



Goldwyn School

Careers Education Information Advice and Guidance (CEIAG) Policy

Review Body: Darren Tracey/FGB

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1. Introduction & Context

Goldwyn School puts the needs of each student at the centre of all learning and social experiences. Our aim is to raise aspirations, promote equality of opportunity, to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to manage their own career progress. The purpose of the Goldwyn CEIAG policy is to explain the way in which Goldwyn School prepares students for transition into the next stage of education, apprenticeship or the world of work.

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered students in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. In 2017 the DfE updated its guidance in line with Gatsby Benchmarks (Careers guidance and access for education and training providers Jan 2023).

2. The 'Gatsby' Benchmarks

Goldwyn School employs the Gatsby Benchmarks to guarantee consistent student engagement with a stable careers programme. This programme is tailored to meet the individual needs of our students with benchmarking ensuring ambitious outcomes in line national expectations.

1. *A stable careers programme.*
2. *Learning from career and labour market information.*
3. *Addressing the needs of each student.*
4. *Linking curriculum learning to careers.*
5. *Encounters with employers and employees.*
6. *Experiences of workplaces.*
7. *Encounters with further and higher education.*
8. *Personal guidance.*

The 2024 update of the Gatsby guidance (Good Career Guidance: The Next 10 Years) reaffirms the 8 Benchmarks, whilst also elaborating/introducing the following.

- *Integration of Digital Technologies.*
- *Inclusivity of the needs of each student.*
- *Commitment to Diversity and Inclusion.*
- *Alignment with Labour Market Trends.*
- *Strengthened Evaluation Mechanisms.*
- *Increased emphasis on engagement with parents and carers*
- *Adoption of Digital Platform.*

(Appendix A)

3. Aims and Objectives

Through the Goldwyn values of Aspire, Empower, Achieve, we set the highest aspirations for our students and work to empower them to achieve their potential. Careers Education, Information, Advice, and Guidance (CEIAG) in Goldwyn prepares our students to take their place within society, using their qualifications and experiences to make informed choices and achieve personal and economic wellbeing. Our intent is for all Goldwyn students to develop employability and transferable skills which are highly valued by employers, colleges, universities, and apprenticeship providers.

Throughout the Goldwyn careers programme, we aim to engage students engage with the local community, workforce and employers to form connections that facilitate future employment as well as providing exposure to new knowledge and skills. The Goldwyn CEIAG programme is directly referenced to the 8 Gatsby Benchmarks to ensure high standards and national expectations.

In addition to extra-curricular activities, careers education is integrated into the curriculum for all year groups, across our centres through the PSD Lessons (Personal, Social, Development) with time allocated for students to specifically explore careers paths and record careers related experiences. The curriculum is tailored to meet the individual needs of our students within each pathway, whilst still retaining shared, whole school outcomes. An ongoing review of careers links in discrete subjects is achieved by the periodic monitoring of medium term planning (MTP) in departments, ensuring that links to employment are relevant.

Engagement with careers professionals and expertise is provided through strong working links with The Education People - Careers service team. Independent Careers Advice and Guidance (IAG) is delivered by our specialist Careers Advisors from CXK, supported by other organisations such as the Kent Education Business Partnership (KEBP), National Citizens Service (NCS), Careers and Enterprise Company (CEC), Department for Work and Pensions (DWP), and ASK about apprenticeships.

4. Roles and responsibilities

This section sets out the key responsibilities of Goldwyn staff in relation to careers education.

Link Governor for Careers

Kate Wilson

- The governing body will review and monitor the CEIAG through Governors meetings.

Senior Leader for Careers

Darren Tracey

- Through consultation with careers professionals and expert bodies, follow best practice guidance.
- Through GSB approval, disseminate the careers policy and actions required to Heads of Schools, Careers Lead and teachers.

- Work in partnership with the outside providers to ensure all students access education, employment or training after KS4.
- Collect and monitor destination data for students, up to 3 years of leaving Goldwyn.
- Disseminate information about the labour market and relevant careers advice to teaching staff.

Heads of School

Debbie Mann - Ashford

Barry McGinn - Folkestone

Emily Oliver - Plus & GVC

- Ensure the programme of careers activities are being delivered in PSD Lessons.
- Facilitate activities from the careers programme such as visits from employers.
- Ensure IT access and passwords for careers platforms are in place for all students.
- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the students' needs or identified areas of interest.

Careers Lead

TBC

- Disseminate information about the labour market and relevant careers advice to teaching staff.
- Organise the Annual Goldwyn Careers Fair for Y9-13 students and their parents/carers. (Appendix C)
- Support in the organisation of work experience.
- Work in partnership with the outside providers to ensure all students access education, employment or training after KS4.

Teachers

- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the students' needs or identified areas of interest.
- Aim to inspire and nurture aspirational expectations.
- Provide advice about Local Market Information (LMI).
- Engage students with the Xello careers platform and ensure students update/record any relevant experiences on Xello to track student engagement.

5. Learner Outcomes

Students will be able to:

- Try out different work opportunities.
- Gain an insight into the labour market both nationally and locally.
- Gain an understanding of skill sets and how skills are transferrable.
- Understand soft skills, hard skills and how to sell themselves using CVs/ application forms/interviews.
- Develop the skills employers look for - resilience, team work, problem solving.
- Have access to both paper based and online resources to assist in their career

exploration.

- Access to impartial information on options Post 16, Post 18 and beyond.
- Log experiences related to careers and work related experiences.

By the time learners are ready to leave they will be more able to:

- Start their own career plan.
- Start to independently make action plans.
- Feel better about managing their transitions, using coping strategies.
- Know how to look for opportunities and who to ask for assistance if support is required.
- Be able to complete application forms and update CVs.

6. CEIAG Implementation (Appendix B)

All students at Goldwyn will:

- Undertake a programme of CEIAG within the PSHCE programme, beginning in Year 7 and continuing through to Year 11.
- Undertake work-related learning through the PSHCE programme (eg Enterprise Days, work experience (Year 10) and vocational courses.
- Group and individual support from an independent and impartial, guidance qualified Careers Advisor
- Have talks from employers and employees (where appropriate).
- Be made aware of career opportunities which relate directly to individual subjects (e.g. careers boards in classrooms, planning within teachers' schemes of work.
- Be supported through the Post 16 application and transition process.
- Attend at least one internal careers fair.
- Given multiple opportunities to receive 1to1 independent careers advice.

(Appendix B) - Careers Map

7. Assessment and Evaluation

All students will have clearly defined destination targets as part of their EHCP and the targets will be assessed at each annual review and any amendments will be fed into the student's career plans for the following year. A log of all engagement with any careers related events will be kept for all students throughout their school career.

Destinations data will be kept for all students, tracking education, training, apprenticeships and employment for 3 years.

8. Policy Review

This policy will be reviewed annually - by Darren Tracey (Senior Leader for Careers) in collaboration with GSB, the Careers Lead and Teaching and Learning Leads in each Centre.

References List

Careers guidance and access for education and training providers.

Statutory guidance for schools and guidance for further education colleges and sixth form colleges.

[Careers guidance and access for education and training providers - GOV.UK](#)

Good Career Guidance: The Next 10 Years

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-the-next-10-years-report.pdf>

Appendix A

Gatsby Benchmarks: Key Updates – 2024

[Spotlight on the New Gatsby Benchmarks: Key Updates You Need to Know | We Are Futures](#)

Enhanced Employer Engagement: The updated benchmarks place a stronger emphasis on meaningful interactions between students and employers, advocating for more frequent and diverse engagements to provide students with a comprehensive understanding of various career paths.

Integration of Digital Technologies: Recognising the evolving digital landscape, the benchmarks now encourage the incorporation of virtual work experiences and online career resources, ensuring students are adept at navigating digital platforms relevant to their future careers.

Focus on Inclusivity: The revisions underscore the importance of tailored career guidance for students with special educational needs and disabilities (SEND), promoting equitable access to career opportunities and support.

Alignment with Labour Market Trends: The benchmarks have been updated to reflect current labour market information, guiding students towards sectors with high demand and future growth potential.

Strengthened Evaluation Mechanisms: There is a renewed focus on assessing the impact of career guidance programs, encouraging schools and colleges to implement robust evaluation methods to measure outcomes and inform continuous improvement.

Increased emphasis on engagement with parents and carers: For a careers programme to be most effective, parents and carers should know about the programme, what it will cover, what resources are available to them and how they can access support. Schools will be required to evidence how they have engaged parents and carers throughout their programme.

You might be wondering, "How do these updates impact me as an employer?" Here are a few key ways they might:

Increased Engagement Opportunities: Employers are encouraged to participate more actively in educational settings, offering work experiences, mentorship programs, and career talks to help students gain practical insights into wide range industries.

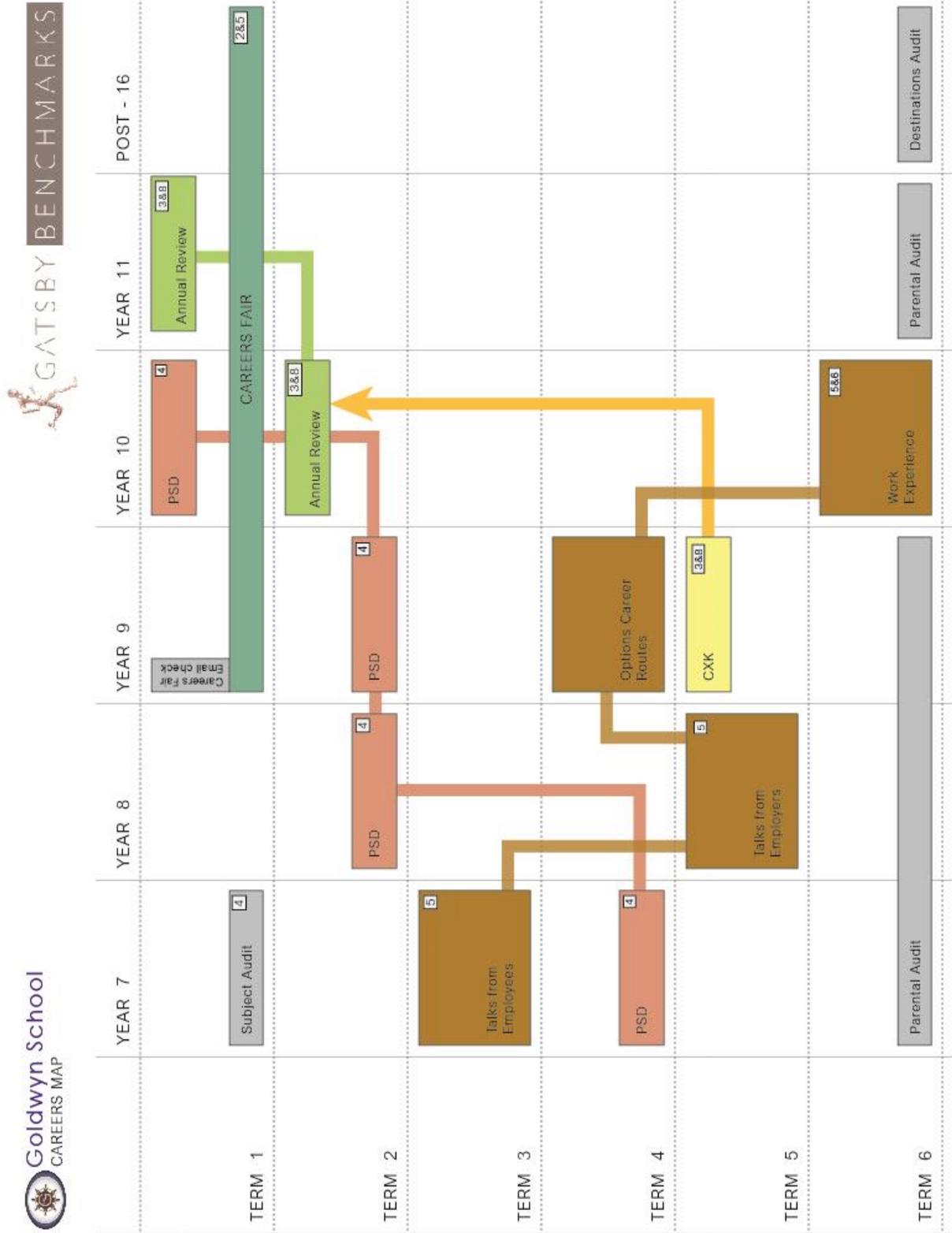
Adoption of Digital Platforms: With the integration of digital technologies into career guidance, employers may need to develop virtual engagement strategies, such as online internships or webinars, to connect with students effectively.

Commitment to Diversity and Inclusion: Employers should ensure their engagement initiatives are accessible to all students, including those with SEND, by providing appropriate accommodations and support.

Alignment with Educational Objectives: By aligning their outreach efforts with the updated benchmarks, employers can contribute to a more informed and prepared future workforce, benefiting both students and the broader economy.

These updates aim to create a more dynamic and inclusive career guidance framework, fostering stronger collaborations between educational institutions and employers to better prepare students for the evolving world of work.

Appendix B - Goldwyn Careers Map



Appendix C - Careers Fair Plan

Goldwyn Careers Fair		
Date & Time:	Term 1 14:00 - 17:00	
Venue:	Goldwyn School Ashford Kent	
Objective:	To provide students with insights into various career and educational opportunities.	
Bench Mark	<p>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.</p> <p>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES Every student 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 schemes.</p>	
Target group	Yr 9, KS4 and Post 16	
Education providers	EKC Ashford EKC Folkestone Goldwyn GVC Goldwyn Combined Studies Supajam	Bemix Maidstone Skills Centre Brogdale Woodpecker Court
Employers	Kent Police Tesco CRS - Railway Port of London Border Force Metro Bank	Bill Dane Estate Agent Offset printing and packaging VJT Solutions GM Dental Surgery
Support	CXK Emotional wellbeing team	
Additional Information	<ul style="list-style-type: none"> - Networking Area: Space where students can interact with professionals and gather more information. - Refreshments: A designated area with light snacks and beverages available for attendees. - Feedback: Distributing feedback forms at the entrance and exit to gather suggestions for future events. 	