North Herts

Education Support Centre

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Careers Education, Information and Guidance Policy 2026/27

Executive Head:	D Nearney
Chair of Governing Body:	D Hughes
Reviewed by:	K Robinson
Date Reviewed:	Autumn 2026
Ratified by:	Management Committee
Frequency of review:	Annual
Date for next review:	Autumn 2027

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

Intent

At North Herts Education Support Centre, we are committed to providing high-quality Careers Education, Information, Advice and Guidance (CEIAG) that raises aspirations, broadens opportunities and prepares students for successful futures. Through a planned programme of careers education, independent guidance and employer engagement, we support all students in Key Stages 3 and 4 to make informed choices about education, training and employment.

Our CEIAG programme aims to ensure that all students:

- develop the knowledge, skills and confidence to make informed decisions about their future pathways
- understand their strengths, interests and aspirations and use these to set ambitious goals
- gain an appreciation of the changing world of work and the opportunities available to them
- access accurate, impartial and up-to-date careers information, advice and guidance
- develop employability skills, including communication, teamwork, resilience, problem-solving and independence
- experience meaningful encounters with employers, training providers, further education institutions and workplaces
- understand the link between learning, qualifications and future career opportunities
- successfully prepare for their next steps in education, employment or training

Through personalised support and a broad range of careers-related experiences, we aim to inspire every student to achieve positive destinations and fulfil their potential.

Implementation

North Herts Education Support Centre's careers programme is developed in line with the Department for Education's statutory guidance: Careers Guidance and Access for Education and Training Providers (2025) and fulfils the requirements of the Baker Clause.

Leadership and Management

- **Kate Robinson (Assistant Headteacher and Level 6 Qualified Careers Leader)** has overall responsibility for the planning, implementation, monitoring and evaluation of the school's careers programme.
- **Jane Shipley, Management Committee** is actively involved in shaping NHESC's careers policy and strategy through the committee structure.
- **Darryl Smith (PSHE Lead)** supports the integration of careers education throughout the PSHE curriculum.
- **Lyn Star (Work Experience Coordinator)** oversees work experience placements and supports Year 11 students with applications, interviews, enrolment and transition to post-16 destinations.

- **Zella Neighbour (Independent Careers Adviser)** provides impartial and independent careers information, advice and guidance to students regarding education, employment and training pathways.
- NHESC works closely with the Careers & Enterprise Company, receiving support from a Careers & **Enterprise Coordinator Alicia Loxley** and an **Enterprise Adviser Rebecca Healy** to maintain excellence against all eight Gatsby Benchmarks and strengthen links with local employers.
- Students benefit from an annual programme of careers-focused workshops delivered by external partners, including the Department for Work and Pensions and local employers.
- Staff receive ongoing professional development to ensure careers education remains current, relevant and effective.

Resources

The school maintains dedicated careers resources through:

- CEIAG information displays around the Centre.
- A careers section on the school website containing up-to-date information on post-16 pathways, apprenticeships, training opportunities and local labour market information.
- Annual budget allocation to support careers education, employer engagement and work-related learning activities.
- Curriculum planning that identifies links between learning and the world of work, helping students understand the relevance of their education to future career opportunities.

Curriculum Delivery

CEIAG is embedded across the curriculum and pastoral programme and is delivered through a range of activities and experiences designed to prepare students for future education, employment and training.

Employability (KS4)

All Key Stage 4 students receive two Employability lessons each week, working towards a City & Guilds Level 2 qualification. Units include:

- Career planning and Making Applications
- Managing Personal finance
- Work-based Experience
- Preparing for Interview

World of Work (KS3)

All Key Stage 3 students participate in a weekly World of Work lesson which explores:

- Personal strengths and interests

- Career research
- Positive mindsets and aspirations
- Labour market awareness
- Employer and guest speaker encounters

PSHE

All students receive weekly PSHE education which includes:

- Raising aspirations
- Economic wellbeing and financial education
- British Values
- Personal development and preparation for adult life

This programme is enhanced through educational visits, workshops and contributions from external organisations such as Working Options.

Post-16 Transition

The Centre maintains strong partnerships with local colleges and training providers, particularly North Hertfordshire College. Students receive support with:

- College visits and taster sessions
- Applications and interviews
- Enrolment processes
- Transition planning

All KS4 students also have opportunities to meet regularly with a Services for Young People (SfYP) Personal Adviser to discuss progression routes and future aspirations.

Key Transition Points

Year 9 students receive targeted support to prepare for Key Stage 4. Through personalised guidance and careers education activities, students explore future pathways and make informed decisions about their next steps.

Work Experience

Work experience forms a central part of the careers programme.

- All KS4 students participate in weekly work experience placements every Wednesday.
- KS3 students have opportunities to engage in workplace experiences, including placements at Foxholes Residential Care Home.

These experiences enable students to develop employability skills, build confidence and gain a realistic understanding of workplace expectations.

Employer Encounters

Termly **Get Work Ready Days** provide opportunities for students to engage with employers, employees and training providers. These events help students to:

- Understand different career pathways.
- Develop employability skills.
- Explore local labour market opportunities.
- Raise aspirations and inform future choices.

Through this comprehensive programme, North Herts Education Support Centre ensures that students receive meaningful careers education and guidance that supports successful progression into education, employment or training.

Current priorities

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations for all students.
- Ensuring equality of opportunity for all students, regardless of background, need or starting point, through additional support for vulnerable groups including students with SEND, looked-after children, young carers and those eligible for pupil premium.
- Developing learner's career management skills, particularly career adaptability, resilience, enterprise and employability
- Improving young people's working lives by supporting them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work
- Working with parents/carers, community, business and enterprise partners and alumni and education to meet student's career needs.

Strategy

To achieve the objectives of this policy, we will:

- Ensure that the Management Committee is actively involved in shaping careers policy and strategy through its committee structure. Jane Shipley, a Management Committee Member has been appointed with this responsibility.
- Commission independent careers guidance services from organisations or individuals that meet the standards set by the Quality in Careers Standard.
- Set out clearly the contribution expected of all staff including subject teachers and tutors for career learning and planning
- Use PSHE and Employability lessons alongside weekly Mentoring to develop relevant skills and knowledge to inform and support the aspirations of all students
- Ensure a rigorous options process is available for all students where they participate in interviews and are supported regarding their future plans.
- Involve parents/carers in information afternoons, Careers Fairs and Apprenticeship talks so they are informed of all opportunities available for their son/daughter.
- Forge close working relationships with local businesses and colleges to be able to provide current and relevant information relevant to the community and local area.

- Raise the aspirations of all students through mentoring, group sessions and assemblies, visits to University of Hertfordshire, Enterprise events and other appropriate careers events and exhibitions
- Support key policies for teaching and learning, assessment, recording and reporting achievement, equality and diversity, health and safety, able and talented and inclusion.
- Continue to use the Gatsby Benchmarks to plan and evaluate, identify strengths and areas for improvement in careers provision offered by the Centre.

Impact

The impact of the careers programme is evaluated through destination data, Gatsby Benchmark achievement, student voice surveys, employer and provider feedback, work experience outcomes, qualification outcomes and participation rates in careers-related activities.

Through evaluation of Destination Data for Y11 students, the Careers Leader can identify strengths and areas for further improvement in the Careers Curriculum. As of September 2026, 83% of Year 11 leavers had secured a confirmed education, employment or training destination. The two students without secured destinations have been referred to Services for Young People (SfYP) and are receiving ongoing support to secure suitable education, employment or training placements.

Students progressed to a wide range of education, employment and training destinations, reflecting the personalised support and guidance provided through the careers programme.

Destination	Pathway
North Herts College	Hair & Beauty
North Herts College	Leisure & Tourism
North Herts College	Multi- skills
North Herts College	Electrical Installation
Oaklands College	Carpentry
Oaklands College	ICT
Shuttleworth	Equine Studies
Cambridge Regional College	Childcare

Two students secured apprenticeships in Tesco and Landscaping.

Gatsby Benchmarks

To ensure that the careers programme and careers strategy for NHESC is of the highest quality, the careers programme has adopted the Gatsby Benchmarks as the required standard for quality CEIAG at our school.

These standards have also been used as the key organising structure for the Department for Education's latest statutory guidance 'Careers Guidance and Access for Education and Training Providers'. (Sept 2025).

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
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

Monitoring and Review

The Careers Leader will review the CEIAG programme annually, reporting outcomes to the Senior Leadership Team and Management Committee. Evaluation will be informed by Compass+, Gatsby Benchmark assessments, destination data and stakeholder feedback.

Details of North Herts Education Support Centre's careers programme, Provider Access Policy, careers contacts, destination information and Gatsby Benchmark performance are published on the school website and reviewed annually.

Connected policies

Provider Access Policy - This 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 providers' education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.