



SOUTH WILTS GRAMMAR SCHOOL

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

SCHOOL AIMS

South Wilts is a progressive grammar school which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

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1. Aims

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

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

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them

- Help students 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

The Careers Programme is designed to meet the needs of students at SWGS. It is differentiated and personalised to ensure progression and is appropriate to the students' stages of career learning, planning and development with particular focus on outcomes for students with any area of disadvantage or special need.

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 students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [here](#).

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)
- As an academy in England, we're now required to provide and publish careers guidance

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.

This policy complies with our funding agreement and articles of association.

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 [here](#).

3. Roles and Responsibilities

3.1 Careers Leader

Our careers leader is Mrs A Stephens, and they can be contacted by phoning 01722323326 or emailing careers@swgs.wilts.sch.uk. Our careers leader is a member of the senior 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
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students 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 students 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 our governing board

3.2 Senior Leadership Team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 8 to 13 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 Governing Board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 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 students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 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 students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

The school's careers curriculum is a knowledge-engaged curriculum: it aims to equip students with core knowledge and seeks to give them the skills to put this into knowledge into practice. It does this in four main ways:

1. Taught lessons in all year groups
2. Events
3. Personal guidance
4. Parental information

The school is a member of the Wiltshire and Swindon Careers Hub, run through the Careers and Enterprise Company, and therefore regularly submits best practice case studies and capitalises on training opportunities.

The school is a full member of the South West Academic Trust working with schools in Wiltshire and the South West. The Careers Advisor engages with other careers providers to share best practice and work in a collaborative manner, sharing information and ideas.

The school's provision is tracked against the Gatsby Benchmarks through the Compass tool and the development plan takes full account of the Government's Careers Strategy for Schools (May 2025). The school continually develops the quality of its career programme still further.

Our careers programme is delivered through a number of methods, including:

- PSHE lessons, tutor curriculum, careers bulletin, assemblies, Live Well afternoons, careers fairs, workshops and work-related events. Additionally, we provide 1:1 careers guidance and parent information evenings. Unifrog is used throughout all years, with parental logins also shared to encourage engagement.

Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes:

- A term of careers lessons in PSHE in each year. These will focus on widening horizons about different careers, an introduction to Labour Market Information (LMI) and how they

relate to their potential post-16, post 18 and future career options.

- Participation in work related activities such as 'The Real Game', Step into the NHS' and Enterprise Days
- 'Take Your Child to Work Day'
- Specific careers activities, interactions including Green Careers Week, National Apprenticeship Week and National Careers Week
- Personalised guidance meetings as required to support post-14 subject choices
- Use of Unifrog to support and record careers related learning

Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Careers lessons in PSHE
- Participation in work related activities such as STEM Day, Careers conference, post-16 taster afternoons, mock interviews, ApprentiFest
- Specific careers activities, interactions and workshops including Green Careers Week, National Apprenticeship Week and National Careers Week
- Mock interviews with opportunities to review CVs
- Provider talks and assemblies
- Personalised guidance meetings for all students to support post-16 education and employment choices
- Use of Unifrog to support and record careers related learning
- Students participate in the virtual National Careers Week Fair

Key Stage 5

Our Key Stage 5 careers programme supports students in planning for their future, including all post-18 pathways. This includes:

- Careers lessons in PSHE
- Participation in work related activities including one week of work experience which is recorded and monitored using Unifrog
- Specific careers activities, interactions and workshops including Green Careers Week, National Apprenticeship Week and National Careers Week
- Mock interviews, including specific practice for early entry, medical and veterinary university applicants
- Provider talks and assemblies, including alumni
- Personalised guidance meetings for all students to support post-18 education and employment choices
- Use of Unifrog to support and record careers related learning
- University and Apprenticeship Fair visits
- Parent information evenings
- Volunteering opportunities as part of enrichment programme
- Opportunities to attend courses and workshops such as Medlink, VetSim, Headstart, taster courses and university visits are signposted encouraged
- Specialist programmes, e.g. Upgrade, for preparation for specific careers

4.1 Students with Special Educational Needs or Disabilities (SEND)

We expect that the majority of students 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 leader will work with teachers and, where appropriate, professionals from relevant organisations, 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.

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

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

4.2 Access to our Careers Programme Information

A summary of our school's careers programme is published on our school website [here](#), including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs A Stephens: careers@swgs.wilts.sch.uk.

4.3 Assessing the Impact on Students

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Regular Compass evaluations against Gatsby benchmarks
- Careful scrutiny of students' careers journeys, using Compass + software and Unifrog
- Future Skills Questionnaires for all students
- SWGS-designed evaluations for programmes and events
- Destinations data
- Stakeholder engagement surveys and feedback

5. Links to Other Policies

This policy links to the following policies which are available [here](#):

- Provider Access Policy Statement
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Equality

6. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Education and Experience Committee and reviewed annually.

Reviewed by	Date of Review and approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Education and Experience Committee	Spring 2026	Annually	Spring 2027	Statutory	Yes