LIONHEART
EDUCATIONAL
TRUST

CAREERS EDUCATION INFORMATION AND GUIDANCE POLICY

This policy applies to all secondary schools and sixth forms within the Lionheart Educational Trust

Approved by Trust Board

January 2026 – January 2027

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1. Aims

1.1. Lionheart Educational Trust ("the Trust") aims to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work.

1.2. This policy will set out the Trust schools/college 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.

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

- Promote a culture of high aspirations, equality and equitable opportunity.
- 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.
- Help pupils prepare for the workplace, by building self-development and career management skills.

2. Policy Scope

2.1. This policy covers the Careers Education, Information, Advice and Guidance given to all pupils in Key Stages 3, 4 and 5 and is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

2.2. 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 Trust schools/college must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

2.3. 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:

- Trust schools/college must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As a multi academy trust in England, Trust schools/college are 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 Trust schools/college complies with this requirement.

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

2.5. 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.

2.6. All members of staff within the Trust are expected to be aware of this policy and understand the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils and promote these within their specialism.

2.7. It is important that Trust pupils leave school/college aware of themselves as individuals with a clear understanding of the opportunities open to them and be equipped with the tools needed to make informed life decisions. They should have resilience to make the transition from fulltime education to the world beyond. It is these personal and social development characteristics that this policy will contribute to.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Zak Allard, and they can be contacted by phoning 0116 267 7107 Ext : 3256 or emailing david.allard@thecedarsacademy.org.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/college careers 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 special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all of pupils with special educational needs and/or disabilities (SEND), young carers and those who are economically disadvantaged and put in place personalised support and transition plans as appropriate.
- Work with school/college 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 Trust provider access policy statement at least annually, in agreement with the Trust 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 the schools/college careers leaders are allocated sufficient time, and have the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships and set out arrangements for this in their provider access policy statement.
- Network with employers, education and training providers, and other careers organisations.

3.3 The Trust Board

The Trust Board will:

- Provide clear advice and guidance on which the Trust schools/college can base a strategic careers plan which meets legal and contractual requirements.
- Appoint a member of the local governing board who will take a strategic interest in careers education and encourage employer engagement in each school/college. This member should also act as a critical friend when the school evaluates its CEIAG offer.
- Make sure independent careers guidance is provided to all pupils 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 pupils.
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of Trust schools/college's careers programme and the name of the career's leader are published on the schools/college website.
- Make sure that arrangements are in place for Trust schools/college to meet the legal requirements of the 'Baker Clause', including that each school/college has published a provider access policy statement.

4. Our careers programme

Each Trust school/college 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 year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks** (see appendix 1 for more detail):

1. A stable careers programme with a careers' leader
2. Learning from career and labour market information
3. Addressing the needs of each young person
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.

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

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

A full careers and wider world module, incorporated into the PDC program for every year. Each year group will have a 6-week module on careers and employability skills. This is supplemented by opportunities to meet employers, providers of apprenticeships and training, and representatives from academic institutions.

A programme of assemblies through the years to deliver more information, and Years 9 and 11 will have the opportunity to attend careers fairs in school. They will also have events laid on for parents to support them in helping students make the best choices. In year 12, students will visit a careers fair at De Monfort University.

Independent one to one careers advice interviews are offered to all students, as are practice interviews. Year 10 and 12 students will also have the opportunity for work experience. Students in year 11 and 13 have support in writing applications and CVs and will be able to go on taster days at colleges and universities.

The detail of the careers programme will change as providers and opportunities change. An up-to-date summary of the careers programme can be found online under the careers sections of the website.

Key Stage 3

The Key Stage 3 careers lessons will support pupils in their planning and choices of GCSE subjects and beyond. This includes:

Year 7	Year 8	Year 9
Essential Skills	Work/Life Balance and Equality	Skills and Qualities
What is CEIAG?	Challenging Stereotypes: Pay Gap	How to Demonstrate Strengths
Skills and Qualities	Types of employment	Managing Emotions in the Workplace
Identifying future careers aspirations	Goal Setting	P16 Options
Challenging Stereotypes: Careers	Career Aspirations	Navigating your Career

Key Stage 4

The Key Stage 4 careers lessons aims to help pupils research and understand their choices and routes into education, training and employment.

This includes:

Year 10	Year 11
Evaluating strengths and weaknesses	Using constructive feedback
Opportunities in learning and work	Writing CVs and personal statements
Responsibilities in the workplace	Interview technique
Managing Health and Safety	Maximising Employability Including Online
Protecting Your Rights at Work	Rights and responsibilities: part time

Key Stage 5

The Key Stage 5 careers lessons supports pupils in planning for their future, including university and alternative pathways. This includes:

Careers Fair attended by a range of providers, degree apprenticeships, apprenticeships, universities, local employers .
Interviews with a career's advisor
Mock interviews
Experience of work
PDC programme
Support with applications to Post 16 providers, UCAS, degree apprenticeships

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

We will lay on specially designed program of work experience for our SEND learners that is tailored to their specific needs.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our careers page of the school/college website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the careers leader.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of this policy and the CEIAG offer in a number of ways:

- Feedback from stakeholders through mechanisms such as the student, parent, teacher and employer surveys
- Feedback from external visitors to the school such as the Leicester Local Enterprise Partnership (LLEP) or Ofsted
- Leavers information - destination data and the number NEETs in October. This can be measured against other schools/colleges locally and nationally.

5. Links to other policies

This policy links to the following policies

- Provider Access Policy statement
- Safeguarding Policy
- SEND Policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Trust Heads of Careers and Guidance and reviewed annually.

Appendix 1: Summary of the Gatsby Benchmarks

1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
2. Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3. Addressing the needs of each young person	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.

	additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4. Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

	schemes, and could include pupils' own part-time employment where it exists.	
6. Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
8. Personal guidance	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.