



**Greys
Education
Centre**
Aspirational • Collaborating

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Careers Guidance and Development Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Careers Lead/Headteacher

Date: September 2026

Approved by: Greys LGB

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Careers Guidance and Development Policy

Introduction

Greys Education Centre is committed to providing a high-quality, trauma-informed Careers Education, Information, Advice and Guidance (CEIAG) programme that prepares all pupils, particularly those with Social, Emotional and Mental Health (SEMH) needs and experiences of trauma, for successful transitions into further education, training and employment. As an Alternative Provision setting, we recognise that our pupils often require personalised, relational and flexible support to develop confidence, self-awareness and a realistic understanding of future pathways.

This policy outlines the aims, statutory responsibilities and operational arrangements for CEIAG at Greys Education Centre. It reflects the requirements of the *DfE Careers Guidance and Access for Education and Training Providers (2023)*, the *Provider Access Legislation (PAL) 2023*, the *Equality Act 2010*, the *SEND Code of Practice (2015)* and relevant sections of the *Education Act 1997* and *Education Act 2011*.

Vision and Purpose

The purpose of our CEIAG programme is to ensure that every pupil receives impartial, accessible and developmentally appropriate careers guidance that enables them to make informed decisions about their future. Our vision is that pupils leave Greys Education Centre with a secure understanding of their strengths, interests and aspirations, and with the confidence to progress into sustained education, employment or training.

We aim to deliver a careers programme that is stable, inclusive and aligned with the Gatsby Benchmarks, while also being responsive to the complex needs of pupils with SEMH profiles and trauma histories. The programme is designed to raise aspirations, challenge stereotypes, broaden horizons and support pupils to develop the skills and resilience required for adulthood.

Statutory and Legislative Framework

This policy is informed by the following statutory requirements and guidance:

- DfE Careers Guidance and Access for Education and Training Providers (2023)
- Provider Access Legislation (PAL) 2023
- Sections 42A, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Education Act 2011
- School Information (England) Regulations 2008
- Equality Act 2010
- SEND Code of Practice (2015)

The school publishes a Provider Access Statement in accordance with Section 42B of the Education Act 1997.

Our Context: SEMH, Trauma and Alternative Provision

Greys Education Centre serves pupils with significant SEMH needs, many of whom have experienced trauma, disrupted education, exclusion or barriers to accessing mainstream careers opportunities. As a result, our CEIAG programme is delivered through a trauma-informed, relationship-based approach that prioritises emotional safety, trust, consistency and personalised support.

We recognise that pupils may require additional time, repetition, scaffolded experiences and therapeutic approaches to engage meaningfully in careers learning. Staff are trained to understand the impact of trauma on engagement, motivation and decision-making, and careers activities are adapted accordingly.

Equalex Framework: Equality, Diversity and Inclusion

Greys Education Centre embeds the equalx Framework across all CEIAG activity to ensure that careers education is equitable, inclusive and free from bias. Careers resources, employer encounters and curriculum links are reviewed through the equalx lens to ensure representation, accessibility and fairness for all pupils, including those with protected characteristics, SEND needs or socio-economic disadvantage.

The equalx Framework supports the school in meeting its duties under the Equality Act 2010 and contributes to Ofsted's expectations within the Personal Development judgement.

Aims of the CEIAG Programme

The CEIAG programme aims to:

- Provide impartial, high-quality careers guidance from a Level 6/7 qualified advisor.
- Ensure pupils receive personalised support that reflects their SEMH needs and trauma histories.
- Enable pupils to understand labour market information and future opportunities.
- Support pupils to develop employability skills, confidence and resilience.
- Ensure pupils experience encounters with employers, further education, higher education and training providers.
- Provide opportunities for workplace experience appropriate to individual needs.
- Reduce the risk of pupils becoming NEET through early identification and targeted intervention.
- Ensure all pupils receive at least four meaningful employer encounters before leaving Year 11.

Gatsby Benchmarks

Greys Education Centre is committed to achieving all eight Gatsby Benchmarks. Careers activities, curriculum planning and employer engagement are mapped against the benchmarks and monitored through Compass+.

Provider Access Legislation (PAL)

In accordance with the Provider Access Legislation (2023), the school provides four mandatory encounters with approved providers:

- Two encounters in Key Stage 3
- Two encounters in Key Stage 4

These encounters may take the form of assemblies, workshops, small-group sessions, careers fairs or individual meetings. The Head of Careers manages all provider access requests.

Careers Curriculum

Careers learning is delivered through a combination of:

- PSHE and Personal Development lessons

- Subject-specific careers links
- Employer encounters and workplace visits
- Work experience opportunities
- Labour market information sessions
- Careers events, workshops and trips
- Trauma-informed mentoring and guidance

Curriculum areas incorporate careers-related learning to demonstrate the relevance of subject knowledge to future pathways.

Personal Guidance

All pupils receive individual careers guidance from a qualified, impartial Careers Advisor. Additional support is provided for pupils with SEMH needs, SEND, LAC status or other vulnerabilities. Guidance may involve parents, carers or external professionals where appropriate. Action plans are produced and reviewed to support transition planning.

Employer Encounters and Work Experience

The school maintains strong partnerships with local employers, SEMLEP, training providers and FE/HE institutions. Pupils participate in employer encounters, workplace visits and work-related learning activities that are adapted to their needs and readiness. Work experience may be delivered through supported placements, in-school projects or virtual experiences where appropriate.

SEND and Vulnerable Pupils

Pupils with SEND follow the same careers programme as their peers, with reasonable adjustments and personalised support. The Careers Lead works closely with the SENCo to identify needs, plan interventions and ensure that transition planning is robust and collaborative. The school engages families and external agencies to support pupils' progression into appropriate post-16 pathways.

NEET Prevention and Destinations Tracking

The school monitors intended, actual and sustained destinations for all pupils. Pupils at risk of becoming NEET are identified early and provided with targeted support, including mentoring, multi-agency involvement and additional guidance. The school works closely with SEMLEP and external partners to strengthen employer engagement and reduce NEET risk.

Partnerships

Greys Education Centre works in partnership with:

- SEMLEP
- The Careers and Enterprise Company
- Local employers and businesses
- FE and HE providers
- Training providers
- Job Centre Plus

These partnerships enhance the relevance and quality of the CEIAG programme.

Roles and Responsibilities

Careers Leader

The Careers Leader is responsible for the strategic development, implementation and evaluation of the CEIAG programme, ensuring compliance with statutory requirements and alignment with the Gatsby Benchmarks.

Independent Careers Advisor

Provides impartial 1:1 guidance, action plans and transition support.

Senior Leadership Team

Oversees the strategic direction of CEIAG and ensures adequate resourcing.

Teachers

Embed careers learning within their subject areas and support pupils' understanding of future pathways.

SENDCo

Ensures accessibility, personalised support and effective transition planning for pupils with SEND.

Monitoring, Evaluation and Improvement

The CEIAG programme is monitored and evaluated through:

- Compass+ tracking
- Destination data analysis
- NEET monitoring
- Pupil and parent feedback
- Employer and provider feedback
- Annual CEIAG development planning
- equalex Framework review
- Findings inform continuous improvement of the programme.

Respect, Openness and Honesty

Greys Education Centre is committed to providing impartial, confidential and respectful careers guidance. Staff listen to pupils' aspirations, challenge stereotypes and ensure that all pupils can explore a broad range of opportunities regardless of background or circumstance.

Feedback

Feedback on the CEIAG programme is welcomed and can be directed to:
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