



Goldwyn School

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Review Body:	Darren Tracey/Learning & Inclusion Committee
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Policy Statement

Goldwyn School is committed to providing high-quality Careers Education, Information, Advice and Guidance (CEIAG) that enables all students to make informed, realistic and aspirational decisions about their future learning, employment and independent living. As a special school, we recognise that students have diverse needs, abilities and pathways, and our careers provision is personalised, inclusive and embedded across the curriculum.

Our careers programme supports students to:

- Develop self-awareness, confidence and independence
- Understand the world of work and post-16/post-19 options
- Make successful transitions to further education, training, supported employment or adult services
- Achieve positive destinations that reflect their aspirations and needs

Statutory Context

This policy is informed by:

- The Education Act (2011)
- The Department for Education statutory guidance on careers guidance and access for education and training providers
- The Gatsby Benchmarks for Good Career Guidance
- SEND Code of Practice (2015)
- Preparation for Adulthood outcomes

Goldwyn School works within these frameworks while adapting delivery to meet the needs of students with special educational needs and/or disabilities.

Aims and Objectives

The aims of CEIAG at Goldwyn School are to:

- Provide a planned, progressive and personalised careers programme from Key Stage 3 onwards
- Raise aspirations and challenge stereotypes
- Develop employability, life and independence skills
- Ensure students understand a range of pathways, including education, supported employment, volunteering and community participation
- Involve parents/carers as key partners in career planning
- Work collaboratively with external agencies and employers

Impact and Outcomes

The impact of Careers Education, Information, Advice and Guidance at Goldwyn School is measured through clear, observable outcomes. As a result of the careers programme, students are able to:

- Recognise their own strengths, interests and needs and communicate preferences about future pathways
- Demonstrate increased confidence, independence and self-advocacy in unfamiliar and real-world contexts

- Show improved work-related behaviours such as turn-taking, perseverance, punctuality and responsibility
- Make informed and realistic choices about post-16 and post-19 options that align with EHCP outcomes
- Apply functional skills (communication, numeracy, problem-solving) in vocational and community-based settings
- Engage positively with employers, visitors and external providers
- Participate meaningfully in transition planning and reviews
- Move on to sustained, positive destinations including further education, training, supported employment or adult services

Careers Programme Overview

Careers education at Goldwyn School is delivered through:

- The PSHE/PSD and Life Skills curriculum
- Preparation for Adulthood learning
- Vocational and functional skills programmes
- Work-related learning and enterprise activities
- Work experience, supported internships and college link courses (where appropriate)
- Careers events, visits and guest speakers
- Individual careers guidance interviews

Learning is adapted and differentiated to ensure accessibility for all students.

Careers Programme Map by Key Stage

Key Stage 3 (Ages 11–14): Awareness and Exploration

Purpose: To develop self-awareness, introduce the concept of work, and build early aspirations.

Students will:

- Begin to identify personal strengths, interests and preferences
- Learn about different jobs and roles within the local community
- Develop communication, independence and social skills linked to work
- Experience enterprise and teamwork activities

Provision includes:

- Careers learning embedded within PSHE/PSD and Life Skills
- Introduction to Preparation for Adulthood themes
- Visits from visitors representing a range of jobs
- Curriculum links to real-life applications of learning

Key Stage 4 (Ages 14–16): Preparation and Decision-Making

Purpose: To prepare students for post-16 pathways through realistic goal-setting and skill development.

Students will:

- Explore post-16 options including FE colleges, training providers and supported pathways
- Develop employability and functional skills

- Take part in work-related learning and enterprise projects
- Receive personalised careers guidance informed by EHCP outcomes

Provision includes:

- Work-related learning and vocational tasters (where appropriate)
- College visits and transition events
- Employer encounters adapted to student need
- One-to-one careers guidance interviews

Key Stage 5 / Post-16 (Ages 16–19+): Transition and Progression

Purpose: To support successful transitions into adulthood and positive destinations.

Students will:

- Develop independence, confidence and workplace behaviours
- Participate in work experience, supported internships or community-based learning
- Prepare for transitions into further education, training, supported employment or adult services
- Take an active role in transition planning

Provision includes:

- Work experience and supported employment opportunities
- Strong partnership working with colleges, employers and adult services
- Careers guidance focused on long-term outcomes and sustainability
- Transition planning meetings involving families and external agencies

Meeting the Gatsby Benchmarks (SEND-Appropriate)

Goldwyn School is committed to working towards the Gatsby Benchmarks in a way that reflects the needs of our learners:

1. **A Stable Careers Programme** - A structured CEIAG programme reviewed annually and published on the school website.
2. **Learning from Career and Labour Market Information** - Information is simplified, visual and contextualised to students' lives.
3. **Addressing the Needs of Each Student** - Individual EHCP outcomes, strengths and aspirations inform careers planning.
4. **Linking Curriculum Learning to Careers** - Careers learning is embedded across subjects and life skills.
5. **Encounters with Employers and Employees** - Students meet a range of employers, including supported and local employers.
6. **Experiences of Workplaces** - Opportunities for work experience and work-related learning are tailored and supported.
7. **Encounters with Further and Higher Education** - Students explore colleges, training providers and adult learning settings.
8. **Personal Guidance** - All students receive appropriate one-to-one careers guidance from a qualified adviser.

Inclusion and Equality

Goldwyn School is committed to equality of opportunity. Careers guidance is impartial and inclusive, and actively challenges discrimination, stereotypes and low expectations. All students, regardless of ability, gender, background or need, are supported to achieve ambitious and appropriate outcomes.

Alignment with Ofsted Education Inspection Framework (EIF)

Goldwyn School's CEIAG provision directly supports the Ofsted Education Inspection Framework, particularly within the Quality of Education, Personal Development, and Leadership and Management judgements.

Quality of Education

Careers education is:

- Ambitious and well-sequenced, building knowledge and skills progressively from Key Stage 3 to post-16
- Broad and balanced, offering students exposure to a wide range of pathways and experiences
- Closely aligned to EHCP outcomes, ensuring learning is meaningful and purposeful

Careers learning contributes to students knowing more, remembering more and being able to do more over time.

Personal Development

The careers programme strongly supports students' personal development by:

- Raising aspirations and confidence
- Developing independence, resilience and self-advocacy
- Preparing students for life in modern Britain and the world of work
- Supporting preparation for adulthood outcomes, including employment, independent living and community participation

Behaviour and Attitudes

Careers education promotes positive attitudes by:

- Encouraging engagement, motivation and perseverance
- Supporting the development of work-related behaviours such as punctuality, teamwork and responsibility
- Providing purposeful learning that students understand and value

Leadership and Management

School leaders:

- Have a clear vision for CEIAG that meets statutory requirements
- Ensure staff are supported and trained to deliver high-quality careers learning
- Use evaluation, destination data and stakeholder feedback to improve provision
- Work effectively with external partners to enhance student outcomes

The careers programme reflects a strong culture of high expectations and continuous improvement.

Roles and Responsibilities

Governing Body

- Monitors and evaluates the effectiveness of the careers programme
- Ensures statutory duties are met

Headteacher

- Has overall responsibility for CEIAG
- Ensures adequate staffing and resources

Careers Leader

- Leads and coordinates the careers programme
- Develops partnerships with employers and providers
- Monitors impact and student destinations

Teachers and Support Staff

- Embed careers learning within their teaching
- Support students with career exploration and transitions

Students

- Engage with careers activities
- Explore interests, strengths and aspirations

Parents and Carers

- Support students' career planning
- Engage with reviews, meetings and events

Provider Access

Goldwyn School complies with statutory requirements to allow access for education and training providers. Opportunities are provided for students and parents to learn about post-16 and post-19 pathways through assemblies, visits, events and meetings.

Monitoring, Evaluation and Review

The impact of the careers programme is evaluated through:

- Student voice and feedback
- Parent/carers feedback
- Destination data
- Quality assurance against Gatsby Benchmarks