

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY UNITED RESPONSE – THE COLLEGE



CEIAG Policy

Careers Education Information Advice & Guidance Policy – United Response, The College



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The College's Vision

A society where everyone has equal access to the same rights and educational opportunities

Mission

To provide high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning

Approach

We are experts at delivering personalised and accredited learning programmes so students can transition smoothly into adulthood and achieve their learning goals. But our college isn't just about curriculum-based learning. We also develop independent living skills, provide therapeutic input, and build employability skills.

We succeed through close collaboration with local authorities and the local community where we deliver our learning. Our specialist learning hubs are based in the heart of local communities, so students are supported to thrive outside of the walls of a traditional specialist college model.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

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Policy Scope

- ❖ This policy covers Careers Education, Information, Advice and Guidance accessed by students in Post 16 education.
- ❖ The policy also applies to all young people aged 16 to 25 who are on roll at the college
- ❖ The policy has been reviewed in line with the statutory guidance for Careers Guidance & Access for Education & Training Providers (June 2026) which states that:

Schools, colleges and ITPs must ensure that young people have the careers education, information and guidance to follow a pathway that is right for them and aligns with employment opportunities. Schools and colleges must meet their statutory or contractual requirements to provide independent careers guidance, acting impartially and not showing bias towards any route. Under the Skills and Post-16 Education Act 2022, schools must meet their statutory duty to provide at least 6 opportunities for providers of technical education and apprenticeships to talk to all pupils, during school years 8 to 13, about their education or training offer.

These requirements open up opportunities to learners from all backgrounds. They empower learners to make informed decisions about their future by understanding the benefits of the full range of academic and technical pathways, including: apprenticeships, T Levels, Higher Technical Qualifications (HTQs), other approved technical education qualifications

DfE expects headteachers, principals and governing boards to: support their careers team, especially their careers leader,

- ❖ invest in personal guidance provided by a qualified careers adviser
- ❖ This allows for high-quality, progressive careers programmes that help all learners acquire the knowledge, skills and confidence to achieve and thrive”

The Department of Education expects all schools, colleges & ITPs to use the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access a range of experiences of the workplace, personal guidance with a careers adviser and engagement with employers, colleges, training providers and universities.

- ❖ The College recognises its responsibilities under the Children and Families Act 2014 and the SEND Code of Practice(2015). Careers guidance will form an integral part of annual reviews of Education, Health and Care Plans (EHCPs) and will support learners to prepare for adulthood, including employment, independent living, community inclusion and good health.
- ❖ It is the expectation of United Response/the College that all staff raise aspiration, promote impartiality and enable learners to make informed choices based on a range of information, advice and guidance;

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CEIAG is not the sole responsibility of the Head of Employment, Skills & CEIAG or CEIAG/Supported Internship Manager.

- ❖ The College will produce a Careers Education, Information Advice and Guidance Strategy which will be reviewed annually.

Aims

The College aims to:

- Support learners to develop self-awareness, confidence and career management skills.
- Raise aspirations and promote ambitious progression outcomes.
- Enable learners to understand education, training and employment opportunities available to them.
- Support successful transition into employment, Supported Internships, Apprenticeships, Further Education, Higher Education, supported employment and community-based opportunities.
- Promote independence and preparation for adulthood.
- Ensure learners understand local, regional and national labour market opportunities.
- Provide impartial careers guidance and access to a broad range of progression pathways.
- Work collaboratively with employers, families, professionals and community partners to support progression outcomes.

Objectives:

Students at United Response College will have the opportunity to engage with careers through a variety of activities, events and workplace experience.

- ❖ In line with the Gatsby Benchmarks the CEIAG programme ensures that it meets the requirements of a good quality careers provision, by ensuring that:
 - It outlines a stable careers programme for the academic year.
 - Enables all students, parents and carers, and staff that support students, to have access to good quality, up to date information about future pathways, study options and labour market opportunities. Young People with SEND and their parents/carers where appropriate will have access to different or additional information. All learners will be able to access support from an informed adviser to make the best use of the available information.
 - Every student will have the opportunity to engage in careers activity, that is tailored to their individual needs, this includes any additional needs of vulnerable and disadvantaged learner and those who are absent from college.

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- Careers activity is purposeful and links into the curriculum, to enhance the student's learning experience. This will include progression routes for subjects and the relevance of the knowledge and skills for future career paths.
 - As part of the student's experience, all students will have the opportunity to develop workplace skills/experience, through industry visits, insight days, engaging with employer events, their own experience and through other enrichment events.
 - Every student will have the opportunity to link in with an employer or employee, to develop their skillset and gain at least one meaningful experience of the work place.
 - All students understand the range of learning opportunities available to them including academic, technical and vocational routes. This should include encounters with further and higher education, training providers and in the work place where appropriate.
 - Whilst on their pathway, every student will have the opportunity to arrange, through their curriculum managers/learning tutors, to see an independent level 6 trained careers adviser and/or with an internal member of staff who is trained to the appropriate level to access careers guidance meetings, as well as have an opportunity to engage in careers activities with their learning mentor/tutor or job coach. Guidance meetings will be made available for when students are making study or career choices.
- ❖ The College has adopted the Career Development Institutes 'Career Development Framework', released April 2021, to support curriculum planning and students' development of career management skills. The framework identifies six key areas to enable learners to have a successful career (see appendix 2):
- grow throughout life
 - explore possibilities
 - manage careers
 - create opportunities
 - balance work and life
 - see the bigger picture

Statutory Duties with regard to Personal Guidance

As outlined in the statutory guidance for Careers Guidance & Access for Education & Training Providers (June 2026)

The college has a series of statutory duties in relation to providing personal Careers Guidance:

- ❖ All registered students at the college have the opportunity to access to independent external Careers Advice

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- ❖ Every student should have at least one personal guidance meeting with an appropriately trained internal or external Careers Adviser – access to CEIAG will be communicated to parents/carers, students, stakeholders and be published on the website.
- ❖ This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option and cover a range of educational or training opportunities
- ❖ This guidance must be in the best interests of the student.
- ❖ There must be an opportunity for education and training providers to access pupils post 16 in order to inform them about approved technical qualifications or apprenticeships. (See Page 8 Provider Access)
- ❖ The college must have a clear policy setting out the manner in which providers will be given access to pupils.
- ❖ The college will base its Careers Education Information Advice and Guidance provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1
- ❖ The college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the college (e.g. Ofsted, MATRIX Standard, Peer to Peer Review)

The College's Designated Responsibilities

- ❖ The Education Committee will appoint a Committee Member with special responsibility for Careers, Information, Advice and Guidance. They will undertake appropriate training.
- ❖ There will be a member of the College Senior Leadership Team with lead responsibility for Careers, Information, Advice and Guidance.
- ❖ There will be a dedicated qualified careers team with a requirement to update their skills and knowledge annually.
- ❖ Senior Leaders will be responsible for ensuring the quality of provision, integrating into current observation practices of Teaching, Learning and Assessment.
- ❖ Evaluation of the provision will be the responsibility of the identified Careers Lead within the College Senior Leadership Team, including feedback from Learners, Employers, Parents, Colleagues.
- ❖ Learner destinations, retention, achievement and success will be analysed annually in relation to CEIAG

Designated Member of Staff with Lead Responsibility

The Colleges named Careers Lead is the Head of Employment Skills and CEIAG , who has overall responsibility for the strategy and implementation of Careers Education, Information, Advice and Guidance. The

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Employment/Supported Internship (CEIAG) Manager is will be responsible for coordinating delivery of CEIAG across the college.

The Designated Careers Leader & Employment/Supported Internship (CEIAG) Manager are responsible for:

- ❖ ensuring the CEIAG programme meets the expectations of the Gatsby Benchmarks
- ❖ publishing current and accurate information on the College's website
- ❖ analysing destination data for students and ensuring that this information is used to support the development of CEIAG across the college
- ❖ planning, implementing and quality assuring the careers programme
- ❖ managing the delivery of careers guidance
- ❖ ensuring that staff have received appropriate training to their role
- ❖ providing advice and support to staff on CEIAG
- ❖ advising the Senior Leadership Team (SLT) on updates policy, guidance and national context for CEIAG
- ❖ ensuring compliance with the legal requirement to provide independent career guidance.

Designated Staff Members

Curriculum Managers, Learning Tutors, Learning Mentors, Employability Tutor/Job Coach and Job Coaches involved in the planning and/or delivery of personalised programmes are responsible for:

- ❖ understanding, promoting and contributing to the CEIAG delivery
- ❖ providing information, advice and guidance (IAG) to any student or potential student
- ❖ attending relevant training to keep up to date with the changing face of CEIAG
- ❖ supporting students with their career exploration
- ❖ recording all known learner destinations centrally on Databridge

Designated Education Committee Member

The Designated Education Committee Member is responsible for:

- ❖ understanding, promoting and contributing to the careers policy
- ❖ reviewing and challenging the effectiveness of the careers programme
- ❖ ensuring the careers provision is regularly reviewed at ESE Committee
- ❖ The operational responsibility for implementing this policy lies with the designated Careers Lead.

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Provider Access

ROC College is committed to providing high-quality, impartial careers education, information, advice and guidance (CEIAG) that enables learners to make informed decisions about their future education, training, employment and community participation options. In line with Sections 42A, 42B and 45A of the Education Act 1997, the Children and Families Act 2014, and the Department for Education's statutory guidance on Careers Guidance and Access for Education and Training Providers (2026), the College ensures that learners have access to a wide range of progression opportunities and encounters with education, training, employment and supported employment providers.

Although the provider access requirements introduced through the Technical and Further Education Act 2017 and strengthened by the Skills and Post-16 Education Act 2022 specifically apply to schools, ROC College adopts these principles as best practice. The College will provide regular opportunities for learners to meet a range of providers, including further and higher education institutions, apprenticeship and supported internship providers, supported employment services, employers and community organisations, ensuring that all learners, including those with Education, Health and Care Plans (EHCPs), can explore the full range of pathways available to them and prepare successfully for adulthood.

Monitoring, Evaluation and Review

The Senior Leadership Team will effectively monitor and evaluate the CEIAG across the college by:

- ❖ The Head of Employment, Skills and CEIAG, alongside the Head teacher and CEIAG/Supported Internship Manager producing and reviewing a specific action plan, that outlines the key areas to be targeted throughout the academic year. The action plan will be RAG rated; setting timeframes for actions to be achieved.
- ❖ Regular meeting with the Careers Hub and completion of the Compass+ Evaluation
- ❖ Within the CEIAG Strategy there will be a detailed table of monitoring, evaluation and review.
- ❖ The Head of Employment, Skills and CEIAG will present a specific report to the Education Committee related to Careers Education, Information, Advice and Guidance.

Further Reference/Linked Documents

Careers Guidance & Access for Education & Training Providers (May 2025)
United Response/The College Strategy 2024/25/26
United Response/The College CEIAG Action Plan 2025/2026 & 2026/27

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Provider Access Policy January 2026

Policy Review

This policy will be monitored & reviewed by Senior Management and the designated Careers Lead annually and amended and revised as necessary.

Amended and Approved: 23rd September 2026

Date for Reviewed: 30th September 2027

