



NATIONAL ONLINE SCHOOL

Careers Education, Information, Advice and Guidance Policy

Approved by the TCES Operational Board

On behalf of Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2025

This policy applies to TCES National Online School

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Linked policies

Linked Documents

[Online education accreditation scheme - online education standards \(publishing.service.gov.uk\)](#)

Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges September 2022.
Remove

TCES follows the OEAS online educational standards which state that for pupils receiving secondary education the following is a requirement - access to accurate, up-to-date careers guidance that:

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential

Adopted by the Governing Body:	1 September 2022
Review Period:	3 Years
Review Date:	September 2025

1.0 School Vision

- 1.1 TCES National Online School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college.
- 1.2 The governing body have therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three Four and Five.
- 2.2 The policy also applies to Year 11 and year 12/13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment, or training. Though not necessarily in school regularly and attending lessons in July and August of that year, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges September 2022.
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at TCES are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 2.8 It is important therefore that students leave school 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.

3.0 Objectives

3.1 The objectives of the Careers Education, Information, Advice and Guidance (CEIAG) policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme.
- 3.1.2 To enable all students to learn from information provided by the career and labour market.
- 3.1.3 The CEIAG programme should be individual and address the needs of each student.
- 3.1.4 To link the curriculum learning to careers learning.
- 3.1.5 To provide students with a series of encounters with employers and employees.
- 3.1.6 To provide students with experiences of workplace(s).
- 3.1.7 To ensure that students have a series of encounters with apprenticeship providers, further and higher education.
- 3.1.8 To provide each student with the opportunity to receive personal guidance.

4.0 School Responsibilities

4.1 TCES National Online School follows OEAS standards and ensures that has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 14.
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education, or work option
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the pupil
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- 4.1.6 The school must have a clear policy setting out the way providers will be given access to pupils. This policy and these arrangements must be published and can be found in the appendices of this policy.

4.2 The school has chosen to base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy in Section 3.

4.3 TCES National Online School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons,

challenges stereotypes, and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g., School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- 5.1.1 Based on the eight Gatsby Benchmarks.
 - 5.1.2 Meeting the school's legal statutory OEAS requirements.
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All pupils in years 7-14 are entitled:
- 6.2.1 To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - 6.2.2 To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Advisor and CEIAG events are supported and monitored.

7.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey.

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.

7.2.3 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The governors of TCES will review this policy every three years.

Appendix 1 – The Gatsby Benchmarks

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 students, parents, teachers, governors, and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process.
2. Learning from career and labour market information.	Every student, 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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations.

4. Linking curriculum learning to careers.	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student 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.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students 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.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
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Appendix 2

Application for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Niota Cover

Telephone 020 8543 7878

Email: Niota.Cover@TCES.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Curriculum which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.



Sean Harford, National Director, Education at Ofsted:

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).'

Intent	Implementation	Impact
<p>TCES to...</p> <p>provide all pupils from year seven upwards to the point at which they leave us with career advice from a fully qualified careers lead.</p> <p>We will provide an employability curriculum which includes:</p> <ul style="list-style-type: none"> identifying own individual ambitions and goals for the future recognising personal strengths and areas for improvement Identifying skillsets promoting personal and professional grow throughout life recognising steps to research careers and apply for roles. different job roles creating a CV interview skills 	<p>Staff to...</p> <p>adopt a cross-company approach.</p> <p>To implement a progressive careers programme, that differentiates and that is personal to each individual learner.</p> <p>To meet the Gatsby benchmarks for careers as well as the CDI framework and the six leaning area;</p> <ul style="list-style-type: none"> Grow throughout Life Explore possibilities Manage career Create opportunities Balance Life and Work See the big picture 	<p>Pupils to...</p> <p>experience opportunities to build awareness of their own employability, their ambitions for the future, take part in learning activities which build work skills, meet potential future employers, receive careers advice and guidance with support to take the next steps toward building their futures.</p> <p>They will have gained knowledge skills and experience to enter the world of work either a s volunteer, an apprentice, an employee, or an entrepreneur.</p> <p>They will be able demonstrating making informed choices and decisions regarding their pathway</p>

<ul style="list-style-type: none"> • building confidence, self-esteem, and resilience to pursue ambitions. • work life balance • job satisfaction • pay and benefits. • contracts of employment • building skills for work • The journey of careers and transitioning into employment. • work experience • apprenticeships 	<p>Careers teachers will Use the Unifrog curriculum Home - Teacher - Unifrog and the guidance from The Career Development Institute Home (thecdi.net). This curriculum will be differentiated for our individual pupils. We will provide learning opportunities which include:</p> <ul style="list-style-type: none"> • A stable careers programme • Learning from careers and labour market information • Addressing the needs of each student. • Linking curriculum learning to careers. • Encounters with employers and employees. • Experiences of workplaces. • Encounters with further and higher education. • Personal guidance. <p>TCES will provide experience and training within school or service enterprise schemes and activities such as the Hub Café at NWLIS, or via links with careers and apprenticeships partners such as Inspire+ Apprenticeships and Training - Inspire+ (inspireplus.org.uk)</p> <p>The curriculum is made up of four blocks roughly equivalent to key stages.</p> <p>Block 1-SEN/Primary Gaps</p> <p>Block 2-Key stage 3,</p>	<p>routes and linking subjects to their future career choices.</p> <p>They will be more focused and engaged in their learning, as they have an action plan to work towards.</p> <p>Review arrangements from their career independent record (CIR)will evidence progression.</p>
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	<p>Block 3-Key stage 4/exam criteria</p> <p>Block 4- post 16/preparation for adulthood.</p> <p>This provides a variety of knowledge blocks that can be built upon sequentially. Pupils are not necessarily working at age related levels.</p> <p>Our curriculum reflects the complex needs of our pupils. Teacher assessments ascertain 'where pupils are' in terms of their knowledge and understanding of various topics. The teaching programme is then adjusted to reflect the needs of the class as well as individual pupils regarding this. Teaching considers the ability, age, readiness and cultural backgrounds of all TCES pupils and is tailored accordingly.</p>	
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Appendix 3

Overview of Careers Curriculum

Stage	Introduction and Planning	Questions	Ambitions	What do you need?	CVs	Work Experience
Y7-P7 Block 1	What does Careers mean? Introduction to Unifrog	What are skills? Careers library treasure hunt 1	What are my skills? Recording activities	What skills do I need?	Interests profile CV	What's my dream job?
Y8-S1 Block 2	What does Careers mean? Careers library treasure hunt 2	Careers terminology	What does success mean to you?	Activities and competences bingo	Your superhero CV	Identifying interests
Y9-S2 Block 2	What does Careers mean? GCSEs -choices	What makes a great leader?	What makes a great communicator?	Your skills, your team, your future	Talking about your activities CV	Work experience- how to research possible placements
Y10-S3 Block 3	Planning Careers Work experience-CVs and cover letters	Work experience- how to contact employers	Careers library treasure hunt 4	Personality profile	What makes a great team player? CV	Unifrog escape room
Y11-S4 Block 3	Your Future Career Post 16-choices	A level Vocational choices	Subjects library treasure hunt	Revision techniques- good vs bad	Introduction to apprenticeships/traineeships CV	Green jobs

Y12-S5 Block 4	Work experience- curating your online profile Student year plan goal setting	Student year plan seeking out Post 18 choices	Using the UK universities tool to find the best fit Different systems around the world	Apprentices hips-finding the best fit	Acing your personal statement CV Writing your common app essay	Discovering MOOCs
Y13/14 Block 4	Applications list	Finalising your personal statement	Finalising your common app essay	Assessment centres	The basics of interviews	Revision- using time effectively