Careers Education, Information and Guidance (CEIaG) Policy

Ellesmere College

1. Purpose and Vision
Our school is committed to delivering a high-quality Careers Education, Information, Advice and Guidance (CEIAG) programme that equips all learners with the knowledge, skills, and experiences to make informed decisions about future education, training and employment.

2. Statutory Requirements
Independent careers guidance for pupils Year 7–13 and learners with EHCPs up to age 25.
Provider Access Legislation: provider encounters across Years 8–13.
Maintain up-to-date careers information and resources.

3. Careers Leadership & Governance
Careers embedded in school improvement planning.
A designated Governor for Careers oversees compliance.

4. Careers Programme
Follows the updated Gatsby Benchmarks and Quality in Careers Standard.
Focus areas include leadership, inclusion, meaningful encounters.

5. Work Experience
As an independent school with shorter term weeks it is not practical to provide work experience during term time. Learners and their parents are encouraged to secure work experience relevant to career goals and advisory support provided. There are exceptions to certain career routes where work placement is critical to the university application such as medicine. The College has good links with local hospitals to support students in securing a work placement.

6. Student Entitlement
Impartial guidance covering all routes.
Encounters with employers, colleges of further and higher education, and training providers.
Support with key transitions.

7. Parents, Carers and Employers
Are provided access to this policy and details of the key stage programme.

8. Inclusion
Tailored support for SEND and disadvantaged learners.

9. Monitoring, Evaluation & Impact
Use of destination data and feedback.
Policy annually reviewed and provision reported to governors.

10. Publication
Careers programme, policy statement, contact information, destination examples published on website.

11. Review Cycle
Reviewed annually or earlier if statutory guidance changes.

Aim

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them.

A key component of careers guidance at key stages through senior school is for all students to be equipped to know how to best utilise the careers specialist software Xello in order to explore a range of career routes, identify their interests, strengths and talents and research future career routes to better inform themselves about their current direction of travel

Curriculum

The careers programme for each year group is constructed around taught careers education with PHSE lessons run by tutors through the timetabled Health and Social Awareness (HSA) lessons, assemblies, and events (such as a subject work placed visits, Careers Convention), work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Careers is also embedded through the formal taught academic curriculum where appropriate. Each subject area includes links to appropriate careers. Life skills are built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn.

Taught careers education:

Year 7

Your future Job and the skills required
Interests, priorities and how this might affect your choice of job
What would I like to do and how can I find out more

Year 8

Choosing options and how subjects link to jobs
What's the difference between a job and a career?
School subjects at work: How can school subjects help me identify interests that lead to a career?

Year 9

Matchmaker quiz. Explore Your Skills and Build Your Profile. See how your skills relate to careers that interest you.
Explore Your Career Matches: Discover careers that match what you like to do.
Self-advocacy: How to speak up. Express what you need to succeed with confidence.

Year 10

Matchmaker quiz. Making the Most of Your Experiences. Explore how to get experiences that build your skills
Explore Careers that Match Your Personality Style. Identify the type of work environment and tasks that you'll enjoy
Big Effort, Bright Future. Build the skills and habits to succeed at school

Year 11

Matchmaker quiz. What's Important to You in Your Work? Explore the values that may affect your career choice
Moving on to Further Education. How to make a smooth transition from secondary school to sixth form or college.

Get Hired, Stay Hired. Discover the workplace skills and attitudes that employer's value

Year 12
Choosing a University. Explore what's important to you in a university.
The Ups and Downs of Career Demand. How job market trends could impact your career choices.
Apprentice degree opportunities
Balancing Act. Finding a healthy balance between work and home

Year 13
What's Your Backup Plan? Prepare for the unexpected with a solid career backup plan.
Shaping a Career Path. Explore why and how people choose to make career changes.
What Does Success Mean to You? Define success and explore how you want to achieve it.

Additional careers education from Xello that tutors and students can access and complete at any time:

Year 9+- Stem careers; Raising aspirations; family portal
Year 11+ Learning from careers and labour market information; reflecting on encounters with further education, apprenticeship providers and employers

Careers information and guidance is delivered within the PHSE programme run by tutors and drawing on the resources signposted within the Wellio and Xello software to provide information and generate class discussion. There is a specific focus in Years 9/11 in order to support learners in which GCSE/A'Level /Btec/IB subjects to choose in relation to career aspirations.

This Xello software from Cascaid, was brought in and has superseded the Kudos software. Inset sessions were run by Cascaid for all tutors from Year 8 upwards. Tutors are equipped to handle the software and to guide their tutees accordingly. Tutors are confident in when to refer a pupil for individual guidance by the careers team.

Through this specialist careers software students have access to: careers profiling, C.V. building, links to courses at further education and university, and personality profiling. In a teacher led session students become equipped to know how to find out more about a variety of professions both in the UK and farther afield. Once familiar they are able to access the software online in their own time.

Where students have questions and aspirations the tutor will pass on requests to the Head of Careers who will respond on an individual basis. Examples such as a year 10 student who wants to get a sports scholarship in an American University, information on apprentice routes, opportunities for sponsorship though university.

A Careers Fair takes place in school each year with representatives from universities, apprenticeships providers and up to 40 representatives from different professions. This is targeted to year 11 and sixth form.

In the second part of the Summer Term, year 11 pupils are shown how to transfer their research into future courses on to the newly updated UCASHub. This allows them to further investigate the options available to them once they leave our sixth alongside BridgeU, which gives further links to the Common App application relevant for overseas applications.

Sixth Form
Having accessed Xello in Year 11, which links specific careers to relevant university courses and sponsored degree programmes; both existing and new students are all registered on UCASHub which provides more detailed access to courses at University, Degree Apprenticeships, Conservatoire

applications etc. This then allows them to continue their preparation for application to the appropriate course by working with their tutors with guidance from the Head of Sixth Form, RJM, and Subject Teachers. There are specific points in the year where references, personal statements etc are highlighted and these are built in to the PSHE scheme of work for the Sixth Form. All 6th formers have access to the BridgeU platform. BridgeU covers both UK and international universities and also allows pupils to link their Common App applications to their software. They are encouraged to review their skills through the use of BridgeU and to develop their personal statements for future applications. Tutors are able to monitor their progress using both platforms.

Conservatoire applications are supported by the music department who help prepare for auditions and provide written application support. Drama and the Arts applications are also guided by experienced teachers in these departments. Opportunities to study abroad are supported by staff with relevant expertise and a number of students each year take up places in Europe and the USA.

Routes to apprenticeships and direct employment are shared for those exploring alternatives to university.

Interview practice is organised on an individual basis. Oxbridge students and medics have the opportunity to be interviewed by collaboration with other schools and professionals in the area. Use is also made of professional organisations such as The Medic Portal, The Lawyer Portal etc and this is also the case for applications to international universities where possible.

Work Experience

Specific work experience such as summer schools, hospital or veterinary placements are supported by arrangement with the Head of Sixth Form and other individual support is given when requested.

Work experience in Middle School is arranged by parents with advice and support from the school. Additional school support is provided for pupils without family networks and participation levels are monitored. Those pursuing Duke of Edinburgh awards will embark on their service element by doing voluntary work which also gives them insight into the workplace.

For further support and in dealing with more specialist enquires the careers staff access Cascaid, (suppliers of Xello software) is contacted who will provide additional information

The careers provision is reviewed using the Gatsby benchmarking to assist identification of areas to improve on. The following pages give further detail on the benchmarking and the content of provision.

The eight Gatsby Benchmarks are:

1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
Response
Lower School (years 7 and 8) programme delivered by tutors including stand-alone lessons, one per term. Regular meetings with the Head of Section have led to the generation of careers content that is deemed most appropriate for the students at this stage of their schooling. Here, the focus is on starting to explore how a student's strengths and interests can link into various job sectors. They are also considering how subjects link to options they will take in the future alongside looking at how certain careers link to certain subjects. There are also additional lessons and resources on Xello (careers software) for students to access. In KS2 there is the use of careers pilot to introduce the concept of jobs and careers. All students in lower school from Year 7 upwards have access to the online careers software and are aware that RJM is the Head of Careers at Ellesmere.

In Middle school, careers lessons from Xello are integrated into the HSA lessons. Head of section has been liaised with and we continue to review the content and successes/improvements, a review for the year ahead is conducted in the summer term. Student reviews of the careers provision (as part of HSA) are part of the HSA curriculum.

In 6th form, careers lessons from Xello are integrated into the HSA lessons. The Head of section is delivering these using the embedded PowerPoints and discussion guidelines. The students are then able to use their laptops to complete the lessons both in dedicated HSA lessons as well as tutor time on Monday and Thursday. The 6th form students also have access to both Ucashub and BridgeU. UCASHub covers UK university applications and has lots of other support material for things like conservatoire and apprenticeship applications. BridgeU covers both UK and international universities and also allows pupils to link their Common App applications to their software. They are encouraged to review their skills through the use of BridgeU and to develop their personal statements for future applications. Tutors are able to monitor their progress using both platforms. These two aspects of software, like Xello, are explained in person by the Head of Section during HSA lessons.
Xello lesson "TT Careers questionnaire" is the first item all students are asked to complete so they, and we, know what they currently understand by careers provision at Ellesmere.
During the Year 11 "Open evening" held each November Subject heads of department link their subject to potential careers in the future and include the information on the options information on the website.

Parents are provided with a link to our career's software 'Xello,' so they can support their children from home/remotely. They have access to all the research tools and should be able to navigate around easily with the embedded help videos.

2. Learning from labour market information

Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Response
As part of the Xello lesson for years 11/12 “TT Learning from career and labour market information”, students get the opportunity to research and consider how changes in the labour market impact on the types and number of jobs available both here and abroad.

In the Xello lesson for years 9-13 “TT Family portal…” students can assess and access, through discussion with family and friends, parents and guardians will be encouraged to work alongside their children to understand change sin the LMI.

During the annual Careers fair in October, through discussions with delegates/employers/employees and universities, students and parents will gain a better insight into current and relevant trends in LMI.

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.
Response
By completing the HSA Xello lesson for years 9-12 “TT raising aspirations”, students will discover more about how they need a range of skills in order to succeed in all aspects of professional life.

Continuous tutor support in the scheduled tutor sessions. Tutors know that the Xello lessons done as part of the HSA are to be discussed in tutor time, and additional lessons provided by the Head of Careers are also delivered in these time slots.

Tutors conduct the initial careers interviews in years 10 and 12 where individual student will have the opportunity to share and discuss their future hopes and worries. The discussions are also aiming to help students select the most appropriate courses at post 16 and post 18.

The Degree Apprenticeship Advisor speaks to all the Year 11-12 about the nature and range of Degree Apprenticeships: Year 11 Michaelmas term, Year 12 at the start of summer term as they begin their decision making about career paths post 18. Throughout the year, regular vacancies are communicated to the 6th form as well as a range of available industry-focused webinars they can attend. The degree apprenticeship advisor also meets with students 1:1 to advise and assist on options and applications.

The college works with the company ‘The University Guys (TUG)’ Guidance is available from them including online zoom meetings with any students/parents interested in studying abroad. This is an ongoing arrangement should the need/interest arise.
To gain a better understanding the pathways into the US system the Head of Careers has completed a course run by TUG.

By having several options domestically and abroad and in conjunction with the BridgeU common application for year 12/13, students/parents can access a wealth of information and guidance to support them in making the best decisions for the next stage of education.

4. Linking curriculum learning

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
Response
All subject heads of department and course co-ordinators integrate and discuss the jobs and careers that are linked to their curriculum subjects and specialities. A record of this is stored by the head of careers under linking curriculum learning for ease of sharing. Career signposting is included by subject heads in the option choice information.

The Xello lesson "TT stem careers" for years 9, 11,12, is designed for students to see that if they are hoping to do various STEM careers in the future, their choice of certain subjects at GCSE and A Level/IB/BTEC must be considered.

Each year, the Year 11 students have an "Open evening" in November, organised by the Head of 6th Form. s part As of the presentation to the students, heads of department link their subject to potential careers in the future and to other curriculum subjects. This helps students when it comes to selecting which subjects will compliment other subjects leading towards future careers and courses they might undertake.

In KS2, their HSA planning includes career aspirations/choices in the Economic wellbeing units. This includes: In Year 3- What careers do people have? Can anyone be anything? In Year 4: What influences career choices? Why make a career change? In Year 5: What make a suitable career? And in Year 6: What is a workplace? What career routes are there?

5. Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes
Response
The annual careers fair runs each October. Forty different employers send their employees to us. As part of a Marketplace style event, the students in Years 11-13 (and Year 11 parents), have several hours to meet and speak with a huge array of careers. Prior to the event, the students, with their tutors, are given tutor time to prepare for the event. They are encouraged to decide who they want to prioritise speaking to and what kinds of information they would like to know. Students are also encouraged through this means to email me with careers that they might be interested in but who are not currently attending. After the event, the year 11-13 students complete the Xello lesson "TT After the October careers fair". This enables them to evaluate how successful the event was for them and guide them with regards to what other information do they still need to find out.

We arrange careers talks throughout the year that all students in year 9-13 opt into attend. Utilising our Old Ellesmereian network, we have run 'Edge' lectures by professionals who share their career experience and offer guidance, and provided an annual online talks such as a GP who accessed a career in medicine via the military

Careers trips are arranged for specific events. e.g. Annual NHS Gobowen trip for Years 10-13. Here, students interested in medical careers or research came along and took part in the RJAH simulation room to help diagnose the problems and risks. Careers are referenced in other external trips such as outlined on following pages.

Encounters with representatives from the armed forces are a regular part of college life. On Thursday afternoons, the CCF have full time officers from the Army, Navy and RAF come into college to support their delivery. As part of these weekly sessions, students have the opportunity to find out more about military careers.

6. Experiences of workplaces

Access to work experience and employers

Response

As our terms are shorter than those in the state sector there is the potential for a negative impact on learning and progress if pupils engage in work experience during term time. Pupils and parents are encouraged to arrange work shadowing through parent work contacts out of term time. Parents are invited to give talks on their job through year assemblies.

Where appropriate, visits to workplaces are enabled through subjects being studied e.g. Biology – Chester Zoo, Politics - Houses of Parliament, Medical – Robert Jones & Agnes Hunt Orthopaedic hospital

During the October Careers Fair, students and parents have the opportunity to network with over 40 careers in order to inquire about work experience. Additionally, students are encouraged to reach out to the Head of Careers if there is a particular need to experience a certain occupational setting.

During the summer holiday there is an Army expedition which is based at various military bases around the country. Student cadets in years 9-13 can experience for themselves what a typical military training base is like. They can also see for themselves and ask questions of the military personnel who are looking after them.

7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace

Response

During the careers fair, Year 11-13 students have the opportunity to speak to around 20 Universities, Colleges and Apprenticeship providers. Following this, the Xello lesson “TT After the October careers fair” helps students to evaluate their discussions in order to guide them with their futures.

The University guys hold online meetings with us when requested to share with students’ further information about studying abroad, and especially the USA.

With links through Burnett Global Education Ltd, students have access to many European Universities and Colleges. The company have come in and delivered talks to interested parties and one current Year 13 is going to Glion in Switzerland to study Hospitality.

There is an annual UCAS trip every summer term for Year 12. Here, at the flagship UCAS conference at the NEC, all students are able to meet and speak with over 100 universities, apprenticeship providers and employees

Degree Apprenticeships

As part of the continued growth and interest in degree apprenticeships the sixth form pupils are delivered a presentation every September on the format, process and opportunities for Level 4-7 apprenticeships post A Levels. They are made aware of how to find and apply for roles, the salary, funding and design of the positions and the types of industries that offer them.
In the Michaelmas term, the Degree Apprenticeship Advisor, speaks to all the Year 11 about what Degree Apprenticeships are and why they should be strongly considered.

Pupils will also receive regular emails highlighting career focused webinars delivered by employers and The Degree Apprenticeship advisor regularly shares information to pupils on current apprentices, virtual work experience opportunities and current vacancies across all sectors. will advise and work with pupils on a one-to-one basis who wish to explore the different opportunities available and help them apply to roles they wish to pursue.

8. Personal guidance

Pupils have access to impartial and appropriately timed personal careers guidance to support decision-making at key transition points and in response to individual need.

All pupils are offered structured careers guidance interviews in Year 10 and Year 12. These are delivered by tutors using guidance frameworks and materials overseen by the Head of Careers, ensuring consistency of approach and impartiality. Tutors are clear about the limits of their role and when to refer pupils for further guidance.

Additional one-to-one careers guidance is available on request and as needs arise, including for pupils requiring more specialist advice relating to SEND, alternative pathways, apprenticeships, international progression routes, or uncertainty about future plans. Where appropriate, pupils and parents are supported through external, suitably qualified careers advisers and specialist organisations.

Personal guidance supports pupils in understanding the full range of post-16 and post-18 pathways, including academic, vocational and technical routes, apprenticeships, degree apprenticeships, employment and study abroad. Guidance promotes equality of opportunity and avoids stereotyping.

Records of guidance and follow-up actions are maintained where appropriate to support continuity, monitoring and evaluation of the careers programme.

9. Review: A review of this policy is conducted annually

Authorised by	The Head
Date	March 2026

Reviewed by	Senior Deputy Head
Date	March 2026

Effective date of policy	March 2026