



AMDG

Academic Year 2026-2027

Careers Education Advice Information and Guidance (CEAIG) POLICY	
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Reviewed by	Head of Careers
Approved by	Executive Team
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If you would like to request a printed copy of a policy, please contact
Compliance@stonyhurst.ac.uk

The strategic planning of Stonyhurst's Careers Education Advice Information and Guidance (CEAIG) Policy, Programme and Management is developed in line with the whole school development plan, the '8 Gatsby Benchmarks of Good Career Guidance (GB 1-8)', and the PSHE programme. Reference to these Gatsby Benchmarks will be made throughout the policy and the Careers programme for each year group.

The Careers Department delivers a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained, CDI accredited, Careers Leader responsible for it (GB1) . All CEAIG stakeholders are made aware of the CEAIG policy and programme document, including the entitlement statement, within the 'Useful Resources' section at this website link: [About Careers | Stonyhurst College](#)

Entitlement Statement: At Stonyhurst College, each student has an entitlement to receive a comprehensive CEAIG programme in line with all 8 Gatsby benchmarks, which is delivered by qualified, experienced and enthusiastic staff.

Stonyhurst is committed to providing a comprehensive programme of CEAIG, which begins at Figures (year 7) through to Rhetoric (year 13). It is tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan and the most up-to-date labour market information (GB2). Staff delivering CEAIG strive to address the needs of each pupil, challenge stereotypical views related to careers, showcase a diverse range of role models and raise aspirations (GB3). Educational/Career opportunities are presented in an impartial way and show no bias to any particular route of study, course or career option. CEAIG in Stonyhurst aims to promote equality of opportunity and celebrates diversity from Figures onwards. Systematic records of the participation of pupils in all aspects of their careers programme are kept, including the individual advice given to each pupil during personal guidance meetings (GB8).

This year, the Careers Department has applied for the re-validation of the Quality in Careers Standard award and is working with the Shaw Trust awarding body, an impartial, Independent Advisory Group, to gain re-accreditation.

CEAIG is delivered to pupils by the Careers Department, led by the Head of Careers Education, Emily Nolan in collaboration with a variety of stakeholders including her colleague

Mrs Mags Allanson, Mr Ed Allanson (SLT and the Careers department line manager), Governors (Fr Roger Dawson: CEAIG governor representative), Heads of Year, PSHE & SEN co-ordinators, tutors, teachers, parents, external agencies and OS (Old/past Students). Appropriate working links are maintained between the Careers Department staff and teachers in relation to promoting careers learning across all subjects, which includes guidance and support, particularly concerning assessment and reporting. Careers Education training is undertaken by stakeholders when appropriate (GB4).

The annual careers budget is put towards selection, purchase, design, adaptation and development of learning materials which will enhance pupils' learning outcomes.

Ms. Emily Nolan is registered with the Careers Development Institute (CDI), the UK's professional body for careers leaders. As a registered career development professional, Ms. Nolan holds a graduate-level qualification in career development, abides by the CDI Code of Ethics and maintains her skills and knowledge by undertaking a minimum of 25 hours of CPD each year. Stonyhurst is listed on the CDI website as having a 'registered professional'. Emily Nolan is allocated a full-time position to coordinate and deliver the CEAIG programme and is responsible for ensuring that this policy and entitlement statement are implemented. Her colleague, Mags Allanson, is allocated part-time hours to assist in delivering the programme.

The careers department continually monitors, reviews and evaluates provision, focusing on outcomes, leading to improvement of targets. Feedback is regularly gathered from all CEAIG stakeholders to inform the Career and Enterprise Companies' (CEC) self-evaluation tool, 'Compass'. This tool allows for accountability of the CEAIG provision in Stonyhurst (GB1).

We have ambitious plans for our pupils and make use of our contacts with Further & Higher Education institutions (particularly Blackburn College, Lancaster University and the University of Manchester), parents and our OS network of community employers/professionals to deliver a thriving, supportive and beneficial programme (GB 7).

The Careers Department plans its Programme's activities for each year group using the CEC's Tracker tool. Use is made of online platforms, but mostly Unifrog and Springpod, particularly for virtual work experience (GB6). The Stonyhurst Link platform is used to contact OS professionals locally and worldwide. External companies such as BAE and Rolls-Royce (for apprenticeship support) are often contacted when providing pupils with meaningful

encounters with employers (GB5). We also collaborate with the careers department in Eton, Newbridge College and St Mary's in Liverpool.

All stakeholders involved in CEAIG are informed about the programme at various stages of the year through the webpage/email/newsletter, at parents' weekends, governors' meetings, assemblies and staff meetings (GB1, GB2). The Department operates an 'open door' policy where any pupil/parent can 'drop in'/email and ask for advice. Alternatively, an individual appointment can be made on request.

This Careers Programme on the next page details how the careers education is delivered sequentially for each year group throughout all three terms. It is reviewed yearly in collaboration with CEAIG stakeholders and the compliance manager.

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CEAIG PROGRAMME STONYHURST COLLEGE MAPPED AGAINST GATSBY BENCHMARKS

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GATSBY BENCHMARKS:

define world-class careers guidance for young people in England, and are the essential component of the Statutory guidance for schools and colleges on providing careers guidance

Benchmark 1: A Stable Careers Programme

1.1 Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained Careers Leader responsible for it.

1.2 The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout

1.3 The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it

1.4 The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, Careers Advisers and employers to increase its impact

Benchmark 2: Learning From Career and Labour Market Information

2.1 During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps

2.2 Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care

Benchmark 3: Addressing The Needs of Each Young Person

3.1 A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations

3.2 Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil and any subsequent agreed decisions

3.3 For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition

3.4 All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development

3.5 Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support

3.6 Schools should use sustained and longer-term destinations data as part of their evaluation process and use alumni to support their careers programme

Benchmark 4: Linking Curriculum Learning to Careers

4.1 Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject help people gain entry to, and be more effective workers within, a wide range of careers

4.2 Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils

Benchmark 5: Encounters With Employers and Employees

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer

Benchmark 6: Experiences of Workplaces (A progressive series of experiences of work may be in-person or virtual)

6.1 By the age of 16, every pupil should have had meaningful experiences of workplaces

6.2 By the age of 18, every pupil should have had at least one further meaningful experience

Benchmark 7: Encounters With Further and Higher Education

7.1 By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs

7.2 By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners

Benchmark 8: Personal Guidance

8.1 Every pupil should have at least one personal guidance meeting with a Careers Adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils

8.2 Information about personal guidance support and how to access it should be communicated to pupils and parents, and carers, including through the school website

FIGURES & RUDDS (YEAR 7 & 8)

CHRISTMAS TERM

- During Careers assembly, pupils are introduced/re-introduced to Unifrog by Ms Nolan. Pupils review and reflect on previous transitions to help improve their preparation for future Careers education and the variety of tools (age relevant) available for them to explore to enhance their careers education. (GB1.2).

EASTER TERM

- Using Unifrog within PSHE lessons, pupils complete the 'Living in a Wider World' careers education module delivered by their tutors. These lessons focus on challenging misconceptions and stereotypical thinking within careers education, identifying strengths, interests and skills to set career goals and plan how to achieve them successfully. These lessons also focus on sustainable careers (GB3).
- During National Careers Week, pupils have opportunities to learn how the knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of careers (GB 4).
- During National Careers Week, pupils can listen to a variety of employers talking about their careers during tutor time and lunchtime (GB5).

SUMMER TERM

- Pupils attend an author visit workshop in collaboration with the English department, where they learn about different careers within the literary world and how to go about working within this field (GB5).
- Pupils attend Careers day where they engage with employers from a variety of different careers sectors in a speed networking event (GB4).

ONGOING

- Pupils and their parents are welcome to meet a member of the Careers department at any stage of the year if they have career-related queries (GB 8).
- Parents are updated on Careers news through weekly newsletter pieces and HOP termly emails (GB 1).
- Pupils and Parents evaluate the Careers programme every two years using a Microsoft form (GB1).
- Pupils are invited to ongoing in-house careers events (lunchtime guest speakers, NCW events, etc) relevant to their age (GB3).

LOWER GRAMMAR (YEAR 9)

CHRISTMAS TERM

- Careers Education assembly to introduce the programme for the year and re-introduce pupils to Unifrog.
- Pupils attend PSHE 'Living in a Wider World' lessons where they learn how someone's priorities, values, interests, and strengths can inform career choices. They also analyse how local, national and global labour markets can affect the careers people choose and evaluate how skills shortages might influence the jobs and learning opportunities available (GB2).

EASTER TERM

- Pupils attend Career education assembly presentations and PSHE 'Living in a Wider World' lessons where they receive impartial advice and support about GCSE subject choice options, how certain subjects link to certain careers, where to source career information, and the skills to manage this decision-making process (GB3).
- During National Careers Week, pupils have opportunities to learn how the knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of careers (GB 4).
- During National Careers Week, pupils can listen to a variety of employers talking about their careers during tutor time and lunchtime (GB5).

SUMMER TERM

- PSHE Career education lessons with tutors continue and focus on employability skills, particularly Communication skills. Pupils focus on identifying multiple forms of communication, describing effective communication skills and explaining how to use active listening skills (GB1.2).
- Pupils attend Careers day where they engage with employers from a variety of different careers sectors in a speed networking event (GB4).

ONGOING

- Pupils and their parents are welcome to meet a member of the Careers department at any stage of the year if they have career-related queries (GB 8).
- Parents are updated on Careers news through weekly newsletter pieces and HOP termly emails (GB 1).
- Pupils and Parents evaluate the Careers programme every two years using a Microsoft form (GB1).
- Pupils are invited to ongoing in-house careers events (lunchtime guest speakers, NCW events, etc) relevant to their age (GB3).

GRAMMAR (YEAR 10)

CHRISTMAS TERM

- Careers Education assembly to re-introduce Unifrog. Through this platform, pupils learn about the information, advice and guidance available to them on next steps and careers and how to access appropriate support and opportunities. Pupils are encouraged to re-evaluate their strengths and areas for development (GB3.1).
- In Living in a Wider World PSHE lessons, pupils contrast the features of respectful, professional communication with informal communication, demonstrate ways to showcase personal strengths and source and complete online work experience (GB 6.1).

EASTER TERM

- In Living in a Wider World PSHE lessons, pupils analyse how skills developed during work experience can support future career aspirations and other jobs, evaluate how work experience can influence someone's career choices, and demonstrate how to answer interview questions drawing on work experience (GB6.1).
- During National Careers Week, pupils have opportunities to learn how the knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of careers (GB 4).
- During National Careers Week, pupils can listen to a variety of employers talking about their careers during tutor time and lunchtime (GB5).

SUMMER TERM

- May- June: Series of Careers assemblies and Unifrog lessons delivered by careers staff and tutors during which pupils focus on preparing their CV writing for their mock interview with local employers (GB5).
- June: Drop down Futures day, where pupils are off timetable to partake in a variety of career workshops delivered by the external company InvestIn.
- Pupils attend Careers day where they engage with employers from a variety of different careers sectors in a speed networking event (GB4).

ONGOING

- Pupils and their parents are welcome to meet a member of the Careers department at any stage of the year if they have career-related queries (GB 8).
- Parents are updated on Careers news through weekly newsletter pieces and HOP termly emails (GB 1).
- Pupils and Parents evaluate the Careers programme every two years using a Microsoft form (GB1).
- Pupils are invited to ongoing in-house careers events (lunchtime guest speakers, NCW events, etc) relevant to their age (GB3).

SYNTAX (YEAR 11)

CHRISTMAS TERM

- Higher Line Open Evening for pupils and parents. Advice and information provided on subject courses in Higher Line and about the range of opportunities available to pupils for career progression, including in education, training and employment (GB 2.1 % 2.2, GB 1.3)
- Pupils undertake the online Unifrog psychometric tests to inform their Higher Line choices and future career. They develop the ability to research education, training, apprenticeship, employment and volunteering options, including information about the best progression pathways through to specific goals (GB2.1).

EASTER TERM

- Pupils attend a Careers networking event where they have the opportunity to have informal discussions with professionals from across a wide range of careers and educational providers. They have meaningful encounters with providers of a full range of learning opportunities, including sixth forms, colleges, universities and ITPs (GB 7.1)
- Pupils attend individual Option interviews conducted by Careers department staff and members of the HL team to help them make informed Higher Line decisions (GB8, GB3.2)
- Syntax parents' weekend careers education presentation on Higher Line course and subject options, subject and tutor meetings (GB 1.3, 2.1, 2.2)
- During National Careers Week, pupils have opportunities to learn how the knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of careers (GB 4).
- During National Careers Week, pupils can listen to a variety of employers talking about their careers during tutor time and lunchtime (GB5)

SUMMER TERM

- Pupils and their parents are welcome to meet a member of the Careers department at any stage of the year if they have career-related queries (GB 8).

ONGOING

- Parents are updated on Careers news through weekly newsletter pieces and HOP termly emails (GB 1).
- Pupils and Parents evaluate the Careers programme every two years using a Microsoft form (GB1).
- Pupils are invited to ongoing in-house careers events including lunchtime guest speakers, NCW events, Oxbridge, Law Society and Medical society meetings (GB3).

POETRY (YEAR 12)

CHRISTMAS TERM

- **September:** Introductory Careers assembly presentation on the careers programme for the year. New pupils complete Unifrog psychometric tests, which align interests, personality type, work preferences and skills with suitable university courses/careers. Pupils who took these in Syntax are encouraged to complete the UCAS interest test instead (GB2.1).
- **October:** Oxbridge, Medsoc and Lawsoc meetings commence for those interested in pursuing medicine/veterinary/dentistry or law in future (GB 3.1).
- **November:** Unifrog Careers lessons continue to be delivered by tutors in PSHE and address the next step options available, including higher education, further training, and gap year opportunities. Pupils identify the pros and cons of post-18 pathways and identify both plan A and plan B pathways suitable for reaching their career goal. A guest speaker delivers information on apprenticeship opportunities available (GB 2,3,4,5,7).
- **September to December ongoing:** Regular lunchtime information sessions on applying to international universities, including USA & Canada, European countries, Asia and Australia and New Zealand (GB 3.1).

EASTER TERM

January- April ongoing:

- In Living in a Wider World PSHE lessons, pupils explain why developing and recording skills now is important for the future world of work, reflect on their skills and achievements, explain how skills can be developed and the benefits of accepting help, advice and support, including sourcing and completing online work experience (GB 6.1).
- Careers assemblies continue monthly alongside Unifrog Careers lessons delivered by careers staff, guest visitors and tutors in PSHE on the next step options available (including The UCAS process, a Rhetorician's view of the Higher Education/Apprenticeship application process, Researching courses and universities in the UK and abroad) (GB 7.2).
- Oxbridge, Medsoc, Lawsoc, and Apprenticeship meetings continue and include a visit to Oxford University to explore its colleges with the support of OS. (GB 7.2).
- Individual career-focused meetings with Careers staff and tutors (GB 8.1, 3.1, 3.2).
- During National Careers Week, pupils have opportunities to learn how the knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of careers (GB 4).

- In-house lunchtime career sessions continue applying to international universities, including the USA & Canada, European countries, Asia and Australia, and New Zealand (GB 3.1).
- Whole year group visit to a University and Apprenticeship Fair (Full-day trip off timetable) (GB 7.2).
- Poetry Parents' Day: Careers education presentation and career consultations with parents (GB 1.3, 2.1, 2.2, 8.2)
- Ongoing university admission test preparation tutorials (GB 1.2).

SUMMER TERM

- **June:** UniFest day (off timetable) for university and apprenticeship application preparation, which includes UCAS Apply registration workshops and a presentation on UCAS personal statements and Apprenticeships from external and internal speakers. Higher and Further Education representatives attend our in-house Futures Fair (GB 3.1, 5, 7.2)
- Ongoing university admission test preparation tutorials (GB 1.2).
- Pupils attend Careers day where they engage with employers from a variety of different careers sectors in a speed networking event (GB4).

ONGOING

- Pupils and their parents are welcome to meet a member of the Careers department at any stage of the year if they have career-related queries (GB 8).
- Parents are updated on Careers news through weekly newsletter pieces and HOP termly emails (GB 1).
- Pupils and Parents evaluate the Careers programme every two years using a Microsoft form (GB1).
- Pupils are invited to ongoing in-house careers events including lunchtime guest speakers, NCW events, Oxbridge, Law Society and Medical society meetings (GB3).

RHETORIC (YEAR 13)

CHRISTMAS TERM ONGOING

- Individual meetings with careers staff to process Higher education/Further Education/Apprenticeship applications to the UK and those countries abroad with early application deadlines (GB 1.3, 2.1, 2.2, 8.1).
- Oxbridge, Lawsoc, Medsoc, and Apprenticeship meetings continue and include interview preparation with practising medics/Oxbridge graduates (GB 5, 8.1, 3.1, 3.2).
- Ongoing university admission test preparation tutorials (GB 3.1).
- Regular UCAS application individual support, parents welcome to be involved in this process (GB 1.2, 2.1, 2.2, 8.1, 8.2)
- Monthly Careers assemblies continue to be supported by Unifrog Careers lessons delivered by tutors in PSHE, where pupils focus on developing/updating their CVs and interview techniques (GB 5).

October:

- Rhetoric Parents' Day: Careers education presentation and career consultations with parents (GB 8.2).

December:

- During individual pupil consultations, applications are processed and sent to UCAS, the US, China, the Netherlands, and Ireland (countries abroad with early application deadlines) (GB 1.2, 8.1, 8.2)

EASTER TERM

January- April ongoing:

- Completion of applications for apprenticeships, employment, GAP years, etc. Completion of international university applications to most other European countries (GB 1.2, 8.1, 8.2)
- Careers assemblies continue to be supported by Unifrog Careers lessons delivered by tutors in PSHE. Pupils are informed about Student Finance applications, Budgeting in the future, how to respond to University/Further education offers, UCAS Extra, deferring places, and Clearing (GB 1.2).
- During National Careers Week, pupils have opportunities to learn how the knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of careers (GB 4).

SUMMER TERM

May- July ongoing:

- Individual results day support available and ongoing advice on university confirmation, Clearing, and reapplications (GB 8.1, 8.2).

ONGOING

- Pupils and their parents are welcome to meet a member of the Careers department at any stage of the year if they have career-related queries (GB 8).

- Parents are updated on Careers news through weekly newsletter pieces and HOP termly emails (GB 1).
- Pupils and Parents evaluate the Careers programme every two years using a Microsoft form (GB1).
- Pupils are invited to ongoing in-house careers events including lunchtime guest speakers, NCW events, Oxbridge, Law Society and Medical society meetings (GB3).