experience 1:2:1 Personal Guidance interview |
| Year 13 | UCAS support 1:2:1 Personal Guidance interview |

Students with Special Educational Needs or Disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our careers team will work with the wider staff team to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Access to pupil participation records

We measure the progress of students and keep records as they move through the Key Stages. We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development. They can access these through Unifrog. These records will be kept in line with our data protection policy.

Parental contact:

Contact with parents is maintained in a variety of ways, including:

- Through the Hendon News, containing news, information and opportunities.
- Weekly Careers newsletter
- Careers website
- Careers themed Coffee mornings
- Careers presence and presentations at parent's evenings from Year 9-13 as well as the 6th form open evening.
- Parents are invited to attend careers interviews if they wish too
- Response to ad-hoc requests for advice and information, including appointments in school.
- Appointments made with parents where they are concerns about individual students.

Staffing and management

Management:

The Assistant Headteacher (AHT) responsible for Community for Learning/ Careers Leader has strategic responsibility for the management, structure and delivery of Careers Education as well as the line management of the Careers Advisor and Careers Admin assistant.

Staffing

All staff are expected to contribute to CEIAG through their roles as tutors, subject teachers and support staff.

Careers Education lessons across the school are delivered through the SMART Futures Programme. Lessons are supported and enriched by relevant external visitors

The school works in partnership with LB Barnet to provide additional specialist support for students in danger of becoming NEET and students with EHCP's

The school also works as part of a career cluster with West London Careers Hub and is supported by an Enterprise Coordinator.

Professional Development for staff

The school makes provision for continued professional development opportunities for staff ensuring that:

- areas of staff development needs are highlighted through discussions with staff, line-management meetings and any Careers/ SMART Futures meetings
- the school provides opportunities for continued professional development for staff with responsibilities for vocational and Careers programmes

- training provides opportunities for teachers to keep up-to-date with the changes and development in employment, the workplace and business and the requirements of employers
- the school shares good practice with other local schools
- our Careers Leader cohosts the borough Careers Forum and is a member of the West London Careers Hub steering group.

Evaluation and Monitoring

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Careers Leader and the SMART Futures coordinator monitor the curriculum and the quality of teaching and learning
- The Careers Leader ensures staff are aware of the statutory elements of the Careers Education are shared with key staff and met within the school.
- There is a link governor who provides feedback to the governing body

There is a system in place to ensure that the provision is regularly monitored and evaluated through:

- regular meetings between the AHT and Careers Team
- a Careers audit takes place termly and the CIS completed annually
- CPD to support staff with careers delivery
- regular evaluations through meetings with staff and students help to shape the curriculum
- annual parental survey
- evaluations of all events held

We will also evaluate the success of our CEIAG programme in terms of the numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college.

All this evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

Complaints:

Concerns about careers provision or provider access should be raised with the Careers Leader in the first instance, followed by Tamioka Sooknanan, Deputy Headteacher if required, in line with the school's complaints procedure.

Links with other policies

SMART Futures
 Provider access legislation statement
 Safeguarding
 Data protection