

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

Field	Description
Document title	CEIAG Policy
Version	V5.0
Author	Employability and Next Steps Lead
Date issued	26/05/2026
Status	Approved
Approved by	SEND, Inclusion and Education Delivery Manager
Review date	26/05/2027
Document location	Document Control SharePoint - Careers

1 Introduction

1.1 This Careers Education, Information, Advice, and Guidance (CEIAG) Policy outlines the framework for supporting post-16 learners in line with the Gatsby Benchmarks and ensuring access to diverse education and training providers. It emphasises the importance of providing comprehensive guidance, facilitating work-based learning, and fostering partnerships to enable learners to make informed decisions about their future pathways. This policy applies to all learners, staff and stakeholders involved in the provision of careers education, information, advice and guidance within our educational institution. We place particular emphasis on high-quality CEIAG for learners with SEND to ensure meaningful transitions and education around careers,

1.2 Step into Learning is committed to ensuring that all learners gain access to high-quality careers education, information, advice, and guidance (CEIAG) throughout their studies with us. We believe that by equipping learners with the skills, knowledge, and attitudes

needed to navigate their learning and career pathways, we can meet the evolving needs of employers and the labour market. It aims to ensure all learners understand the full range of career opportunities to them and equip them with the skills and knowledge necessary to manage their career development throughout their lives, as well as engaging parents, carers and the wider community in supporting learners career development. We place particular emphasis on ensuring **learners with Special Educational Needs and Disabilities (SEND)** receive tailored, inclusive and aspirational careers guidance that prepares them effectively for adulthood

1.3 Commitment to Quality: Our commitment to delivering effective CEIAG is underscored by our Matrix Quality Standard accreditation, which recognises our provision of high-quality information, advice, and guidance to all our learners.

1.4 Principles:

- **Inclusivity:** All learners, regardless of background, abilities or aspirations, will have access to high-quality CEIAG services
- **Impartiality:** CEIAG services will be delivered in an un-biased manner, ensuring that learners receive IAG that is bespoke to their needs. This includes a holistic meeting aligning learning needs, careers aspirations and overall development.
- **Accessibility:** CEIAG services will be accessible to all learners through a variety of methods, including face to face, online, workshops, events, visits and through the curriculum.
- **Confidentiality:** Learners personal information and discussions around CEIAG will be kept confidential in accordance with data protection laws.
- **Holistic Approach:** Careers education embedded across the learner journey
- **Continuous Improvement:** Regular evaluation and development

1.5 Holistic Approach: At Step into Learning, careers education, information, advice, and guidance are integrated into every aspect of the learner's journey. Through collaboration with external partners and a strong vocational offer, we empower learners from diverse backgrounds to develop essential life and professional skills.

1.6 Enhancements and Aspirations: This policy outlines our current approach to CEIAG delivery and our aspirations for further enhancements to improve outcomes for all learners. We aim to align our provision with the eight 'Gatsby Benchmarks' and priorities



set within the Education Inspection Framework, ensuring that our learners receive comprehensive support tailored to their needs.

- **Career Information:** maintain up-to date career resources and displays that learners can access, including prospectuses, occupational guides and LMI and online access to career tools to enhance wider knowledge.
- **CEIAG:** Offer regular one to one impartial careers guidance interviews from trained and qualified careers guidance staff once a term.
- **Parent and Community Engagement:** Involve parents and carers in the career planning with regular communication and events. Develop partnerships with local businesses and industry representatives and other educational institutions to enhance the quality of the CEIAG
- **Monitor and Evaluation:** Regularly review and evaluate the effectiveness of the CEIAG through deep dives, learner discussions and further training and development. Gather feedback from learners, parents, carers and stakeholders to ensure continuous improvement. Collate learner destination outcomes to measure the impact of CEIAG services and reduce the number of NEETS.

1.7 Statutory and Funding Requirements: We recognise the specific requirements for CEIAG provision for learners up to the age of 18 and 19- to 25-year-olds with Education, Health, and Care Plans (EHC). Impartial initial advice and guidance are crucial in supporting learners to make informed decisions about their future pathways.

1.8 Conclusion: Step into Learning provides impartial, up-to-date, and relevant CEIAG to empower learners to make informed decisions about their learning and career aspirations. Through our commitment to excellence and collaboration, we aim to inspire and support all our learners to achieve their full potential.

2 Scope

2.1 This policy applies to all post-16 learners enrolled in Step into Learning. It encompasses career guidance, work experience opportunities, provider access, and collaboration with stakeholders to promote the holistic development of learners.

2.2 It is important that when learners leave Step into Learning, they are aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to



the world beyond. It is to these aspects of personal and social development that this policy will contribute.

2.3. Responsibilities aligned with DfE's expectations:

Marketing contributions:

Organisation of Open Events: This aligns with DfE expectations by providing opportunities for learners to explore educational facilities and provision options, which is crucial for informed decision-making about their future pathways.

Design of Literature: Designing literature to promote progression routes and careers for all cohorts helps provide learners with information about available opportunities, supporting the DfE's aim of ensuring learners are aware of the various pathways available to them.

Maintaining Website: Maintaining a website for course information and signposting helps ensure accessibility to information about educational opportunities, which is in line with the DfE's focus on providing accessible career guidance resources.

Delivery of Tutorials: Delivering tutorials that include values, equality, diversity, inclusion, and study skills contributes to learners' personal and professional development, aligning with the DfE's emphasis on holistic guidance.

Support for Individual Learning Plans (ILPs) and Vocational Profiling tools: Supporting learners in preparing ILPs and vocational profiling tools in monitoring their progress towards individual targets demonstrates a commitment to personalised guidance, as recommended by the DfE.

Conducting Regular Reviews: Conducting regular 1:1 review with learners helps track their progress and address any needs or concerns, fulfilling the DfE's expectation for ongoing impartial support and guidance.

Identifying Employability Skills: Identifying and embedding employability skills in vocational qualifications aligns with the DfE's focus on preparing learners for the workforce and enhancing their employability prospects.

Teaching and Embedding Maths and English: Teaching and embedding Maths and English skills throughout vocational qualifications support learners' overall development and readiness for further education or employment, meeting DfE's expectations for core skill development.

Supporting Mature Learners: Providing support and guidance for mature learners and signposting to independence specialist provision internally and externally demonstrates inclusivity and responsiveness to diverse learner needs, as encouraged by the DfE.

Promoting Careers and Aspirations: Supporting and promoting careers and aspirations among learners aligns with the DfE's aim of fostering ambition and engagement with education and career opportunities. In alignment with Department for Education (DfE)



guidance, we will ensure that all learners have equitable access to information regarding approved technical qualifications or apprenticeships, in line with objective 6.

Organisation of Taster Days: Organising taster days within the educational institution offers learners practical experience and exposure to various opportunities, supporting informed decision-making about their future pathways, as expected by the DfE.

2.4 Careers guidance will contribute directly to EHCP outcomes and be reviewed annually as part of the EHCP review process. These interventions will begin on entry with a review mid program and again on transition to ensure successful guidance and transitions.

3 Definitions

3.1 The CEIAG policy at Step into Learning encompasses our commitment to providing comprehensive support and guidance to learners in navigating their career pathways. This policy outlines the processes, procedures, and activities implemented to ensure that learners have access to high-quality information, advice, and guidance throughout their educational journey. The policy aims to equip learners with the skills, knowledge, and resources needed to make informed decisions about their future education, training, and employment opportunities, thereby empowering them to achieve their full potential in the workforce and contribute meaningfully in increasing the percentage of SEND learners progressing into positive outcomes and reducing the number of SEND young people becoming NEET.

4 Policy statement

4.1 Step into Learning's objectives are designed to align with key national frameworks, including the Gatsby Benchmarks, Department for Education (DfE) Careers Guidance, and the requirements for access to education and training providers for schools and colleges serving learners aged 16-18. Moreover, our objectives extend beyond this age group, ensuring that impartial information, advice, and guidance are readily available to learners of all ages.

Objectives for academic year 2025-2027

Objective 1: A Stable Careers Programme

Step into Learning is committed to delivering a **structured, stable, and high-quality careers and progression programme** that is fully supported by our leadership team, and Trustees. A designated and appropriately trained **Next Steps Lead** will oversee its development, implementation, and continuous improvement, ensuring all learners receive comprehensive careers education.

We will achieve this objective through the following actions and commitments:

- Embedding the careers programme across all areas of learning, equipping learners with the **knowledge, skills, and experiences** needed to explore a full range of career opportunities.



- Publishing the programme on our **website** and effectively communicating it to all stakeholders, including learners, parents, carers, staff, and employers.
- Ensuring the programme has **explicit backing from leadership, governance, and key decision-makers**, reinforcing its role within the organisation's development strategy.
- Structuring and sequencing careers education appropriately, delivering it at the right time to support learners' aspirations and decision-making.
- Including a **clear focus on employability skills, enterprise education, and industry-relevant qualifications**, preparing learners for further education, apprenticeships, and the workplace.
- Engaging **parents and carers** throughout the programme to support learners in making informed decisions about their future.
- **Regularly evaluating** the programme using feedback from learners, parents, carers, staff, careers advisers, and employers to measure its impact and ensure continuous improvement.

Alignment with DfE Guidance: This objective ensures a **stable and structured careers programme** that is well-supported, clearly communicated, and regularly evaluated, in line with DfE requirements for careers education and progression.

Gatsby Benchmarks: This objective aligns with **benchmarks 1, 3, 4, and 5**, ensuring a stable and structured careers programme, addressing individual learner needs, linking curriculum learning to careers, and providing meaningful encounters with employers and employees.

Provider Access: By ensuring access to high-quality careers information and publishing our programme online, we meet **provider access requirements**, enabling all stakeholders to engage with and benefit from our careers and progression programme.

Objective 2: Learning from Career and Labour Market Information

Step into Learning **is committed to providing all learners, parents, carers, and staff with high-quality, up-to-date career and labour market information** to support informed decision-making about study options, career pathways, and employment opportunities. We will achieve this objective through the following actions and commitments:

- **Ensuring all learners access and use careers, pathways, and labour market information throughout their programme of study** to inform their next steps and study choices.
- **Providing parents and carers with relevant, up-to-date career and labour market information** to enable them to support learners in making well-informed decisions about their future.



- **Utilising appropriate online career tools and labour market data** to ensure learners have access to engaging and **reliable** career planning resources.
- **Tailoring information and resources for young people with SEND** and ensuring **they and their parents/carers receive additional or adapted guidance** as needed.
- **Collaborating with external partners such as the Careers and Enterprise Company and the Cornwall and Isles of Scilly Skills Hub** to provide career and labour market insights that reflect **local, regional, and national employment trends**.
- **Maintaining high-quality careers provision through continued Matrix Standard accreditation** and using **the Compass online toolkit** to benchmark against the Gatsby principles and measure compliance with the Gatsby Benchmarks.

Alignment with DfE Guidance: This objective aligns with **DfE expectations** by **ensuring access to high-quality, current careers and labour market information** for learners, parents, carers, and staff, supporting **informed decision-making at every stage**.

Gatsby Benchmarks: This objective aligns with **benchmarks 2 and 8**, ensuring learners **learn from accurate career and labour market information** and have access to appropriate resources to support their career planning.

Provider Access: By reflecting **local, regional, and national employment trends** in career and labour market information, this objective **ensures comprehensive provider access**, supporting learners in **exploring all available education and employment pathways**.

Objective 3: Linking Curriculum Learning to Careers

Our curriculum will support Step into Learning's approach to **Careers Education, Information, Advice, and Guidance (CEIAG)** and integrate content that **explicitly links subject learning to careers across all study programmes**. We will establish effective referral processes to ensure learners receive **appropriate and timely** careers guidance and information about education and employment options.

- CEIAG will align with the four Preparing for Adulthood (PfA) Pathways, **employment, independent living, community inclusion and health**. Which will include **independent travel, life skills and supported internships**.
- **Ensuring that all subject staff actively highlight the progression routes for their subjects** and the relevance of the knowledge and skills developed for a **wide range of future careers, even in non-occupation-specific courses**.
- Embedding **real-world career applications** into the curriculum, so that **throughout their programme of study, learners experience how subject knowledge, and skills help people access and succeed in different careers**.



- **Providing CPD and training for all subject staff** to support them in linking curriculum learning to careers and embedding career-related discussions into their teaching.
- **Ensuring that careers education is integrated into subject teaching across all levels**, rather than being an isolated component of the careers programme.
- **Incorporating industry insights, employer-led projects, and workplace skills development into curriculum content** to strengthen the link between learning and career opportunities.
- We will ensure that our curriculum includes information about **progression pathways, including further education colleges, university courses, apprenticeships, technical and vocational routes, job searches, applications, and mock interviews** to prepare learners for their future pathways.

Alignment with DfE Guidance: This objective emphasises **embedding careers education across all subjects, ensuring staff development in careers-related learning, and providing structured career-linked curriculum experiences**. It aligns with DfE expectations for **fully integrating careers education into subject learning**.

Gatsby Benchmarks: Objective 3 relates to **benchmarks 4, 5, and 6**, which focus on **linking curriculum learning to careers, providing encounters with employers, and offering experiences of workplaces**.

Provider Access: By **ensuring that all subject areas actively incorporate career learning and that effective referral processes are in place**, this objective supports **comprehensive provider access and ensures all learners are well-informed about education and employment options**.

Objective 4: Encounters with Employers and Employees & Experiences of Workplaces

Step into Learning is dedicated to **ensuring that all learners engage with employers, businesses, and professional networks** to develop **employability skills and gain real-world workplace experience**. We will achieve this objective through the following actions and commitments:

- Ensuring that **every learner participates in at least two meaningful encounters with an employer each year**, with at least one encounter **embedded into their curriculum area**. These encounters will provide learners with **first-hand insights into different industries, workplace expectations, and key employability skills**.
- **Providing learners with structured mentoring, industry talks, and enterprise activities** to broaden their career awareness and understanding of the skills valued by employers.

- **Recognising and recording learners' part-time employment as a valid source of workplace experience**, taking into account the skills and competencies developed.
- Facilitating **at least one meaningful workplace experience** for every learner by the end of their programme of study. This can include **workplace visits, job shadowing, or structured work experience**, in addition to any part-time employment.
- **Strengthening employer partnerships** to offer diverse opportunities for workplace engagement, ensuring learners **gain direct exposure to a range of sectors and career pathways**.
- **Providing training and guidance for subject staff** to help them incorporate employer engagement activities into the curriculum.
- **Utilising alumni and current learners as guest speakers** to share insights on **career progression, further education, and apprenticeship pathways**.
- **Developing clear and accessible employer engagement materials** to demonstrate the benefits of participation and opportunities for collaboration.

Alignment with DfE Guidance: This objective ensures that learners **engage in multiple meaningful encounters with employers each year and gain first-hand workplace experience**, aligning with DfE expectations for **structured, high-quality career experiences**.

Gatsby Benchmarks: Objective 4 aligns with **benchmarks 5 and 6**, which focus on **employer encounters and workplace experiences** to prepare learners for future career opportunities.

Provider Access: By **integrating employer engagement within the curriculum and ensuring all learners participate in workplace experiences**, this objective supports **comprehensive provider access and maximises exposure to career pathways**.

Objective 5: Personal Guidance & Addressing the Needs of Each Learner

Step into Learning is committed to providing **high-quality, personalised careers guidance** to ensure all learners receive the support they need to make informed career decisions. Our approach is **inclusive, accessible, and tailored to meet the needs of all learners**, including those with **vulnerabilities, special educational needs and disabilities (SEND), and disadvantaged backgrounds**. We will achieve this objective through the following actions and commitments:

- Ensure every learner is provided with SEND specific progression routes such as **Supported Internships, Traineeships, Specialist colleges / providers, Access to Work and DWP Support**.

- Where required we will provide learners with **easy read formats, assistive technology, communication adaptations and extended or repeat guidance sessions.**
- **Ensuring every learner has at least one personal guidance meeting with a trained careers adviser**, scheduled at key decision-making points in their education.
- **Providing clear information on personal guidance services**, including how learners, parents, carers, and stakeholders can access support, **via our website and other communication channels.**
- **Working closely with the SEND Coordinator (SENDCO) and other key staff** to integrate personalised careers guidance into the wider support network for learners with additional needs.
- **Embedding careers guidance into the curriculum**, ensuring all learners receive structured, impartial advice tailored to their aspirations and career progression goals.
- **Tracking and maintaining systematic records of careers guidance interactions**, including personal guidance meetings and agreed next steps. **These records will be integrated with previous education records to ensure a continuous support system.**
- **Providing learners with access to their individual career's records**, helping them reflect on past guidance and make informed decisions at key transition points.
- **Collecting, analysing, and using accurate data on learner aspirations, education and employment destinations**, ensuring ongoing evaluation and personalised support.
- **Using long-term destination tracking to assess the effectiveness of our careers programme**, ensuring we continuously adapt and improve based on real learner outcomes.
- **Engaging alumni and industry professionals to serve as career role models**, offering insights into diverse pathways and inspiring learners to explore various career opportunities.
- **Challenging stereotypes and misconceptions about careers**, actively promoting inclusion, equal opportunities, and a broad range of role models across industries.
- Establishing close working relationships with a range of educational and support agencies to appropriately identify and support learners with vulnerabilities and those at risk, **including those with SEND and disadvantaged learners.**



- Differentiating careers guidance for learners with SEND, based on high aspirations and a personalised approach tailored to the learner's abilities and needs, **ensuring equal opportunities for career progression for all learners.**
- Ensuring that all learners, regardless of background or circumstances, have access to **specialist, impartial, and professional careers guidance**, including **personalised advice, targeted support** for learners with SEND, and guidance on how to overcome any barriers to career progression.
- **Maintaining systematic records of participation**, including the individual advice given to each learner, and any subsequent agreed decisions. These records will be integrated with those provided at earlier stages of the learner's education, including their **secondary school.**
- Ensuring that learners have access to **their records of participation and advice**, which they can use to support **future career development** at key transition points.
- **Collecting, maintaining, and using accurate data** on each learner's aspirations, **immediate education, training**, or **employment destinations** to inform personalised support. This will include **long-term destination data** to evaluate the effectiveness of the careers programme.
- Engaging **alumni** to support the careers programme and to showcase a **diverse range of role models.**

Alignment with DfE Guidance: This objective ensures that learners **receive high-quality, personalised careers guidance**, with clear access to professional advice, structured record-keeping, and integration with wider learner support services.

Gatsby Benchmarks: Objective 5 aligns with **benchmarks 3 and 8**, which focus on **addressing the needs of each learner, ensuring equal access to careers guidance, and providing personal career support at key decision points.**

Provider Access: By **ensuring all learners—especially those with SEND and vulnerabilities—receive personalised, professional careers guidance**, this objective supports **comprehensive provider access and effective career progression pathways.**

Objective 6: Encounters with Further, Higher Education and Apprenticeship Providers

Step into Learning is dedicated to ensuring that **all learners** have **structured, meaningful opportunities** to explore **further education, higher education, apprenticeships, and technical training pathways**, enabling them to make **informed choices about their future.** We will achieve this objective through the following actions and commitments:

- Transition planning will be clearly planned with learners ensuring **a clear timeline for careers interventions and staged progression planning.**



- **Ensuring every learner participates in at least one meaningful encounter with a range of further and higher education providers** by the end of their programme of study. This will include opportunities to interact with **both staff and learners** from these institutions.
- **Facilitating encounters with a variety of learning providers, including further education colleges, universities, independent training providers (ITPs), and apprenticeship providers**, ensuring learners are aware of **all academic, technical, and vocational pathways**.
- **Embedding structured provider encounters within the careers programme**, ensuring learners understand the **full range of progression routes**, including **apprenticeships, T Levels, and Higher Technical Qualifications (HTQs)**.
- **Organising visits, virtual sessions, and employer-linked activities** to provide exposure to different **education and career progression options**.
- **Collaborating with external partners, universities, colleges, and training providers and parents** to ensure learners receive **accurate, up-to-date guidance** on post-16 and post-18 pathways.
- **Providing tailored guidance and access to digital resources**, ensuring learners can explore **a wide range of future learning opportunities** beyond traditional academic routes.
- **Parents / Carers of learners with SEND** will be actively involved in the planning and reviewing career pathways.

Alignment with DfE Guidance: This objective ensures that all learners **engage with a variety of education and training providers**, aligning with **DfE expectations** for **comprehensive careers guidance and exposure to diverse post-16 and post-18 pathways**.

Gatsby Benchmarks: Objective 6 corresponds to **benchmarks 7 and 8**, ensuring learners experience **meaningful encounters with further and higher education providers** and **access high-quality careers information and experiences**.

Provider Access: By embedding **structured provider encounters** into the **careers programme**, this objective ensures that **all learners can engage with a broad range of education and training options**, supporting **informed decision-making and career progression**.

5 Operational Processes

To ensure effective implementation of our Career Policy and support the successful career development of all learners, the following operational processes are established:



Information and Guidance

Applicant Guidance: Provide comprehensive information and advice to applicants and prospective learners to help them make well-informed decisions based on their abilities and career aspirations.

Initial and Ongoing Support: At the start of their studies, all learners will receive a thorough one-to-one CEIAG session. Additionally, learners may complete an optional Vocational Profiling Tool with a Level 4 adviser, followed by a termly session with a Level 6 adviser to reinforce guidance.

Employability and Next Steps

Subcontractor Engagement: The Employability and Next Steps Lead will conduct termly visits to subcontractors and attend EHCP meetings where relevant, and to engage with learners to ensure employability skills and work experience align with learner targets and aspirations.

Career Opportunities: Identify and facilitate timely and relevant career guidance to prepare learners for the next phase of education, training, or employment, supporting successful transitions.

Work Experience and Industry Placements

Placement Coordination: Develop and share a calendar of work experience and industry placements with subcontractors and the Employability and Next Steps Lead.

Collaboration: Work closely with subcontractors to create meaningful opportunities that enable learners to showcase the practical skills they have acquired.

Pre-Placement Requirements: Complete necessary paperwork before learners commence work experience placements. Placement providers must implement risk assessment control measures and provide a copy of the risk assessment to the learner's supervisor.

Reporting and Communication

Monthly Reporting: Submit monthly reports to the Senior Leadership Team (SLT), including details of CEIAG activities, learner feedback, employer feedback, and parental feedback.

Termly Updates: Add a section on CEIAG to the termly newsletter, to be distributed to partners, learners, parents, carers, and stakeholders.

KPI Tracking: Monitor and track agreed CEIAG Key Performance Indicators (KPIs) to assess the effectiveness of our career guidance services. Progression outcomes for learners with SEND will be tracked separately.

6 Evaluation and Monitoring

6.1 Step into Learning is committed to continuously evaluating the effectiveness of its careers objectives to ensure that it is meeting the needs of learners and supporting their successful transition into further education, employment, or training. To monitor the impact



of the careers objectives, the following key performance indicators (KPIs) have been identified:

7 Roles and Responsibilities

7.1 **Senior Leadership Team:** Ensure the strategic implementation of the CEIAG Policy and allocate necessary resources

7.2 **Employability and Next Steps Lead:** Oversea the delivery of CEIAG services and ensure compliance with the policy.

7.3 **Teaching Staff:** Integrate careers education into their subject areas and support learners with their career development. Staff will be fully trained in SEND specific training in supported decision making and understanding the labour market for SEND learners and the adaptive learning of learners.

7.4 **Learners:** Engage actively with CEIAG services and support and take responsibility for their career planning and development.

7.5 **Parents and Carers:** Support their young learners career development by participating in CEIAG activities, events and discussions.

Learner Satisfaction:

Target: 96%

This KPI measures the satisfaction levels of learners with the careers education, information, advice, and guidance (CEIAG) they receive at Step into Learning. Regular surveys or feedback mechanisms will be utilised to gather learner feedback and assess satisfaction levels.

Learners Completing Work Experience:

Target: 95%

This KPI tracks the percentage of learners who successfully complete work experience placements as part of their education at Step into Learning. Data will be collected on the number of learners participating in work experience and their completion rates.

Learners' Positive Destination:

Target: 96%

This KPI measures the percentage of learners who transition into positive destinations after completing their education at Step into Learning. Data on learners' destinations post-education will be collected and analysed to assess the effectiveness of the careers objectives facilitating successful transition.

Regular review and analysis of these KPIs will inform ongoing improvements to the career's objectives, ensuring that it remains responsive to the needs of learners and effectively supports their career development and progression.⁶