

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

2026/27

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Approved by SLT:	Approved by Academy Council:

This policy gives operational effect to the GPUTC Careers Strategy & Action Plan 2026/27 and should be read alongside it. Where the Strategy sets the direction and priorities, this Policy states the entitlements, roles and standards that underpin them.

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1. Intent

GPUTC is committed to a high-quality, inclusive and progressive careers programme that meets the needs of every learner. Aligned to the eight Gatsby Benchmarks and to local labour market need, our provision helps learners make informed, aspirational decisions and prepare for successful transitions into employment, apprenticeships or further and higher education.

Our careers vision is **to be an outstanding Science, Technology, Engineering and Maths (STEM) provision that Creates the Workforce of Tomorrow.**

This policy sets out the guiding principles, entitlements, structure and monitoring of our CEIAG provision. It is built on the eight Gatsby Benchmarks, the CDI Career Development Framework and the Skills Builder Universal Framework 2.0, and is delivered in line with DfE statutory guidance (updated 2025) and the Meridian Trust Pupil Premium Charter. Provision is compliant with Provider Access Legislation and works toward the Quality in Careers Standard (Career Mark).

2. Statutory Context and Scope

This policy applies to all learners from Year 7 to Year 13 and to all staff, governors, employers and partners who contribute to careers provision. It reflects the following statutory and best-practice drivers:

- **The eight Gatsby Benchmarks** — the recognised framework for a good careers programme, against which we benchmark through Compass+.
- **DfE statutory careers guidance** — setting out schools' duties for careers education and access to impartial guidance.
- **Provider Access Legislation** — securing learners' entitlement to meaningful encounters with providers of technical education and apprenticeships.
- **The Modern Work Experience Guarantee** — from September 2026, statutory guidance requires approximately two weeks (around 50 hours) of meaningful work experience across Key Stages 3 and 4.
- **The personal guidance duty (Benchmark 8)** — every learner's entitlement to impartial personal guidance at key transition points.

3. Strategic Objectives

Our objectives mirror the six evidence-led priorities of the Careers Strategy & Action Plan 2026/27. Through this policy the provision will:

- **Deliver progressive careers learning journeys** — intentional, sequenced learning outcomes from Year 7 to Year 13, mapped to the CDI Framework (Priority 1).
- **Embed the Modern Work Experience Guarantee** — through curriculum employer-set projects and a cumulative programme of encounters, so that learners reach approximately 50 hours of meaningful experience by the end of Key Stage 4 (Priority 2).
- **Govern impact through data and quality assurance** — using Compass+, the Future Skills Questionnaire and destinations data to evaluate and improve provision (Priority 3).
- **Secure equity for disadvantaged and SEND learners** — under the Meridian Trust Pupil Premium Charter, prioritising those not yet seen (Priority 4).
- **Provide impartial personal guidance** — delivered in-house by a qualified adviser and supported by a contingency adviser model, in line with the CDI Code of Ethics (Priority 5).
- **Build whole-school engagement** — strengthening careers in the curriculum, staff ownership, parental engagement and employer partnerships (Priority 6).

4. Careers Programme Structure

Careers provision is progressive and sequenced from Year 7 to Year 13. All delivery aligns with DfE statutory guidance and the Gatsby Benchmarks, and is mapped to intentional learning outcomes.

Year Group	Key Focus	Delivery Methods
All year groups	Creating the Workforce of Tomorrow	Curriculum careers offer through direct lessons and subject links; STEM careers assemblies; Compass+ Future Skills Questionnaire (FSQ); employer-set projects; employer partner encounters; academic mentoring.
Years 7–8	Awareness and aspiration	STEM curriculum focus; first employer-set projects; Industry Insight Days and Company Site

Year Group	Key Focus	Delivery Methods
		Visits building meaningful experience from Year 7.
Year 9	Options and decision-making	One-to-one support, careers workshops and pathway exploration through Unifrog; employer encounters.
Year 10	Preparation for work	Meaningful work experience within the Guarantee; employer mentoring; CVs; mock interviews.
Year 11	Transition planning	Personal guidance interviews; FE and apprenticeship encounters; destination capture and NEET prevention.
Years 12–13	Career pathways	Turing Scheme mobilities; T Level industry placements; UCAS and apprenticeship routes; personal guidance and mock interviews.

5. Key Events and Milestones by Year Group

The provision is built as a progressive learning journey with intentional outcomes from Year 7 to Year 13, in line with Priority 1 of the Strategy and mapped to the CDI Framework. The table below sets out the key events at each stage and the milestones learners are expected to reach.

Year	Key Events	Intended Milestones and Outcomes
Year 7	Introduction to careers and the world of work; first use of Unifrog (interests and skills); employer and alumni encounters through Industry Insight and Business Partner Days; participation in enrichment and STEM activities.	Learners understand what a career is and why learning matters; increased career curiosity and confidence; early identification of interests and strengths.
Year 8	Skills and competencies taught through PSHE; GCSE options guidance informed by careers learning; employer encounters through Industry Insight and Business Partner Days.	Learners recognise transferable skills; increased awareness of career sectors and pathways; improved understanding of how subjects link to work.
Year 9	Use of the Unifrog Subject and Careers Libraries; LMI-informed lessons on growing careers and future skills; employer encounters through projects, Industry Insight Days and curriculum links.	Clear understanding of progression routes; reduced risk of narrowing opportunities prematurely.
Year 10	Preparation for and completion of work experience; employer-led projects, challenges and mentoring; careers weeks and apprenticeship encounters; guaranteed one-to-one careers interviews.	Improved work-readiness and professionalism; learners evaluate career ideas against real experience; greater confidence communicating skills and strengths.
Year 11	Entitlement to one-to-one careers guidance; post-16 pathways exploration (T Levels, apprenticeships, sixth form); mock interviews and application support; parental engagement events.	Every learner has a clear post-16 plan and contingency; secure and well-informed destinations; reduced NEET risk and strong transition outcomes.

Year	Key Events	Intended Milestones and Outcomes
Year 12	Post-18 pathways research (university, apprenticeships, employment); employer mentoring, industry-led projects and Business Partner Day networking; Turing Scheme and mobility opportunities; super-curricular and skills development via Unifrog.	Learners demonstrate informed ambition; clear understanding of entry requirements and progression; stronger personal statements and applications.
Year 13	Application support (UCAS, apprenticeships, employment); mock interviews and assessment centre preparation; one-to-one guidance and wellbeing support; destination tracking and transition preparation.	Learners progress confidently to sustained destinations; high levels of employability and communication skills; clear readiness for the next stage of education or work.

6. Work Experience and Employer Engagement

As a University Technical College, employer engagement is central to our identity and to Creating the Workforce of Tomorrow. From September 2026 we deliver the Modern Work Experience Guarantee of approximately 50 hours of meaningful experience across Key Stages 3 and 4, built cumulatively rather than as a single placement.

- **Curriculum-embedded delivery** — employer-set projects across Key Stage 3, so that work experience is integral to learning rather than a bolt-on.
- **A cumulative encounter programme** — Industry Insight Days, Company Site Visits and Business Partner Days that build experience from Year 7.
- **Strategic partnerships** — with employers including Baker Hughes (formerly Howden Turbo/Peter Brotherhood), Caterpillar Perkins, Coperion (Formerly Baker Perkins), Codem Composites and Anglian Water.
- **Robust logging and impact** — all employer experiences are recorded through the Employer Dashboard, which generates employer impact reports.
- **International experience** — delivered through the Turing Scheme in partnership with the Chamber of Commerce and international partners.

7. Equity, Inclusion and the Pupil Premium Charter

Equity for disadvantaged and SEND learners is a Meridian Trust charter commitment and a focus for inspection. Our approach is to sustain strong reach, monitor wider indicators and intervene early.

- **Prioritised guidance** — Pupil Premium and SEND learners are prioritised for personal guidance, with those not yet seen targeted first.
- **Wider monitoring** — Pupil Premium indicators such as attendance and engagement are monitored with pastoral and attendance colleagues, informing targeted interventions.
- **Evidenced entitlement** — each learner's Charter entitlement is evidenced through the Employer Dashboard cross-reference.
- **Sustained progression** — we work to sustain the improvement in pupil retention to sixth form.

8. Personal Guidance and Impartial Advice (Benchmark 8)

Every learner is entitled to impartial personal guidance at key transition points. Guidance is delivered in a way that is independent of any particular route or provider, in line with the CDI Code of Ethics.

- **Qualified, in-house delivery** — personal guidance is provided in-house by an adviser working toward, or holding, the OCR Level 6 Diploma in Career Guidance and Development.
- **A contingency adviser model** — a cost-effective external adviser provides additional impartial capacity where needed.
- **Targeted scheduling** — guidance is scheduled at key transition points, with the not-yet-seen cohort prioritised on the cumulative record.
- **Statutory compliance** — Provider Access Legislation requirements are met and recorded.

9. Roles and Responsibilities

- **Careers Leader** — strategic leadership and delivery; Compass+ benchmarking and quality assurance; partnership development; and personal guidance.
- **Link Academy Councillor for Careers** — strategic oversight, support and challenge, and governance of impact.
- **Senior Leadership Team** — resourcing, whole-school integration and embedding careers within the School Development Plan.
- **Academy Council** — monitoring strategic direction and impact.
- **Teaching staff** — embedding careers within subject teaching and signposting learners to opportunities.
- **Pastoral and attendance colleagues** — supporting the targeting of Pupil Premium and SEND learners and early intervention.
- **Employers and partners** — co-designing and delivering real-world projects, encounters and placements.

10. Parental and Carer Engagement

Parents and carers are critical partners in learners' career development. We will maintain a visible and accessible parental offer:

- Termly newsletters and regular social media updates.
- PSHE-linked webinars and employer podcasts.
- Unifrog access and support for families.
- Opportunities for feedback and involvement in careers events.

11. Monitoring, Evaluation and Governance

The effectiveness of our provision is evaluated continuously through a range of complementary measures:

- Compass+ benchmarking against the eight Gatsby Benchmarks.
- The Future Skills Questionnaire, delivered on a structured basis with a follow-up to verify understanding.
- Your Child's Future CEC Parent and Carers Voice
- Destinations data, with capture at DC1 (September) and DC2 (July) across Years 11 to 13 to prevent NEET.

- The GPUTC Careers Hub and the Employer Dashboard for tracking and impact reporting.
- The CEC peer-to-peer review and the Careers Impact Maturity Model.

Progress against the priorities and the action plan is reported termly to the Senior Leadership Team and the Academy Council, with the Link Academy Councillor for Careers maintaining strategic oversight. Careers is embedded across the School Development Plan rather than treated as a stand-alone programme, and provision works toward the Quality in Careers Standard (Career Mark).

12. Success Measures

The impact of this policy is judged against the measures below, which align to the Careers Strategy KPIs.

Measure	2025/26 baseline	2026/27 target
Compass+ Gatsby average	98.5% (5 at 100%)	Maintain $\geq 98\%$; all benchmarks $\geq 95\%$
Meaningful work experience (KS3–4)	Model piloted (15 of 50 hrs, Y8)	≈ 50 hrs per learner, embedded
Pupil Premium guidance reach (Y8–11)	72%	$\geq 85\%$
Learners with ≥ 1 personal guidance meeting (cumulative)	36%	Increase; not-yet-seen reduced
FSQ completion (structured, with follow-up)	Below target	$\geq 90\%$
Sixth Form retention (Year 11 leavers)	36% (forecast)	Maintain / improve
Confirmed NEET	0%	0%
Business Partner Day impact capture	50%	$\geq 90\%$
Whole-staff careers CPD	In progress	100% (September INSET)
Quality in Careers (Career Mark)	Pre-assessment underway	Application submitted / accredited

13. Policy Review

This policy is reviewed annually, alongside the Careers Strategy & Action Plan, to reflect changes in statutory guidance, the local labour market and learner need. The next review is due in July 2027.

Prepared by Sonia Rogers, Careers Leader · Greater Peterborough UTC · July 2026