

Lansdowne Turney Federation
Lansdowne School

Careers Policy



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Lansdowne School

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

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1. Introduction

Careers Education, Information, Advice and Guidance (CEIAG) is an essential part of the support we offer to students at Lansdowne School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum. “Through the implementation of CEIAG, young people are able to realise their potential and follow the career path which suits them the best, enabling them to contribute to their community and to support social and economic prosperity.” *Department for Employment and Learning, March 2016*

2. Careers Education, Advice, Information and Guidance – Terms Explained

The CEIAG programme consists of Careers Education, Careers Advice, Careers Information and Careers Guidance.

Careers Education

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into the world of work. Careers Education takes place mainly through learning and work carried out in lessons taught by a combination of careers advisors, form tutor, core and project lead teachers.

Careers Advice

Careers Advice aims to provide individuals with the skills necessary to apply for and prepare for the world of work; such as how to write a Curriculum Vitae (CV), how to fill out applications forms, what to wear to an interview and interview questions. The majority of

Careers Advice at Lansdowne School will be provided through the Careers/Employability curriculum delivered by form tutors, project leaders, specialist staff and utilising external sources

Careers Information

Careers Information draws upon information gathered at a local and national level. The majority of information is accessed by means of Careers Guidance, or via websites such as the National Careers Service

Careers Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into the world of work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support and can be delivered by teachers, form tutors or external Careers Advisors.

3. Commitment

Lansdowne School:

- Is committed to preparing our students to manage their future education and career path throughout adult life through an effective CEIAG programme and Work-related Learning.
- Is committed to achieving excellence in this area of the curriculum accredited through Quality in Careers Standards Award.
- Recognises their statutory duties to secure independent, impartial face to face careers guidance for pupils in KS4 and KS5.
- Will ensure that all students have equity of access to impartial careers advice and guidance for external sources.
- The CEIAG programme at Lansdowne School follows the principals of the *8 Gatsby Charitable Foundation's Benchmarks* which sets out a framework of good practice:
 - ❖ A stable careers programme
 - ❖ Learning from careers and labour market information
 - ❖ Addressing the needs of each pupil
 - ❖ Linking curriculum learning to careers
 - ❖ Encounters with employers and employees
 - ❖ Experiences of workplaces
 - ❖ Encounters with further and higher education
 - ❖ Personal guidance

4. Developing this Policy

- The Careers Education and Guidance at Lansdowne School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.
- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- The policy has been reviewed in line with the most recent DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)
- This policy accepts the **8 Gatsby Benchmarks** as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

- This policy also takes into consideration PfA guidelines
- [https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810 .pdf](https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf)
- 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, supported internships and apprenticeships.
- This policy supports and is in line with other key school policies including: Safeguarding Policy, Curriculum Policy, Behaviour Policy and Assessment Policy.
- 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.
- All members of staff at Lansdowne School 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.
- All members of staff at Lansdowne School are expected to work on the basis that all students regardless of their learning difficulties and disabilities have equal rights when accessing the labour market. All students, despite the level of support they require, are expected to follow a professional route they choose.
- 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.

5. National & Local Expectations

Lansdowne School is committed to meeting national and local expectations in relation to careers by:

- Meeting statutory obligations under The Education Act 2011
- Securing independent and impartial careers guidance as required by Department for Education Statutory Guidance for Schools (2019).
- In implementing this duty, we will pay particular regard to the Department for Education's Careers strategy (December 2017), Careers Guidance for Governing bodies, School leaders and School staff (October 2018) and Ofsted's inspection criteria for evaluating careers provision in schools (May 2019).
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Being aware of ongoing current thinking and by considering examples of best practice in the area of CEIAG, thus ensuring that this informs the schools thinking and direction with regards to Careers Education, Information, Advice and Guidance (London Ambitions Careers Offer 2015, Gatsby Good Careers Guidance Benchmarks 2014, Department for Education Careers Guidance and Access for Education and Training providers (October 2018). The SEND Gatsby Benchmark Toolkit (2018) Practical information and guidance for schools and colleges.)

6. Intent

The Lansdowne School CEIAG programme's intent reaches across the three following areas:

1) Self-Development

Students should be able to:

- Assess their achievements, qualities and skills.
- Present this information as appropriate.
- Use this information for personal development.
- Set career and learning targets.
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work.
- strategies for raising achievement, particularly by increasing motivation

2) Career Exploration

Students should be able to:

- Understand the nature of work and people's attitudes towards it.
- Use a range of sources of careers information.
- Use work experience to improve chances for later education or employment. Access employment trends using Labour Market Information (LMI) in a supported environment

3) Career Management

Students should be able to:

- Use decision-making techniques.
- Understand and use sources of information, advice and help.
- Make informed and appropriate choices at 14, 16 and 18
- Make and manage changes as appropriate.
- Understand job / learning applications and the requirements of interviews.
- Understand rights and responsibilities of employees and employers in the workplace.
- Develop their research skills to discover new opportunities

7. Implementation

Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the SLT and the careers leader. A specialist PSHE team, delivers the majority of the Career Related Learning.

Chair of Governors – Sue Osborn

- Undertakes a lead role as part of the governing body.
- Is kept abreast of developments by the SLT and the Careers Leader
- Is invited to special events such as employer workshops, work experience assemblies

Head of School – Francis Downing

- Ensures the CEIAG is a priority across the whole school curriculum
- Overviews the impact of the CEIAG programme

- Reports to governors, staff, parents, students.

Careers Lead – Tim Flannigan

- Overviews the CEIAG programme.
- Liaises with external partners for work experience placements, employer events, career talks and workshops.
- Reports to SLT, governors, staff, parents, students.
- Organises career related staff training.
- They visit each student and provide the physical link between employers and the school.
- Supports parents and carers with completing FE courses or work applications

PSHE Department

- Continues to develop the PSHE schemes of work to ensure work related learning from Year 7 onwards.
- Ensures that the PSE post 16 qualification is developing life and ready for work skills.
- Overviews the effectiveness of the CEIAG programme delivered by the PSHE team.

Exams Officer & 6th Form Manager

- Develops information regarding apprenticeships and work-related study programmes, such as AQA PSE post 16 and Environmental Management iGCSE.

Maths Lead

- Ensures that the maths curriculum promotes practical maths skills, including using money in real life situations (shop visits), measuring, budgeting.
- Arranges and facilitates the Dramatic Maths workshops by Half Moon to promote practical math skills including money handling.

English Department

- Transition programme – skills for work, strengths/ weaknesses, healthy living, interviews and applications.
- World of Work – pop up shop, post 16 routes, preparation for work experience, career choices, A Day in the Life of..., personal statements and applications, volunteering.

ICT Department

- Organises and delivers Google Classroom training for all the students across KS3, KS4 and KS5. Google Classroom enables the students to access careers material on the school's portal.

Science Department

- The use of industry-based resources and where possible speakers, relating to topics covered, such as BP educational services.

Parent Liaison Destinations

- Assists individual students with English, Maths and behaviour. For major careers events, such as work experience placements the normal work of the team is suspended, and they act as mentors for the students on placement.

Curriculum Overview

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ● Let's talk about Jobs ● Introduction to Employability Skills ● Benefits of working ● Raising self-awareness ● At least one encounter with an employer. ● Money handling in realistic situations 	<ul style="list-style-type: none"> ● Suitable careers according to their skills and interests ● Developing self-awareness ● Enterprise skills and opportunities ● Second encounter with an employer through a career talk ● Employability skills workshops 	<ul style="list-style-type: none"> ● Personal statements ● Budgeting skills and ways to save or spend money wisely ● Introduction to Brixton Labour Market information ● First vocational profile ● Participate in at least one enterprise event by the end of Year 9 ● Third encounter with an employer through a career talk 	<ul style="list-style-type: none"> ● GCSE/other qualifications options explained. ● 1:1 meeting with SLT / Career Leader ● After-school pathways including apprenticeships labour market ● Developing of budgeting and banking skills ● Work stereotypes and ways to stand up to discrimination ● Introduction to job interview techniques ● Students and parents will meet with class teachers to discuss suitable GCSE/other qualifications options

Year 11	Sixth Form
<ul style="list-style-type: none"> ● Apply for further educational courses or work-related learning opportunities. ● Vocational Profile review. ● College sessions once a week. ● 1:1 career guidance session with our careers adviser. ● Job interview workshop prior to their work experience and participate in a 1:1 interview with an employer. ● One-week work experience in local businesses or within the school. ● Work experience accomplishments school assembly 	<ul style="list-style-type: none"> ● College sessions every week continue throughout the whole year ● Review the CV and practise writing a cover letter. ● At least one more one-week work experience in local businesses or within the school. ● Second 1:1 session with our career adviser. ● Attend open days and conferences organised by local further educational provisions. ● Apprenticeships and courses application workshop is offered to

<ul style="list-style-type: none"> ● Industry insight day in a local business ● Speed-networking event with volunteer employers from different sectors ● Career employability skills workshop 	<p>students and parents/carers.</p> <ul style="list-style-type: none"> ● ASDAN Employability course offered in differentiated levels.
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8. Impact

In the Careers curriculum, we expect that all students from KS3-5:

- learn about themselves and the influences on them,
- develop decision-making skills,
- develop skills to help them manage transition,
- develop skills to use and research careers information,
- have access to up-to-date information about opportunities in learning and work,
- have impartial, confidential and up-to-date guidance,
- learn about the world of work,
- experience the world of work where appropriate.
- develop lifelong learning skills.

9. Monitor, Review and Evaluation of Programme and Delivery

The Head of School, Francis Downing, along with the Careers Leader, Tim Flannigan, has strategic responsibility for CEIAG and oversight with access to administration support. The careers provision and strategy are further supported by a link governor, Sue Osborn. To ensure that the careers provision remains effective and fully meets the needs of all students, this team with the support of the school's external IAG provider will conduct an annual review of CEIAG, taking account of destination outcome data and feedback from a range of stakeholders. Key Destinations Data is to be abstracted by the school's admin team, once destinations data is published. Analysis to be completed with actions taken to address issues during the year. As part of our commitment to the Quality in Careers Standard we will maintain a continuous improvement approach identifying new targets, activities and delivery methods in the light of evaluation and feedback.

10. Equal Opportunities

Careers at Lansdowne School support the school Equal Opportunities Policy and endeavour to implement it in the following ways:

General principles

- Equal Opportunities is promoted within lessons.
- Follows the Equal Opportunities School Policy
- Careful selection of posters and display material.
- By encouraging all students to prepare to support themselves financially if appropriate.
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for experience of work.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.

- By not arranging and by discouraging separate sex groups for group work. ·
- By offering equal access to information for all students of all abilities.

Principles relating to the school curriculum

Pupils will have equal access to:

- a curriculum that is differentiated to an appropriate level;
- a range of teaching styles appropriately matched to the learning needs of pupils;
- the full range of activities and experiences being offered to their peer group;
- a curriculum that enables pupils to develop increasing independence;
- a fully multicultural and non-stereotypical range of curriculum resources; ·
- a planned integration programme where appropriate;
- external accreditation of their learning.

Principles relating to progress, expectations and individual needs

We will:

- identify the needs of individual pupils through EHCP and Annual Reviews ensure access as appropriate to the range of specialist provision available within school (speech and language, social communication skills, EAL) and through external agencies;
- ensure that all pupils make progress in their learning through setting appropriate learning targets followed by rigorous assessment;
- monitor individual learning targets to ensure high expectations of all pupils;
- encourage pupils to take an increasing amount of responsibility for their own learning and the evaluation of their own work.

We recognise that many courses and employment opportunities are available and suitable for individuals with varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We aim to manage expectations and emphasise what they can do and the skills they do have, involving parents in decision making choices.

11. Parental Engagement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school during parent's evenings and coffee mornings throughout the school year. In readiness for these events, students' career aspirations as an on-going process are discussed with all parties concerned. Representatives from external colleges and other community external providers attend.

Parents/carers are kept up to date with career-related events and trips out, activities affecting their child via letters sent home and the school's website. A copy of any action relating to careers meetings will be sent home including the Student Action Plan following the Careers Guidance sessions. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend.

Parents are entitled:

- to have the opportunity to speak to the Head of School, Careers Lead and Form Tutors by appointment to discuss career and transition pathways
- to have information about Work Experience/ experience of work and the opportunity to discuss Work Experience issues
- to access Careers information at all Academic Reviews and Parents Evenings

12. Partnerships

At Lansdowne School we work in partnership with a variety of organisations for our careers provision. Collaboration with external partners is a vital aspect of our provision and enables students to gain experiences, advice, support and knowledge around the world of work.

- **Youth Careers Collective** – Youth Careers Collective (formerly SPARK!) arrange our external work experience placements as well as industry insight days, interview skills workshops, employability skills workshops and speed-networking events.
- **Education Development Trust** – Our careers adviser provides impartial, unbiased career guidance to all our Year 11 and 13 students. The adviser meets the students in 1:1 sessions.
- **Roots and Shoots** – Our link with the post 18 educational provision continues. Weekly college link course offered to Year 11, 12 and 13 students that promotes horticulture and employability skills.
- **New Start Training** – Our second college link course offered to Year 11, 12 and 13 students that promotes carpentry, woodwork and other employability skills.
- **Social Enterprise Academy** - Work with our students to create a social enterprise and develop their employability skills.
- **Lambeth Alumni Careers Cluster** - Through our involvement with the Cluster the careers lead gains useful information on the labour market, supported internships, apprenticeships and the latest career guidelines. Also, the career leads share good practice and career links that keep the careers department up to date.
- **Careers & Enterprise Company** - These organisations enhance our careers provision, provide support to the careers lead and ensure that a volunteer Enterprise Adviser is assigned to and works with our school.
- **Spiral Skills** – This organisation provides workshops, careers events, and information about the world of work.
- **Young Vic Theatre** - This organisation provides our students with the key skills needed for communication and expression as well as show the jobs available in the creative sector.
- **Old Vic Theatre** - This organisation runs workshops using acting techniques to help in the world of work including job interviews.

13. Signatures of Approval

This policy was formally approved by the Governing Body on:

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded.

Date agreed by governing body	Signature of Chair or Vice Chair
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Date agreed for review	Frequency of Review
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Responsibility for Review	
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Wet signed copy to be kept in school.