Gunnersbury Catholic School

CEIAG Policy

Approved by:	Governing Body	**Date:**	September 2026
Last reviewed on:	July 2026		
Next review due by:	July 2028		

SCHOOL MISSION STATEMENT

This policy is set within a context of a Catholic vision for education which is reflected in our Mission Statement:

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted.
It encourages all to engage in as broad an interpretation of education as is possible, and one which is in keeping with the motto 'Ad Altiora' - 'To Higher Things.'"

Gunnersbury Catholic School aims to:

1. build a community based on Christian values

2. maximise the potential of the individual within the school in academic, personal, physical, social and spiritual terms

3. produce young men and women who will take their values beyond school to promote a better, more just society

We seek to achieve this by:

1. demonstrating fairness and justice in all school systems

2. promoting relationships based upon respect, tolerance and understanding throughout the school

3. creating a partnership in learning which identifies and develops the talents of each individual

4. learning, living and celebrating our Catholic tradition

In order to succeed in our mission we intend to develop every student to their full potential through a curriculum which:

- Is broad in its concept, balanced for the ability of each child and increasingly challenging whilst fostering a love of learning
- Is enriching and engaging and delivers opportunities for all students to be successful regardless of their background or prior attainment
- Enables students to gain the useful transferable skills of numeracy, literacy, oracy and ICT skills required for success in the wider curriculum and adult life
- Enables high standards of academic achievement where outcomes empower students to progress to Higher and Further education and employment
- Ensures that all pupils are able to thrive and develop as healthy individuals and good citizens within the wider community

Rationale and Commitment

Careers and employability learning make a major contribution to preparing young people to achieve success with the opportunities, responsibilities and experiences both at school and in adult life. A planned progressive

programme of activities supports students to choose their post-16 and post-18 pathways to suit their interests, abilities and to help them develop a sustainable career path through their working lives.

Careers Information, Advice and Guidance (IAG) helps students to plan and prepare for their futures and assists them to make well informed choices and decisions.

Gunnersbury School is committed to:

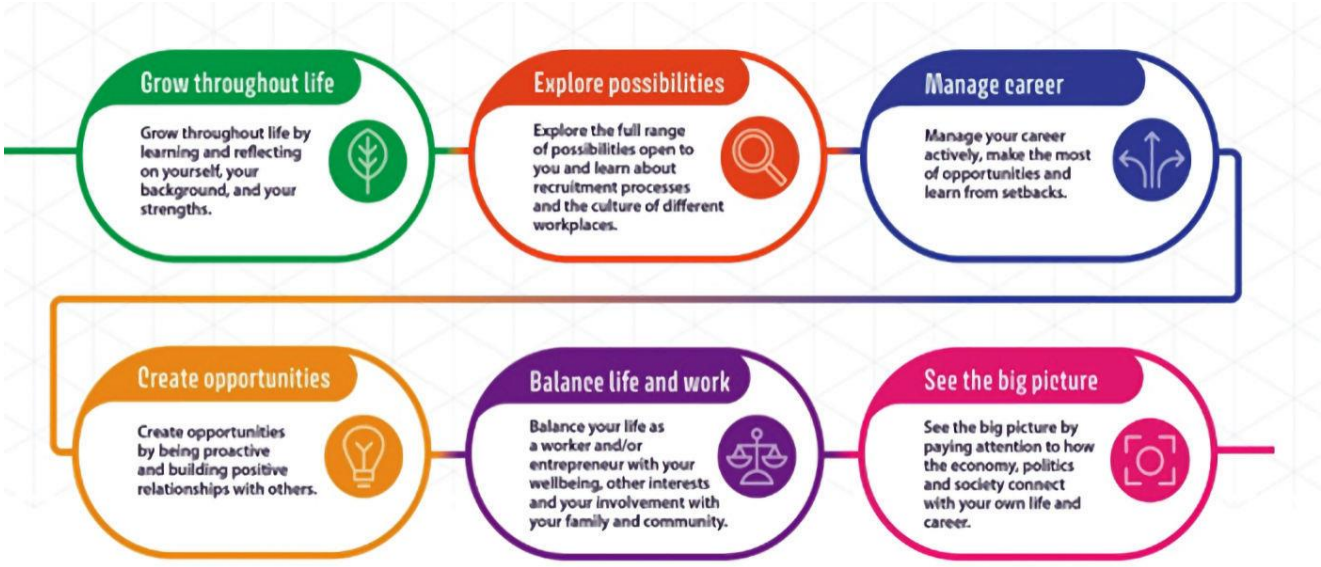
- Commissioning an external specialist careers guidance provider
- Providing independent and impartial careers advice based on the students' individual needs
- Providing an effective, structured programme of lessons, employability learning and activities to which all students from years 7 to 13 are entitled and which will help them explore, plan and manage their careers
- Improving and raising standards of careers and employability learning
- Providing an inclusive programme and ensuring appropriate extra support is provided to those students with SEN/SEND or other additional support needs
- Working with partners to provide students with meaningful encounters and experiences across employers, FE and HE

Gunnersbury School's approach to CEIAG and careers and employability learning reflects current legislation and guidance including:

- the Education Act 2011 and subsequent statutory guidance including 'Careers guidance and access for education and training providers' issued by the DfE in October 2018 and the requirement for technical education and apprenticeships providers to be able to provide information to students
- the Careers Development Institute (CDI) framework for careers, employability and enterprise education
- the Ofsted Inspection framework 2026
- Career Development Institute Code of Ethics
- Gatsby Benchmarks of Good Career Guidance 2025 which are
    - 1 - A stable careers programme
    - 2 - Learning from career and labour market information
    - 3 - Addressing the needs of each pupil / 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

Students must stay in education or training until their eighteenth birthday and the school has an increased responsibility to track students' progression and for logging their intended and actual destinations.

The careers and employability programme is structured to develop the six career development skills, identified by the CDI framework, required for students to have positive careers. These are illustrated below.



In order to achieve this the programme:

- contributes to raising aspirations and achievement, though increasing motivation and future focus (GB1)
- supports inclusion; promotes equality and diversity; and challenges stereotypes (GBs 1 & 3)
- encourages continued learning including in higher education, apprenticeships, vocational/technical education, further education or employment (GBs 3 & 7) develops enterprise and employability skills (GBs 2, 3, 4 & 6)
- provides students with encounters with employers and further and higher education (GBs 5 & 7)
- is personalised and meet the needs of all students through appropriate differentiation (GBs 3 & 8)
- encourages involvement of parents and carers (GBs 2 & 3)
- provides up to date career and labour market information (GB2)
- ensures students have access to information about all technical education academic and vocational routes and qualification and apprenticeship opportunities in compliance with the DfE's requirement for providing access to providers to technical education and apprenticeships - see the separate provider access policy published on the school's website (GB7)
- provides a range of extra-curricular activities that enhance students' personal development (GB3)
- supports students to take their place in society as suitably qualified and responsible citizens (GBs 1, 3 & 8)

Roles and resources (GB1)

Christian Parker (Assistant Headteacher) has overall responsibility for careers and employability learning and is the Careers Lead. The school Careers Coordinator works with the Assistant Headteacher to enact the CEIAG plan and also arrange events through the year to broaden the experience of students. The school contracts with a specialist external provider for additional services of a Careers Education Adviser to support the work of the leadership role. The roles of Careers Education Adviser and Careers Adviser are carried out through a combined post-holder for coherence and to help facilitate development of the careers programme.
The Careers Education Adviser provides staff with information and resources to support their planning for and enhance their delivery of careers and employability learning. The Living Faith (PSHE) Leader develops career and employability related content for the Living Faith Schemes of Work in conjunction with the Careers Lead. The Careers Adviser from the specialist external provider provides careers guidance, group activities and

organises special events in support of the Careers Lead.
Staff are developed to contribute to careers and employability through their roles as tutors and subject teachers as well as part of the school training programme.
Funding is allocated through the annual budget planning. The Deputy Head is responsible for the effective deployment of resources with support and advice from the Careers Adviser.

Implementation (All GBs)

The careers and employability learning programme is a whole school approach and is delivered to students through:

- Access to the online careers library(Google Classroom)
- Use of careers software platforms and resources including Unifrog
- Living Faith lessons
- Presentations on GCSE options and post-16 and post-18 pathways/apprenticeships
- Careers themed assemblies
- One to one guidance interviews with the careers adviser for planning and to support applications
- Information, exploratory and research activities
- Dissemination of information through Google classroom
- Careers posters to promote links between subjects and careers and apprenticeships
- Enterprise activities
- Year Group Careers Weeks
- Careers fairs and other events
- Work experience
- Encouraging students to arrange college and university visits and to take part in taster days
- Encouraging students to attend employers' insight days
- Encounters with employers and visits from outside speakers and alumni
- Careers talks and employability workshops provided in school
- Encouragement of experience of work at KS5
- Linking curriculum learning to future career planning and opportunities
- Parents information evenings
- Use of theme weeks across the years such as STEM (Science, Technology, Engineering and Maths) week; National Careers / Apprenticeships Week

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 13, which is predominantly form tutor led. Careers information is available via Google Classroom and Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

At Key Stage three students will develop their personal, social and employability skills through the PSHE programme and tutor time. Assemblies and parent information evenings are used to prepare students for making option choices in year 9. Departments carry out enrichment weeks or careers weeks to inform students of the opportunities available from following different subjects.
At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This is supported by assemblies on apprenticeships and A-level options and an A-level options evening for parents and pupils. Individual interviews are held students who require guidance on apprenticeships.
At Key Stage 5, a series of careers lectures are delivered from universities, employers and former students. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. Students receive support in deciding on their next steps and applying for the courses the chose to follow.

Students from all Key Stages normally attend careers fair. This involves universities, college and employers visiting the school. Plans are in place to move from virtual events to more live encounters.

Entitlement (GBs 1 & 3)

Students are entitled to careers and employability learning activities that meet professional standards of practice, is person centred, personal and impartial. The programme is progressive taking students through activities that are appropriate to their stage of learning, planning and development.

Access to career and labour market information (GB2) and careers across the Curriculum (GB4)

All students have access to a range of impartial, up to date careers information through the Careers Corner located in the Library and through access to a range of both free and licensed specialist careers resources through Google Classroom.
All students are provided with information about all routes, pathways and qualifications post-14, post-16 and post-18 including apprenticeships, traineeships, further and higher education as well as job opportunities and employer training schemes.
Students in Key Stage 5 have access to Startprofile, a package which allows them to find the most suitable options for further education, higher education or apprenticeships. Start is also used to track students and provide them with labour market information.
The Careers Education Adviser maintains careers displays and provides information about the labour market, open days and opportunities in the Careers Corner and/or Google Classroom.
Subject staff are provided with resources to enable them to link curriculum learning to careers within their subject teaching that are saved in careers resources on the school's online platform. All subject areas carry out an enrichment and careers week.

CPD (GB1)

The school commissions an external specialist guidance provider to provide a professional, qualified e careers adviser. Regular professional updating, CPD, access to specialist support resources and a LMI newsletter is provided to that Careers Adviser through their employer. The post holder attends national events such as the National Careers Guidance Show.
The Careers Lead and Careers Adviser advises on staff training needs in conjunction with the Living Faith (PSHE) leader to ensure that teachers and tutors are equipped to deliver schemes of work and curriculum related careers learning.
The Careers Lead is a member of the Hounslow CEIAG Network. The Living Faith leader is a member of the Hounslow PSHE Network. Other staff attend other Hounslow professional groups where careers sector information is disseminated.

Partnerships and encounters (GBs 5, 6 & 7)

To ensure an effective and up-to-date programme, the school continues to develop and maintain links with a range of local, national and international employers, training and apprenticeship providers, colleges and universities. The school actively involves its alumni network. Such partnerships enable the school to provide students with encounters with employers, FE and HE both at on-site events at schools such as the annual Careers and HE Fair.
Gunnersbury School has a partnership with an external specialist careers guidance provider, currently Education Development Trust, which provides access to employer encounters and as well as support and guidance.

The school works in collaboration with London Borough of Hounslow (HEP) as part of the CEIAG Network and with the Partnership Manager (14 -19 service). This secures access to programmes and events organised by the local authority.

Inclusion (GB3)

Gunnersbury School is committed to an inclusive approach that ensures that all students, regardless of their circumstances are given equal opportunities to achieve their full potential, have positive outcomes and feel valued members of the school community.
Careers and employability activities are provided to all students and provision made to enable all students to have appropriate access. Our inclusive approach aims to meet the needs of specific groups including looked after children, young carers, students from economically-deprived backgrounds and students with special educational needs and disabilities.
All students from Year 7 are offered careers guidance. Those with Education Health and Care Plans (and Statements of Special Educational Needs) are offered specialist careers guidance in preparation for transition.
The Careers Adviser undertakes a needs analysis with the head of years and special needs department to identify those in need of targeted additional interventions, e.g., pupil premium students and those at risk of unsuccessful transitions.
Students are encouraged to follow careers paths that suit their interests, skills and strengths without restrictions of stereotyping.

Parents and carers (GBs 2 & 3)

The school encourages parental involvement. Through use of online resources parents can keep up to date with careers related information. The Careers Adviser can arrange appointments with individual parents and carers and details of how to do this are shared on the school website. The Careers lead and Careers Coordinate give out frequent bulletins/emails to parents to give them up to date information on the CEIAG activities being organised for their children.

Training Provider Access

This section of the CEIAG policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

The Provider Access Policy describes the procedures for managing provider requests.

Opportunities for access

A number of events, integrated into the school careers programme for year groups from 8-13 will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers including:

Annual Careers Fair – This is held in March and is an opportunity for providers to have access to all year groups.

Assembly/Tutor time (half hour slot) and lessons (1 and a half hour slots) - these allow providers to deliver presentations and speak to a large body of students in either an assembly time slot or lesson.

Employer-led Skills Seminars/Workshops - Careers seminars give providers a chance to become involved in developing the careers education of Gunnersbury students by teaching them application and interview skills, or providing insights of a particular industry.

CEIAG Weeks for each year group.

Gunnersbury Catholic School is always actively looking to secure partnerships, work experience placements and talks from outside agencies to further enhance our students' opportunities and is committed to ensuring all of our students have meaningful exposure to businesses and employers in order to enhance their understanding of potential career routes when leaving school.

All Year groups have CEIAG weeks and assemblies through year which provide opportunities for engagements with providers of apprenticeships and technical training. The Careers Fair in March will include training providers as well as representatives from universities and local employers.

In addition, Years 8 and 9 will have at least two encounters with providers of apprenticeships and technical education via the National Apprenticeship week activities in February and during the National Careers Weeks events in March. In Key Stage 4 students attend sessions delivered by training providers as part of their CEIAG week in the summer term of year 10 and in the autumn term of year 11.

In Key Stage 5 students attend an Apprenticeships and training fair in the summer term as part of their CEIAG week. Training providers are invited in to engage with students during assemblies and sessions for sixth form students are provided during the National Apprenticeships and National Careers weeks in February and March.

Monitoring, review and evaluation (GB1)

The Careers Education Adviser supports the school leadership to evaluate the effectiveness of the careers and employability programme. Accessibility and impact assessment of careers guidance is the responsibility of the Careers Lead.
The school completes the Careers & Enterprise Company Compass self-assessment tool each year to review progress in relation to each of the Gatsby Benchmarks.
The Careers Adviser and Deputy Headteacher monitor, review and evaluate careers and employability activities. The Careers Lead and Living Faith leader carry out an annual review of the scheme of work and lesson plans for careers and employability learning.
The Careers Adviser produces an overview of the school's compliance with the requirements of the DfE's Statutory Guidance relating to careers provision.
The Careers Education Adviser monitors delivery of entitlement and part of that responsibility is to coordinate a biennial curriculum audit.
Destinations data is collected for the annual activity survey and reported on to governors.
The Careers Lead develops and maintains a development plan to give structure to monitoring of progress and regular reporting to the Deputy Headteacher (Curriculum).
The Deputy Head reviews the partnership and service delivery plan with the specialist external guidance provider annually.