

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

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Date of Next Review:	Spring 2028
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Responsible Committee:	Education Committee

Vision and Values

At Haileybury Turnford, we aim to develop ambitious, employable and well-informed young people who take pride in their future destinations and pursue successful pathways beyond school. We are committed to delivering a high-quality careers programme that equips every student in Years 7–13 with the knowledge, skills and confidence they need to make informed decisions and transition smoothly into further education, training or employment.

Our careers provision is tailored to each year group and is designed to inspire students, raise aspirations and broaden access to a wide range of career routes. Alongside the formal programme, we provide regular information for parents and carers at key events throughout the year and actively gather feedback from students, parents/carers and staff through focus groups and surveys to ensure our provision remains responsive and effective.

We are committed to ensuring all students achieve qualifications that align with their interests and aspirations. At each stage of their education, learners are supported to prepare for future success, taking into account the local labour market, opportunities for sustainable futures and the evolving nature of work.

Statutory Requirements and Expectations

The school is fully committed to meeting its statutory responsibilities relating to Careers Education, Information, Advice and Guidance (CEIAG).

All students in Years 10 and 11 receive independent and impartial careers guidance delivered by a qualified external provider. This guidance covers the full range of post-16 options, including apprenticeships, further education, technical qualifications and vocational pathways, ensuring students receive advice that promotes their best interests. Students in Years 12 and 13 are also able to access additional careers guidance interviews when needed.

In line with the 2018 Access to Providers legislation and subsequent 2021 statutory guidance, the school provides meaningful opportunities for a wide range of education and training providers to speak to students in Years 7–13 about technical education, apprenticeships and other pathways. Further details are outlined in our Provider Access Policy Statement (Baker Clause).

All Sixth Form students complete a study programme that includes qualifications alongside enrichment and careers-related activities to support progression.

We publish our full careers programme, including the contact details of our Careers Leader(s), on our school website, in accordance with statutory guidance.

We continue to meet all eight of the Gatsby Benchmarks of Good Career Guidance, and we continue to review and strengthen our provision three times a year in partnership with our Careers Leader(s) and our Local Enterprise Partnership (LEP)

Learner Entitlement

Every student at Haileybury Turnford is entitled to high-quality careers education, information, advice and guidance as part of their wider educational experience. This entitlement is delivered in partnership with Hertfordshire County Council’s Services for Young People (SfYP), local employers, Haileybury, further and higher education providers, and parents/carers.

From Year 7 onwards, all students have access to a comprehensive and impartial programme of careers and work-related learning. This includes:

- Dedicated careers activities delivered through tutor time and Personal & Social Development (PSD/PSHE) lessons
- A planned programme of external visits and internal workshops
- Encounters with employers, training providers, colleges and universities
- Collaborative activities and opportunities linked with Haileybury
- Collapsed timetable events designed to deepen understanding of future pathways

Students and parents/carers are also supported through key transition events, including the KS2 Transition events, KS4 Options Evening, Sixth Form Open Evening and higher education information sessions. These events ensure families have the information they need to make confident and informed decisions at each stage of education.

Careers Education, Information, Advice and Guidance activities include:

Key Stage 3

Year/Term	Autumn Term	Spring Term	Summer Term
7	Introduction to careers through form time activities and explore LMI information.	Employability skills and guest speakers. Visiting speakers to discuss careers & career choices and progressions. Tesco – Love of Food careers day.	Careers Enrichment activities including STEM activities, Enterprise project/challenge, and personal finance sessions.
8	Enterprise project and explore LMI information. NatWest – Personal Finance Day.	Visiting speakers to discuss careers & University of Hertfordshire Pathfinder Day. Oracy challenge. Careers trip to Stansted.	Careers Enrichment activities including University of Hertfordshire Outreach activities and STEM activities.
9	Employability skills development through careers form times and explore LMI information. Information regarding apprenticeships, T Levels, and Further Education. Brilliant Club: Scholars Programme with Oxbridge visit.	Visiting speakers to discuss careers & Options Evening and support in form times.	Careers Enrichment activities including University of Hertfordshire Outreach activities and STEM activities.

Key Stage 4

Term	Autumn Term	Spring Term	Summer Term
10	Employability skills development through careers form times and explore LMI information.	Visiting speakers to discuss careers & Preparation for Work Shadowing. Generations Broxbourne.	Careers Day, Work Shadowing, Sixth Form and College talks and STEM activities. Mock interviews with JCP.
11	Exploring opportunities and ideas for future progression, career guidance interviews and explore LMI information.	Revisit information on Apprenticeships, T Levels and Further Education. Visiting speakers to discuss careers, career guidance interviews and progression interviews.	CV guidance, mock interviews with ASK. Sixth form experience, guidance with next steps.

Key Stage 5 (Post-16)

Term	Autumn Term	Spring Term	Summer Term
12	Employability skills development through form times, sixth form PSD programme and explore LMI information. Visiting speakers to discuss careers.	Career guidance interviews and work shadowing preparation.	Work shadowing and futures week. Mock Assessments with ASK.
13	Application support and follow-up guidance interviews. Careers fair.	Visiting speakers to discuss careers. University of Hertfordshire finance support.	Guidance with next steps. UCAS Applications

Management and Delivery

We recognise the importance of having effective systems in place to manage and deliver a high-quality careers programme. To ensure our CEIAG provision is coherent and well planned, we:

- Allocate dedicated tutor-time sessions to careers education as part of the whole-school programme
- Provide curriculum time within PSD/PSHE lessons to deliver structured careers learning
- Build work shadowing and employer encounters into the school calendar
- Plan off-timetable days and themed weeks dedicated to careers, pathways and employability
- Invite a wide range of visitors into school, including employers, apprenticeship providers, colleges, universities and independent training providers
- Ensure students have opportunities for careers-related visits, external workshops and experiences of workplaces
- Appoint a Careers Champion in every faculty to ensure careers learning is embedded across the curriculum and aligned to the Gatsby Benchmarks
- These arrangements ensure that careers education is delivered consistently across the school and remains an integral part of each student's learning journey.

Roles and Responsibilities

Governing Body

- The Governing Body is responsible for approving this policy and providing strategic oversight for careers education and guidance. Governors support the school in ensuring the CEIAG programme remains ambitious, compliant and aligned with whole-school priorities.

Senior Leadership Team (SLT)

- The Senior Leadership Team ensures the school meets all statutory duties relating to careers education, maintains a strong commitment to high-quality CEIAG, and integrates careers provision within the wider School Improvement Plan.

Careers Leader(s)

- The Careers Leader(s) oversees the strategic design, coordination and implementation of the careers programme. They monitor impact, evaluate provision against the Gatsby Benchmarks and statutory guidance, and work with internal and external partners to continually develop the programme.

Careers Champions

- Careers Champions within each faculty promote the embedding of career learning across subject areas and support the development of CEIAG opportunities linked to their curriculum.

All Staff

- Every member of staff shares responsibility for supporting careers education by linking curriculum learning to careers where appropriate, signposting students to opportunities and contributing to the wider CEIAG ethos of the school.

Funding and Resourcing

Funding for careers education is allocated through the school's central budget and reviewed annually in line with school priorities. Where appropriate, the school seeks additional external funding and partnership opportunities to further strengthen and enhance the careers programme.

Information, Advice and Guidance (IAG)

Every student has access to impartial and independent careers information, advice and guidance delivered by external qualified professionals. All guidance is quality assured, meets the standards of the Career Development Institute (CDI), and provides students with clear, accurate information about all available pathways. Students are supported to explore academic, vocational, technical and apprenticeship routes, ensuring they can make well-informed decisions at each transition point.

Curriculum Implementation, Teaching, Learning and Assessment

We ensure that our approach to curriculum implementation, teaching, learning and assessment is grounded in established evidence of what works in careers education. Our aim is to provide meaningful, engaging and challenging learning experiences that help students develop the knowledge, skills and understanding needed to navigate future pathways with confidence.

Staff Development

All staff play an important role in supporting students' career learning and development through their everyday interactions and curriculum delivery. To ensure staff feel confident and equipped, we offer regular staff feedback sessions to identify training needs and provide ongoing professional development based on these findings. This ensures careers learning is embedded consistently across the curriculum and supports whole-school improvement.

Monitoring, Reviewing, Evaluating and Reporting

The Careers Leader(s) is responsible for the ongoing monitoring and review of the CEIAG programme and reports regularly to the Senior Leadership Team and Governing Body. Monitoring activities include record-keeping, destination tracking and direct observation of provision.

A full review and evaluation of the programme takes place annually in the summer term, enabling improvements to be planned ahead of the new academic year. Evaluation draws on feedback from students, parents/carers and staff through surveys and focus groups, ensuring the programme remains responsive to the needs of the school community.

Stakeholders and Partners

Parents/Carers

- We recognise the crucial role parents and carers play in supporting their child's careers development. We view them as partners in this process and provide regular opportunities for them to engage with and understand career pathways through information evenings, our school website and termly careers bulletins.

Careers Support Agencies

- The school holds an annual agreement with Hertfordshire County Council's Services for Young People (SfYP), who provide professional, impartial careers guidance for students. SfYP is Matrix accredited, and its advisers bring extensive knowledge of local, regional and national opportunities.

Employers, Community Partners and Learning Providers

- In line with our Provider Access Policy Statement, we work collaboratively with employers, further and higher education providers, apprenticeship and training providers, the Local Enterprise Partnership (LEP) and a wide range of community partners. These partnerships enrich our programme and ensure students have meaningful encounters with the world of work and further learning.