



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

March 2026

Approved by: Liberty Academy Local Governing Committee on
Last reviewed on: March 2026
Next review due by: July 2027

Contents

1. Statement of Policy.....	3
2. What is Careers Education, Information, Advice and Guidance (CEIAG)?.....	3
3. What are our Statutory Duties?.....	3
4 The Gatsby Benchmarks.....	5
5 The CEIAG Programme 2025/26.....	8
6 Staffing and Roles.....	10
7 Destinations and Evaluation.....	10
8 Involvement of Parent(s) / Carer(s).....	12
9 Equality of Opportunity and SEN.....	12
10 Statement of Policy Review	12
APPENDIX I - Policy Statement on Provider Access.....	13

Liberty Academy

Christian Vision

“All things are possible for one who believes.” (Mark 9:23)

It is intended that education at Liberty should be both ‘life-lasting’ and ‘life-enhancing’. Our Vision statement focuses on the work and the life of the school which takes place in an orderly atmosphere where self-discipline, mutual respect and the welfare of each individual is greatly valued.

Importance is given to regular worship, religious education in the classroom and on the general presentation of Christianity in the school family.

We want everyone to enjoy their time with us, to be proud of their school and to uphold the principles and qualities that underpin a Christian School.

Our Qualities



Respectful

‘Better to be patient than powerful’
Proverbs 16:32



Hopeful

‘Be strong and take heart, all you who hope in the Lord’
Psalm 31:24



Considerate

‘Treat others as you wish to be treated’
Luke 6:31



Forgiving

‘Forgive and you will be forgiven’
Luke 6:37



Truthful

‘...if you are dishonest in little things, you won’t be honest with greater responsibilities’
Luke 16:10



Compassionate

‘Be kind and compassionate to one another...’
Ephesians 4:32

1. Statement of Policy

At Liberty Academy, we are guided by Christian values and aim to support the growth and improvement of our local community by providing life-changing opportunities for our students and their families.

We are committed to helping young people live life to the full, empowering them to become confident individuals who understand their role in, and responsibility to, their community.

At Liberty Academy, we care for each student as an individual. We work to bring out their potential and show them paths to success they may not have considered before. We provide a learning environment that inspires a love of learning, builds self-esteem and independence, and encourages respect for others, pride in achievement, and excellence in work, appearance, behaviour, and courtesy.

We believe every student can achieve, whatever their abilities or talents. Our goal is to give all students the resources, support, encouragement and opportunities they need to reach their full potential. We want them to become confident, articulate, healthy, and responsible young people who can make a positive difference in the world.

Careers education, information, advice and guidance (CEIAG) is an important part of this. It motivates students, promotes equality of opportunity, and helps them achieve their best academically and personally, both at school and beyond. We work actively to challenge stereotypes and ensure that all students explore the widest possible range of careers and pathways.

2. What is Careers Education, Information, Advice and Guidance (CEIAG)? “Careers guidance describes activities which support individuals to learn about education and employment and plan for their future lives, learning and work. These activities contribute to social mobility, help people to discover and access opportunities that might exist outside of their immediate networks. They also encourage individuals to challenge their pre-existing assumptions about what they are capable of and to develop practical strategies to operationalize their aspirations.” *Advancing ambitions: The role of career guidance in supporting social mobility (The Sutton Trust & University of Derby, Oct 2014).*

“Careers guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information provision, assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes, work search programmes, and transition services.” OECD 2004.

3. What are our Statutory Duties?

The Academy has a statutory duty under the Education Act to ensure that all pupils in Year 7-11 are provided with independent and impartial careers guidance. By law, the careers guidance provided must:

- Be presented in an impartial manner (i.e. showing no bias towards a particular education or work option) · Include information on the full range of education and training options including apprenticeships · Always promote the best interests of the pupils

The Academy's Careers Adviser provides impartial careers guidance by providing information and advice on the full range of options. Connexions Careers Advisers visit the Academy regularly and provide students with the opportunity to see an adviser independent from the Academy if they wish.

The Academy's CEIAG programme puts the interests of our students first by providing them with the skills and information they need to be able to make informed career choices. The provision of high quality, impartial CEIAG leads to improved achievement, higher retention rates and better outcomes for young people.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This is known as the Baker Clause. This law requires schools and academies to ensure that there is an

opportunity for a range of technical education and training providers to access all pupils in year 8 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. **A policy statement regarding provider access can be found in Appendix 1.**

The updated provider access legislation (PAL) has now been enacted. It specifies schools must provide at least four encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.

These opportunities will be delivered through assemblies, careers fairs, workshops and talks.

The Careers Leader for the Academy is:-

Mrs K Stephenson
Liberty Academy, 1 Bilton Grove, Hull HU9 5YB
Email: k.stephenson@lib.hlt.academy
Telephone: 01482 781912

4 The Gatsby Benchmarks

Every school should use the Gatsby Benchmarks to improve careers provision. The Academy is fully committed to working towards these benchmarks.

The Gatsby Benchmarks		
1. A stable careers programme	Our school provides a planned and structured careers programme that helps students learn about different career pathways, education and training options, and the skills needed for the future. This programme supports students in making informed decisions about their next steps. Information about our careers programme is available to students, parents/carers, staff and employers so everyone understands the opportunities and support available.	· Our careers programme is supported by the school's leadership team and is coordinated by a designated member of staff responsible for careers education and guidance. · Information about the careers programme, activities and opportunities is published on the school website so that students, parents/carers, teachers and employers can easily access and understand it. · The programme is reviewed and evaluated regularly. We gather feedback from students, parents/carers, staff and employers to help us improve the careers support and opportunities we provide.
2. Learning from career and labour market information (LMI)	Students and parents/carers should have access to clear, up-to-date information about future study options, training pathways and labour market opportunities. This helps students understand the skills employers are looking for and the opportunities available locally and nationally. Students will also be supported by staff and careers advisers	· By the age of 14, students will have had opportunities to access and explore information about different career paths, education routes and labour market trends to help inform their choices, including decisions about GCSE options. · Students will be supported to research careers, pathways and employment opportunities, helping them understand the qualifications, skills and

	to help them make the best use of this information when planning their next steps.	experience needed for different roles. · Parents and carers are encouraged to access careers and labour market information so they can support their child in exploring options and making informed decisions about their future education or training. · The school will provide guidance, resources and signposting to reliable careers information, helping students and families understand the range of opportunities available.
3. Addressing the needs of each student	We recognise that every student is different and may need different support when thinking about their future. Our careers programme is designed to provide personalised support and opportunities so that every student can explore their interests, strengths and ambitions. We aim to ensure all students and families are aware of the full range of education, training and career pathways available, including academic, vocational and technical routes.	· Our careers programme encourages students to aim high, challenge stereotypes and explore a wide range of career options, regardless of gender, background or ability. · We keep records of the careers guidance and activities each student takes part in so we can ensure everyone receives the support and opportunities they need. · Students and parents/carers can access information about the careers support and guidance available to help students reflect on their options and make informed decisions about their next steps. · We also collect information about students' destinations after they leave school, such as further education, apprenticeships, employment or training. This helps us evaluate and improve our careers programme so that it continues to meet the needs of our students.

4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers to help pupils understand how the knowledge and skills they develop in lessons relate to the world of work and future career opportunities. Subject teaching should highlight the relevance of curriculum content to different sectors, occupations and pathways, helping pupils make informed choices about their future education and employment.	· Throughout Key Stages 3 and 4, every pupil should have opportunities within subject lessons to learn about how different subjects relate to a wide range of careers and pathways, including technical and academic routes. Teachers should draw on examples from employers, labour market information and real-world applications of their subject. · STEM subject teachers should highlight the relevance of Science, Technology, Engineering and Mathematics to a broad range of careers and industries, helping pupils understand how STEM knowledge and skills support progression into many different roles and sectors.
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		· By the age of 14, pupils should have had opportunities to learn how STEM subjects and other areas of the curriculum link to future study options and careers, supporting informed choices at key transition points such as GCSE options.
5. Encounters with employers and employees	Students benefit from opportunities to learn directly from employers and employees about the world of work. These encounters help students understand different jobs, the skills employers value and the pathways that can lead to a range of careers. Activities may include employer talks, workshops, mentoring, careers events and enterprise activities.	· From the age of 11 onwards, students will take part in regular meaningful encounters with employers or employees during their time at school. These encounters may take place through assemblies, lessons, careers events, workshops or employer-led activities. · A meaningful encounter is an opportunity for students to learn about what work is like, the skills needed to succeed in the workplace and the different career pathways available. · These experiences help students build confidence, broaden their understanding of career opportunities and develop skills that are valued by employers.
6. Experiences of workplaces	Every student should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. These experiences may include work visits, work shadowing, employer-led activities and work placements, and should enable pupils to understand what work is like and the skills needed to succeed.	· During Key Stage 3 (Years 7–9), pupils should participate in multiple, varied and meaningful employer-led workplace activities, such as work visits, employer-set projects, workplace tours, employer talks, or work shadowing. These activities should collectively amount to approximately one week's worth of work experience activities. · During Key Stage 4 (Years 10–11), pupils should undertake a week's worth of work experience placement(s) in a real working environment. This may be completed with one or more employers and can be delivered flexibly across several days or weeks.

7. Encounters with further and higher education	It is important that students understand the full range of education and training opportunities available after secondary school. This includes academic and vocational pathways such as sixth forms, colleges, universities, apprenticeships and other training routes. Through our careers programme, students will have opportunities to learn about these different options so they can make informed choices about their future.	· By the age of 16, students will have had meaningful encounters with a range of education and training providers, including sixth forms, further education colleges, universities and apprenticeship or training providers. · These encounters may include talks, workshops, careers events, open days or visits, where students can hear directly from staff and students about their experiences and the opportunities available. · A meaningful encounter is an opportunity for students to explore what it is like to study, work or train in a particular environment, helping them understand the different pathways they can take after leaving school.
8. Personal guidance	Students will have access to personal careers guidance to help them explore their interests, strengths and future options. This guidance supports students in making informed decisions about their education, training and career pathways. Guidance may be provided by qualified careers advisers or trained members of school staff.	· Students will have opportunities to take part in one-to-one careers guidance interviews, particularly at key decision points when they are choosing subjects or considering their next steps after school. · By the age of 16, every student will have had at least one personal guidance interview with a qualified careers adviser. · Students may also have further opportunities for careers guidance during their time at school, helping them review their plans and explore different pathways such as sixth form, college, apprenticeships or employment.

5. The CEIAG Programme 2025/2026

In order to ensure we comply with the DfE Careers Strategy and our statutory requirements we have embedded the Gatsby Benchmarks into the Academy's overall CEIAG Programme. This is reviewed each year. Students follow a Personal, Social, Health and Economic (PSHE) Programme in Years 7-11 that covers some of the Gatsby Benchmarks. This helps them to know themselves, have high aspirations and set goals in order to achieve them. Below is a synopsis of the programme students follow in PSHE. In addition, students in Year 7 - Year 11 are exposed to a variety of activities that support us in meeting the benchmarks, but more importantly they support students in their personal development. The careers programme can be found on the [academy website](#).

Year 7 – Self Awareness, Employability Skills and Stereotyping. The focus this year is on helping students consider why a career is important and understanding how they learn about themselves by identifying strengths and weaknesses. During PSHE students begin to look at dreams and goals and how they can be achieved as well as looking at employability skills for the future. Students work on the Lunar Hotel Challenge which helps them develop communication and teamwork skills. Students also look at stereotyping in relation to the world of work. Topics cover: dreams and goals, future skills and employment, resilience, employability skills and post 16 options. In addition students will hear from post 16 providers.

Year 8 – Labour Market Information (LMI), Employability Skills and Raising Aspirations. During their ICT curriculum, students learn about LMI and have the opportunity to use it by accessing various resources to support their application of the information. Students will look at the link between qualifications and earnings. Students are encouraged to use LMI to research various job roles. Students have the opportunity to take part in various employer events. In addition, students will hear from technical and apprenticeship providers. During their PSHE lessons students will learn about discrimination and prejudice in the workplace and the protected characteristics.

Year 9 – Option Choice. This year the focus is on options, Options at 16+ and GCSE Option Choices. During PSHE students look at what options are available at the end of Year 11 i.e. 6th Form, College and Employment / Apprenticeships. They learn about identifying personal strengths and how to plan effectively. Students learn how to make an informed choice regarding their GCSEs and see the link between GCSEs and their future career. There is an Options Evening and there will be help during tutor time during this process. All departments have produced a presentation/video that explains their courses, the skills students will develop, post-16/18 options in their subjects as well as the wide range of jobs available. In addition, students will hear from technical and apprenticeship providers. Students can also request to see the Academy's Careers Adviser for advice on option choices.

Year 10 – The World of Work. During PSHE students look at discrimination in the workplace and the process of looking for work. Students take part in a range of activities to boost their employability skills. Students learn about work/life balance, different work styles, employment types and skills development. Students are introduced to the Logon Moveon website which is where College applications are made. Year 10 students go on Work Experience for one week. This experience helps our students gain an insight into the world of work. Work experience opens students' eyes to the realities of the workplace: the need to dress and behave in the expected way, to arrive punctually and follow instructions accurately. In addition, students will hear from Post-16 providers, including technical and apprenticeship providers.

Year 11 – Decision Making and Implementing Plans. Students are supported to review their career decisions and make applications. Students look again at Dreams and Goals as part of the PSHE programme and skill sets needed to achieve their goals. Students are fully supported to apply for a range of opportunities i.e. 6th Form, College and Apprenticeships during the course of the year. All students in Year 11 have a careers guidance interview with either the Academy's Careers Adviser or a Careers Adviser from Connexions. The Academy employs their own dedicated careers professional and also contracts additional independent guidance services from Connexions (Hull City Council). All advice and guidance is impartial and students are made aware of the full range of opportunities available to them. Students are encouraged to attend college and apprenticeship open events.

Additional Activities

Careers Drop-In Sessions and Careers Information - all students have access to the Academy's Careers Adviser, Mrs A Lockham, in the Agora every lunch time. Careers resources including prospectuses on the full range of opportunities are also available in the library which any student can access during break time and lunch.

Parents Evenings – the Academy's Careers Adviser is available at every parent's evening including options evenings to give information, advice and guidance to students and their parent(s) / carer (s).

Careers in the Classroom – we are continuing to develop careers education in the classroom which is to be embedded into the curriculum. Subject teachers will promote careers in their lessons and employers will link in with subject leaders to support activities throughout the year.

Employer Visits / Events – employers are invited to the Academy to offer students advice on a range of careers throughout the year. The Academy works with various local employers and training providers. We encourage all students to have high aspirations and consider a broad and exciting range of careers. We believe that real-life contacts are key in helping students understand the world of work and also understand where different choices can take them in the future.

“Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future.” *DfE Careers Strategy (Dec 2017)*

Post -16 options - During their time at school students will have assemblies, workshops from a wide range of providers.

STEM – a range of activities take place promoting careers in science, technology, engineering and maths.

Results Days – the Academy's Careers Adviser is available on GCSE results day to offer advice and guidance to students.

6. Staffing and Roles

Strong leadership ensures that students can overcome barriers to success and do what it takes to fulfill their potential. All staff at the Academy encourage students to be the best they can possibly be and help to raise the aspirations of students. All staff have a role to play in advising, supporting and guiding students.

Mr Matthew Phelps (Link Governor for CEIAG). The governors and senior leadership team ensure that the Academy meets its statutory requirements for the delivery of CEIAG.

Mrs K Stephenson, who is the Associate Assistant Vice Principal, is the Careers Leader at the Academy and responsible for the careers programme, destinations and Vocational Education and CEIAG.

Mrs A Lockham (IAG Coordinator) sees students for careers guidance interviews, manages the Connexions Careers Advisers coming into the Academy, organises post-16 applications, helps to plan and deliver the CEIAG programme, helps to organise work experience and is also responsible for KS4 destinations with Mrs Stephenson.

Miss S Hossack (Head of PSHE) is responsible for developing and co-ordinating the PSHE programme.

Connexions - Careers Advisers come in two days a week to see students for careers guidance meetings. They also support students who are at risk of NEET (Not in Education, Employment or Training), these are students who might not attend education, or employment with accredited training, or training when they leave school. They also attend SEND meetings as required. Any student can request to see one of the Connexions Careers Advisers if they want to speak to an adviser who is independent from the Academy. This is a statutory requirement.

All staff at the Academy have a responsibility for the wellbeing of students and to give them appropriate support, in particular from the Wellbeing Officers, Heads of House, Form Tutors, Subject Teachers and BSOs.

The training and development needs of staff involved in coordinating and delivering CEIAG are identified and met through a continuing professional development programme. The IAG Co-ordinator attends relevant training and development opportunities. The Careers Leader attends area-wide CEIAG meetings run by the Local Authority and also regularly attends provider sessions to keep up-to-date with any changes in provision and Labour Market Information (LMI). Relevant information is disseminated to key staff at the Academy.

7. Destinations and Evaluation

When looking at the impact of CEIAG, there are many key performance indicators we need to consider and one that measures the effectiveness of the Academy's careers and inspiration activity is the destinations of our students. Students are tracked and monitored extensively and any student at risk of not engaging or making a smooth progression (i.e. becoming NEET) is targeted for extra support.

Destination measures show the percentage of students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 or key stage 5 studies. Immediate destinations are compiled by the Academy with the Hull City Council. Sustained destinations are compiled by the Department for Education. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4 or 5. **Please note there is a time lag of 2 years to allow time to collate the destinations. Our student destinations can be seen in**

the table on page 11.

All students are followed up when they leave the Academy to ensure they progress to a positive destination. Any student at risk of not participating in a positive post-16 destination or who may find the transition difficult are followed up early by the Academy's Careers Adviser. Connexions also support this once students have left school. Students are seen as often as they need in order to support them to make the right choices for the future. The Academy has a strong track record of success as demonstrated by its consistently outstanding destinations.

KS4 Sustained Destinations

KS4 Summary %	2021 leavers			2022 leavers			2023 leavers		
	LIB	LA*	England	LIB	LA*	England	LIB	LA*	England
Apprenticeships	8	7	2.4	7	6	3	6	7	3
Pupils staying in education for at least two terms after KS4	74	77	86	70	78	86	71	75	86
FE college or other FE provider	20	22	35	21	24	35	25	23	37
School 6th form	30	21	37	20	19	35	22	18.8	34
6th Form college	30	21	37	26	34	14	22	17	34
Other education destinations	No data	2	2	2	1	2	1	2.5	2
Education or employment destination not sustained	9	9	5	14	10	6	14	11	6
Sustained employment destination	6	6	4	6	5	4	5	4	3
Destination unknown / Activity not captured	1	1	1	3	1	1	4	4	3
Overall sustained education or employment / training destination	90	90	94	84	89	93	82	85	92

*Local Authority (LA)

Please note there is a time lag of 2 years to allow time to collate the destinations. 2024 leavers will be published in

October 2026 and students who left in 2025 will be published in October 2027.

*Small percentage - The percentage is subject to rounding and is between 0% and 0.5%

This CEIAG Policy is evaluated on an annual basis by the Careers Leader and IAG Coordinator. The CEIAG programme is reviewed termly.

8. Involvement of Parent(s) / Carer(s)

Parent(s) / carer(s) are welcome to attend their son or daughter's careers interview and can contact the Academy's Careers Adviser / IAG Co-ordinator anytime by contacting her on the Careers Helpline number or email. Parent(s) / carer(s) have access to the Academy's Careers Adviser / IAG Co-ordinator at Academic Reviews, Options Evenings, Results Days and can request a meeting with the IAG Co-ordinator at any time.

9. Equality of Opportunity and SEN

Careers and other relevant staff work closely with the SEND Team and Tutors to identify those who need extra support and who may find the transition difficult. The Connexions Careers Advisers attend SEND meetings. All students who have an EHCP are seen on a regular basis in order to monitor and review their career plans. The CEIAG programme promotes equality of opportunity and inclusion by providing all learners with appropriate opportunities. The Academy is committed to challenging stereotypical views which create barriers to learning and work.

10. Statement of Policy Review

The Local Governing Committee has agreed that this policy will be reviewed on an **annual basis**. Any review will take into consideration all aspects of applicable legislation and advice current at the time of the review.

Provider Access Policy

About this policy

At Liberty Academy, we want all students to know about the full range of learning and career opportunities available to them, including academic courses, technical education and apprenticeships. This policy explains how employers and training providers can engage with our students to share information about careers, pathways and opportunities.

This is part of the school's legal duty under Provider Access Legislation and ensures students get meaningful, reliable information about their future options.

What students are entitled to

All students in Years 8–13 have the right to:

- Find out about technical education, apprenticeships and other training options.
- Hear from a range of employers and providers, including colleges, training organisations and apprenticeship providers.
- Learn about the different pathways after school, including sixth form, college, apprenticeships, or employment with training.
- Get advice on how to apply for courses, training or apprenticeships.

These experiences happen through lessons, assemblies, careers fairs, workshops, group sessions and taster events.

How employer and provider visits work

Students will have at least two encounters with technical education or apprenticeship providers in Years 8–9 and two further encounters in Years 10–11.

A meaningful encounter is a session where students can:

- Learn about your organisation and the opportunities you offer, including apprenticeships, training or career pathways.
- Understand the career routes and progression options available through your organisation.
- Ask questions and get advice on what it is like to work or train with you.

These sessions can take place in-person or online.

How employers and providers can get involved

If you are an employer or training provider and want to engage with our students, please contact:

Mrs Katrina Stephenson – Associate Assistant Vice Principal

Email: k.stephenson@lib.hlt.academy

Phone: 01482 781912

You are invited to take part in:

- Assemblies and careers lessons

- Careers fairs and taster events
- Workshops, small group sessions or one-to-one talks

Tip: Events are planned in advance, so it's best to contact the school early in the year.

All visits follow the school's safeguarding policy rules to keep students safe.

Facilities and resources

The school can provide:

- Classrooms, private rooms, or the theatre for presentations
- Equipment to support your session
- Space in the Careers Resource Centre for your prospectuses or course information

Students can access the Careers Resource Centre in the library at breaks and lunchtimes.

All arrangements are agreed in advance with the Careers Leader, Mrs K. Stephenson.

Why this matters

Your engagement helps students:

- Explore a range of career pathways
- Make informed decisions about GCSEs, post-16 study or apprenticeships
- Understand what employers and providers are looking for in future employees

By working with employers and training providers, we aim to give every student the information, advice and experiences they need to plan their next steps with confidence.