



Three Towers

An Alternative Provision Academy

Expanding Horizons

CEIAG Policy

Careers Education, Information, Advice & Guidance

Adopted: September 2025

Review: September 2026

1 Introduction

Three Towers has a statutory duty of care to secure independent careers guidance for all Year 7 to 11 learners (Education Act 2011/Careers Guidance and Access for Education and Training Providers 2018).

“High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.”

(Careers guidance and inspiration in schools - DfE March 2015)

Using the **Gatsby Benchmarks** we believe every child should leave school prepared for life in an ever changing modern society. We therefore provide academic rigour supported by quality teaching and learning to develop every young person's values, skills and behaviours that they will need to progress and succeed in all aspects of life.

The statutory duty requires schools to ensure that all registered learners at the school are provided with independent careers guidance.

This advice is:

- given promote the best interests of the learners to whom it is given;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- presented in an impartial* manner.

** Impartial is defined as showing no bias or favouritism towards a particular education or work option.*

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 and is available on our website – www.ttapa.net

2 Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our learners. This includes the ways in which learners, parents/carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our learners' futures, and TTAPA aims to:

- help learners prepare for the workplace, by building self-development and career management skills;
- provide experience and a clear understanding of the working world;
- develop learners' awareness of the variety of education, training and careers opportunities available to them;
- help learners to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training;
- take into account the individual needs of all learners to tailor the programme accordingly and provide the right level of support;
- promote a culture of high aspirations and equality of opportunity.

In practice, **impartial, independent careers education** enables our learners to:

- Understand themselves and develop their capabilities

- consider their personal skills, attributes and qualities;
 - develop key skills and capabilities including career management skills such as self-reliance and presentation;
 - formulate and discuss their values, attitudes and preferences in relation to work; and
 - investigate social and moral issues at work.
- Investigate careers and opportunities
- consider the changing patterns of work and careers;
 - find out about the range of education and training options including apprenticeships and other vocational pathways;
 - investigate the knowledge and skills people need at work and the methods used to assess these;
 - use occupational and labour market information to investigate opportunities.
- Implement their career plans
- make decisions concerning their post-16 choices;
 - seek and use information and guidance to shape their plans;
 - use self-assessment in their career planning;
 - use action planning and the recording of achievement to support their career development.

3 Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

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 our school must provide a minimum of **6 encounters** with technical education or training providers to all learners in years 8 to 13. For more detail on these encounters, see our Provider Access Policy Statement.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- our school must now secure independent careers guidance from year 7 (instead of from year 8, previously);
- as an academy in England, we 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 school complies with this requirement.

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

4 Roles & Responsibilities

Careers Lead:	Ms J Heyes - Head of WRL & Careers
Careers Advisors:	Ms J Heyes (L6 certified) & Mr M Ratcliffe
CLT Link:	Mrs C Lynch – Deputy Headteacher

All staff have a responsibility for CEIAG through their roles within the school – teaching staff in observing the Teachers Standards and ensuring they are fulfilling their professional roles and responsibilities as well as all staff in ensuring consistent application of the policy.

4.1 Local Governing Committee (LGC) contributes to defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application by:

- maintaining a strategic oversight of the school's legal and contractual requirements for careers guidance and hold the headteacher to account for delivering against those requirements;
- providing advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements;
- appointing a member of the governing board who will take a strategic interest in careers education and encourage employer engagement;
- ensuring independent careers guidance is provided to all learners 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 learners;
- ensuring that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships;
- making sure that details of our school's careers programme and the name of the careers leader are published on the school's website;
- ensuring that arrangements are in place for the school to meet the legal requirements of the provider access legislation including that the school has published a provider access policy statement.

4.2 The Head teacher is responsible for:

- setting the direction for a whole-school approach to careers guidance, ensuring it is aligned with the Local Authority's commissioning service level agreement, the school's vision, priorities and development plans;
- framing the school policy and with other members of the Core Leadership Team (CLT), organising support for the implementation of the policy and the monitoring its impact;
- supporting the careers staff to deliver the school's careers programme;
- building careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision;
- ensuring that personal guidance is provided to learners by a qualified careers adviser;

4.3 The Core Leadership Team (CLT) will:

- support the careers programme;
- support the careers leader in developing their strategic careers plan;
- ensure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard;
- support the careers adviser to deliver personal guidance to learners, making sure it's well-resourced;
- work with the careers leader and careers adviser in the overall development and evaluation of the careers programme;
- manage the budget for the careers programme;
- network with employers, education and training providers, and other careers organisations.

4.4 The Careers Lead and Work-Related Learning (WRL) and Careers Team ensure that the provision for CEIAG is well planned, delivered and monitored in order to meet and maintain the Gatsby Benchmarks in a meaningful way.

Our careers leader works closely with CLT and will:

- monitor, evaluate report on the school's career programme;
- plan, co-ordinate and manage careers activities aligned to the individual needs of the learners;
- continuously refine and improve the careers education offered, drawing on feedback from stakeholders and learner destination data;
- use and sequence labour market information (LMI) throughout WRL, tailoring it to individual circumstances;
- support staff 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 our special educational needs co-ordinator (SENDCo) and EPs, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans;
- work with our school's designated teacher for looked-after children (CLA) and previously CLA to:
 - ensure they know which learners are in care or are care leavers;
 - understand their additional support needs;
 - ensure that, for CLA, their personal education plan can help inform careers advice;
- work with the Designated Teacher for CLA and where appropriate the relevant virtual school head to ensure a joined-up approach to identifying and supporting learners' career ambitions;

- assist the Headteacher to review our Provider Access Policy Statement at least annually;
- support learners to make effective career decisions;
- keep parents/carers informed;

5 Learner Entitlement

Each learner is entitled to:

- independent and impartial careers guidance showing no favouritism towards a particular industry, provider or institution;
- access to external sources of information on the full range of education and training options
- a stable programme of advice and guidance delivered by individuals with appropriate skills, experience and qualifications;
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year;
- have access to good quality LMI (labour market information) and be supported to use this data to inform their decisions;
- at least one careers interview by the age of 16 with a Careers Adviser;
- at least one experience of a workplace by the age of 16.

6 Careers Curriculum & Delivery

Our careers programme is designed and personalised to meet the needs, wants and aspirations of the learners at TTAPA. It aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks** [Good Career Guidance | Education | Gatsby](#):

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each learner
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 learners. We consider the best interests of the learner to whom the career guidance is given.

It is structured in a way that builds upon previous years and divided between the Key Stages so that learners are encouraged to think appropriately about their future.

In order to make informed choices / decisions about their futures, we provide our learners with information and opportunities covering a full range of post-16 options including:

- annual Careers Fayre;
- career guidance meeting with a Level 6 advisor in a suitably quiet place;
- regular Careers Newsletters;
- regular up-to-date information on college and apprenticeship/training provider open days;
- apprenticeship and traineeship information;
- work experience / vocational placements;
- C.V and personal statement writing;
- guidance on writing letters of application;
- interview tips and mock interviews;
- support with College, traineeship and apprenticeship applications and interviews;
- university campus visits.

Additional prospectus, along with other relevant course literature is available from the WRL and Careers Team.

Following is an overview of opportunities that are embedded in our curriculum. Other activities are delivered to meet particular needs of learners / cohorts.

Key Stage 3		
By the end of KS3 learners will have:		
<ul style="list-style-type: none"> ➤ a better understanding of their strengths, achievements and areas for development; ➤ a better understanding of the full range of 14 – 19 opportunities for progression; ➤ an understanding of the qualities, attitudes and skills needed for employability; ➤ used online careers resources to research opportunities included to support them with KS4 options; ➤ had 1 meaningful encounter with providers of technical education or apprenticeships; ➤ had 1 week's worth of work experience activities. 		
Aim	Careers Programme	
<p>To raise awareness of a wide range of careers and pathways;</p> <p>To identify, strengths and skills;</p> <p>To develop confidence and have expectations of themselves and for their futures.</p>	<p>Weekly Work Related Learning (WRL) Lesson, delivering short-course ASDAN careers;</p> <p>PSHE Career related activities;</p> <p>Subject areas promote careers within their curriculum areas;</p> <p>Enterprise activities;</p> <p>Annual Careers Fayre;</p> <p>National Careers Week;</p> <p>Career Journey - developing an understanding of how the curriculum links to different careers;</p>	
	Y9	<p>Options morning for learners and parents/carers.</p> <p>Discussions around options and vocational provision.</p>

Key Stage 4

By the end of KS4 learners will have:

- enhanced their career management and employability skills;
- used online packages and other sources of information, advice and guidance to investigate and explore progression routes;
- experienced the world of work through a week's worth of work experience and workplace visits;
- been given direct access to employers, colleges and training providers on at least 2 occasions;
- been given independent impartial external one to one advice on post 16 destinations;
- developed a Record of Achievement which includes a CV, personal statement and evidence of a mock interview with feedback;
- produced a challenging but realistic plan by relating their abilities, attributes and achievements to the goals they have set themselves.

Aim		Careers Programme	
Key Stage 4	To develop awareness of a wide range of careers and pathways; To develop, knowledge and skills; To develop confidence and have expectations of themselves and for their futures.	Weekly Work Related Learning (WRL) lesson delivering BTec Workskills; PSHE Career related activities; Subject areas promote careers within their curriculum areas; Enterprise activities; Careers Fayre; National Careers Week; National Apprenticeship Week; Career Journey - developing an understanding of how the curriculum links to different careers; Vocational option / Work experience; Guidance Meeting for identified learners;	
		Year 11 specific	Level 6 Careers Guidance Meeting; iDEA Digital Award; CV and Personal Statement writing sessions; Mock Interviews; College talks; College taster day; Guest Speakers.

6.1 Learners with special educational needs or disabilities (SEND)

We expect that the majority of learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader works with the SENDCo, CLT Link and external professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners 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.

The same information will be given/offered to learners whether they have or do not have SEND.

6.2 Access to our Careers Curriculum Information

A summary of our school's careers curriculum is published on our school website in the form of curriculum maps as well as in this policy, including details of how learners, parents/carers, teachers and employers can access information about the careers programme.

Learners, parents/carers, teachers and employers can request any additional information about the careers programme by contacting our Careers Lead.

6.3 Access to Learner Participation Records

Learners join Three Towers at various points during the school journey, so we track the progress of learners from their starting point with us. We collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.

We also keep records of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions. Learners have access to these records to support them during transition points and in their career development.

These records will be kept in line with the Trust's Retention and GDPR/Data Protection Policies.

7 Information for Stakeholders

7.1 For parents / carers

In the UK, most qualifications fit into one of nine levels - the higher the level, the harder the qualification. The levels are based on the standards of knowledge, skill and competence needed for each qualification.

Qualifications at the same level can be very different in terms of content and the length of time they take to complete. Knowing about the different levels means that you can compare qualifications and identify what is needed for your child's chosen career.

7.2 Employers

We understand that a successful Careers programme cannot just be delivered internally. We value our excellent support from our industry links, including specialist further education providers, colleges, universities, and apprenticeship providers.

8 Measuring the Impact of CEIAG

Working alongside the Careers and Enterprise Company (CEC), we complete the Compass Careers Benchmark Tool on a termly basis to track and evaluate our careers provision against the Gatsby Benchmarks. This informs a CEIAG Strategic Action Plan.

Destination data is used to establish whether the careers provision is providing the right advice and guidance for all learners, to ensure that the guidance and opportunities that they have are enabling them to make the next steps successfully.

Feedback from learners and all key stakeholders are obtained and subject to scrutiny, they are analysed by the careers lead with actions fed back to whole school in team meetings.

Quality of teaching, learning and assessment is monitored as part of the school's internal Quality Assurance Framework undertaken by the Head Teacher, Deputy Head and on occasion School Improvement colleagues from the Local Authority.

When reviewing the programme, the School Continuous Improvement Plan is used to ensure that the CEIAG is fully supporting whole school vision, ethos, values and objectives.

9 Monitoring arrangements

This policy will be reviewed by headteacher annually. At every review, the policy will be approved by the Local Governing Committee.

10 Links to other policies

This policy should be read alongside:

- *WRL Curriculum maps*
- *Provider Access Policy Statement*

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	28 (Right to education)
12 (Respect the views of the child)	29 (Goals of education)
13 (Freedom of expression)	31 (Leisure, play and culture)
17 (Access to information from the media)	

Appendix 1: Gatsby Benchmarks

The Gatsby Benchmarks are a framework of **8 guidelines** that define the best careers provision for schools and colleges. [Good Career Guidance | Education | Gatsby](#):

Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers and employers.

Benchmark 2: Learning from labour market information

Every learner, 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 best use of available information.

Benchmark 3: Addressing the needs of every learner

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4: Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Benchmark 5: Encounters with employers and employees

Every learner 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 activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Experiences of workplaces

Every learner should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7: Encounters with further and higher education

All learners 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.

Benchmark 8: Personal guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.

Appendix 2: Useful Links

The Labour Market- Career Opportunities <https://bridgegm.co.uk/labour-market-information>

Parental Guidance <https://www.parentalguidance.org.uk/>

A Parent's Guide to Apprenticeships

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711088/Parent-Guide-Apprenticeships.pdf

A Parent's guide to on paths to professional careers

<https://careers.icaew.com/-/media/careers/files/brochures/paths-to-professional-careers-a-parents-guide.ashx>

The Buzz Quiz- inform and inspire young people's career choices <https://icould.com/buzz-animals/>

National Careers Service <https://nationalcareers.service.gov.uk/>

The national online careers film and video library <https://www.careersbox.co.uk/>

Apprenticeship Opportunities <https://www.gov.uk/apply-apprenticeship>

Greater Manchester Apprenticeship and Careers Service <https://gmacs.co.uk/>

The governments guide to apprenticeships <https://www.apprenticeships.gov.uk/>

Prospectus finder for universities <http://www.prospectusfinder.co.uk/>

NGTU (Not Going to Uni) <https://www.notgoingtouni.co.uk/>

My First Job <https://www.getmyfirstjob.co.uk/>

Go Construct <https://www.goconstruct.org/>

The skills needs of the British construction sector <https://www.citb.co.uk/>

Autocity - automotive industry <http://www.autocity.org.uk/>

Your Future in Automotive <https://www.fisita.com/yfia>

Jobs in Science and Maths <http://www.futuremorph.org/>

NHS Health and Careers <https://www.healthcareers.nhs.uk/>

Army www.army.mod.uk

Royal Navy www.royalnavy.mod.uk