



NONSUCH HIGH SCHOOL FOR GIRLS

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

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Reviewed and Agreed by the Nonsuch Local Governing Body:

January 2026

Next Review:

January 2027

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

1. Purpose and Rationale

Nonsuch High School for Girls is committed to delivering a high-quality Careers Education, Information, Advice and Guidance (CEIAG) programme that enables all pupils to develop the knowledge, skills and confidence to make informed and ambitious decisions about their futures.

This policy reflects our focus on a well-planned, sequenced careers programme that supports pupils' personal development, prepares them for future education, training and employment, and enables them to understand the full range of available pathways.

The policy applies to all pupils in Years 7–13 and is reviewed annually.

2. Aims of the Careers Programme

The careers programme aims to ensure that all pupils:

- Develop high aspirations and a clear understanding of how learning links to future opportunities.
- Are supported to make informed choices at key transition points.
- Understand a broad range of post-16 and post-18 pathways, including academic, technical and apprenticeship routes.
- Are prepared for the next stage of education, employment or training.
- Receive impartial guidance that promotes equality, diversity and inclusion and challenges stereotypes.

3. Statutory Duties and Guidance

This policy complies with the school's statutory responsibilities and is informed by:

- Section 42A of the Education Act 1997
- The Education (Careers Guidance in Schools) Act 2022
- DfE Statutory Guidance: *Careers guidance and access for education and training providers*
- The Gatsby Benchmarks for Good Career Guidance
- The Baker Clause (provider access legislation)
- The Equality Act 2010
- SEND Code of Practice (2015)

4. Careers Programme and Curriculum

Nonsuch High School for Girls provides a planned, progressive and inclusive careers programme that is embedded within the wider curriculum and personal development offer.

The programme:

- Is planned progressively across key stages, with learning outcomes appropriate to pupils' age and stage of development
- Is mapped against the Gatsby Benchmarks and reviewed annually
- Is delivered through PSHE, assemblies, subject teaching, form time, enrichment activities and dedicated careers events
- Helps pupils to understand labour market information (LMI) and how this relates to subject choices and career planning

- Provides opportunities for pupils to engage with employers, employees, further education, higher education and training providers
- Supports pupils to develop employability skills and career readiness
- Supports parents and carers to engage with careers education and guidance through information events, communications and access to published careers information

The careers programme is published on the school website and is accessible to pupils, parents and carers.

5. Impartial Careers Guidance

All pupils are entitled to impartial, independent and confidential careers guidance that is in their best interests.

- Pupils in Years 8–13 can access one-to-one guidance
- All pupils have access to independent careers guidance at key transition points, including GCSE options, post-16 and post-18 choices. Pupils who are disadvantaged are prioritised for additional guidance
- Guidance is personalised and supports pupils to consider a broad range of options
- Targeted support is provided for pupils who are disadvantaged or have SEND

6. Provider Access (Baker Clause)

The school meets its duties under the Baker Clause and the Education (Careers Guidance in Schools) Act 2022.

- Approved education and training providers are given opportunities to access pupils in Years 7–13
- Pupils are provided with information about technical education qualifications, apprenticeships and training routes, alongside academic pathways
- Provider encounters take place during the school day and allow pupils meaningful opportunities to learn about approved technical education qualifications and apprenticeship pathways
- A separate Provider Access Policy sets out the procedures for managing provider requests and is published on the school website

7. Equality, Inclusion and SEND

Careers education and guidance at Nonsuch High School for Girls promotes equality of opportunity and inclusion.

- Careers provision is accessible to all pupils and does not discriminate on any protected characteristic
- The programme actively challenges gender stereotypes and supports informed participation in all sectors
- Pupil Premium students and those identified as needing extra support are prioritised for Careers related opportunities run by the school
- Reasonable adjustments are made to support pupils with SEND, in line with individual needs

8. Roles and Responsibilities

Governing Body

- Ensures statutory duties for careers guidance are met
- Reviews and approves the Careers Policy

Headteacher

- Has overall responsibility for the strategic leadership of careers provision

Careers Leader

The school has an appointed Careers Leader who works closely with a member of the SLT, with time and resources to fulfil the role effectively, in line with DfE statutory guidance.

The careers leader:

- Leads, coordinates and evaluates the careers programme
- Ensures alignment with the Gatsby Benchmarks and statutory guidance
- Works with external partners and providers

Teaching and Support Staff

- Contribute to careers learning within subject areas
- Support pupils to understand the relevance of their learning to future pathways

Careers Adviser

- Provides professional, impartial careers guidance

9. Monitoring, Evaluation and Review

The effectiveness of the careers programme is evaluated through:

- Pupil, parent and staff feedback
- Destination and progression data
- Gatsby Benchmark self-assessment
- External validation where appropriate

Findings are used to inform continuous improvement.

10. Review of Policy

This policy is reviewed annually.

- Last review: January 2026
- Next review: January 2027