



St Paul's Academy Career Education 2025/26

Careers Education & Guidance Policy

Career Policy Update

Principal: Miss M Ryan

School Career Lead: Mr G Davis

Chair of Governors: Mrs S Griffin

Originator date:	Autumn 2025
Review date:	Autumn 2026

VISION STATEMENT

At St. Paul's Academy, our vision is to empower students, recognising each as God's work of art, to explore and excel in their educational journey. With an abundance of opportunities, we nurture ambition and strive for achievement, preparing students for both the world of work and future studies. Committed to academic rigor in every lesson, St. Paul's is a place where talents are developed, new experiences are embraced, and the wonders of our world are discovered, ensuring that every student reaches their full potential.

Vision and Values:

Staff and governors at St. Paul's Academy are fully committed to ensuring that all students develop the skills, knowledge, and attitudes needed to guide their learning and pursue their career aspirations. Our ultimate goal is for every student to grow into an independent, confident, and productive adult.

We work towards this through every aspect of our curriculum, including a comprehensive Careers Education programme. This programme provides accurate, impartial, and focused careers information, advice, and guidance tailored to each student's individual needs. It enables them to make informed decisions about their pathways from Year 7 through to Year 11.

Our aim is to ensure that all students achieve their full potential by making life choices that support their own wellbeing and contribute positively to the wellbeing of others. We recognise the importance of our students developing key employability skills—such as effective communication, strong interpersonal skills, leadership, enterprise, and organisation—which are essential for success in the workplace. We are also committed to enhancing students' cultural capital, ensuring they have the social mobility and confidence to thrive, regardless of their background.

Statutory Guidance:

This policy should be read alongside our **CEIAG Programme and Provider Access Policy (2025–2026)**.

St. Paul's Academy is committed to meeting all statutory requirements relating to careers education, information, advice and guidance (CEIAG). This policy has been developed in line with national frameworks for good practice and other relevant guidance, including:

- **Framework for Careers, Employability and Enterprise Education (2018)**
- **Education Act 2011, Section 19**
- **Careers Guidance and Inspiration for Young People in Schools, DfE (2015)**
- **Career Development Institute (CDI) Code of Ethics (2021)**

- **Gatsby Benchmarks of Good Career Guidance (2014; updated guidance 2021)**

These documents collectively ensure that our CEIAG provision is high-quality, comprehensive, and aligned with national expectations and best practice.

Roles and responsibilities:

- Melanie Fontinelle, Inclusion Governor: named governor responsible for Inclusion, including Careers provision.
- Denise Hyland, Careers Link Governor: Careers Programme and External Careers Contacts.
- Michelle Hepburn, Vice Principal Inclusion: oversees careers provision across the Academy.
- Victoria Banbrook, Careers Adviser: provides impartial advice and support to the Academy (including staff and parents) and impartial careers advice and guidance to students.
- Heather Standard, School Improvement Lead: Career SLT Lead.
- Gordon Davis, Career Lead for the school and Closing the Gap Manager.
- All staff contribute to CEIAG through their role as form tutors and subject teachers: curriculum time is made available through tutor period (PHSE) and tailored careers and employability education. The spiral curriculum can be accessed on the school website.

St. Paul's Academy Student Entitlement:

Every student at St. Paul's Academy is entitled to high-quality careers education as part of their full curriculum experience. Our careers provision is carefully structured to meet all **Gatsby Benchmarks of Good Career Guidance**.

All students in Years 7–11 are entitled to:

- Access to a planned, progressive careers programme that is appropriate to their year group.
- Comprehensive and impartial guidance on subject and course choices, with clear links to careers and employability at key transition points.
- Personalised guidance from a qualified, impartial, and independent careers adviser.
- Information about the world of work and current labour market trends.
- Guidance on further and higher education, training, and employment pathways, including technical education qualifications and apprenticeships.
- Opportunities to develop personal enterprise, employability, and transferable skills.
- Information about technical education qualifications and apprenticeship opportunities as part of the CEIAG programme, ensuring awareness of the full range of options at every transition point.
- Encounters with a range of education and training providers, including those offering technical education and apprenticeships.
- Support in understanding and completing applications for academic and technical courses.
- A curriculum enriched with explicit links to careers and the world of work.

- A CEIAG programme that challenges stereotypes and discrimination, promoting equality, diversity, and inclusion in both training and employment.
- Opportunities provided through engagement with the **London East Careers Hub**.

Further details can be found in the CEIAG Delivery Programme available on the school website under the **Careers** section. All stakeholders are catered for, including parents, students, employers and staff members.

Management and Delivery:

We recognise the importance of establishing effective systems for the management and delivery of our CEIAG programme. Careers education, information, advice and guidance at St. Paul's Academy is delivered through a wide range of pathways, including:

- **Curriculum provision** within subject lessons, where teachers integrate career-related learning and skills (GB4).
- **Careers lessons delivered through Unifrog**, led by form tutors as part of the PSHE programme (GB1).
- **Cross-curricular and whole-school activities**, such as learning mentor guidance, assemblies with guest speakers, and themed events including Green Careers Week, National Careers Week, and National Apprenticeship Week.
- **Enrichment opportunities**, including clubs, educational trips, sports teams, and community engagement initiatives.
- **Individualised support**, such as one-to-one meetings with the careers adviser.
- **Parental engagement**, including information leaflets, resources on the school website (e.g., the e-clips online careers platform), coffee mornings, parents' evening consultations, phone support, individual meetings, and targeted information events.
- **Student leadership and service roles**, such as student councillors, student ambassadors, members of the student leadership team, peer mentors, and sports leaders, which help develop transferable skills and broaden career awareness.

Commitment and Objectives:

St. Paul's Academy Careers, Enterprise, Information and Guidance (CEIAG) Policy

St. Paul's Academy is committed to delivering a high-quality Careers, Enterprise, Information and Guidance (CEIAG) programme informed by the **8 Gatsby Benchmarks**. The DfE guidance to schools and colleges recommends that these benchmarks should be met by the end of 2020.

The 8 Gatsby Benchmarks

1. **A stable careers programme**
Every school and college should have an embedded programme of careers education

and guidance that is known and understood by students, parents, teachers, and employers.

2. Learning from career and labour market information

Students and their parents should have access to high-quality information about future study options and labour market opportunities, supported by an informed careers adviser.

3. Addressing the needs of each pupil

Careers guidance should be tailored to the individual needs of students at different stages, with equality and diversity considerations embedded throughout.

4. Linking curriculum learning to careers

Teachers should connect curriculum learning to careers. For example, STEM teachers should highlight the relevance of STEM subjects to a wide range of career pathways.

5. Encounters with employers and employees

Students should have multiple opportunities to learn from employers about work, employment, and the skills valued in the workplace, through activities such as visiting speakers, mentoring, and enterprise schemes.

6. Experiences of workplaces

Students should gain first-hand experience of workplaces through visits, work shadowing, and/or work experience to explore career opportunities and build professional networks.

St. Paul's Academy is currently working towards this benchmark.

7. Encounters with further and higher education

Students should understand the full range of academic and vocational learning opportunities available in schools, colleges, universities, and the workplace.

8. Personal guidance

Students should have opportunities for guidance interviews with a trained careers adviser, internal or external, timed to meet their individual needs whenever significant study or career decisions are being made.

Wider CEIAG Objectives

In addition to meeting the Gatsby Benchmarks, St. Paul's Academy is committed to:

- Providing a planned programme of activities for all students in Years 7–11, tailored to the needs of each learner.
- Delivering impartial, unbiased information, advice, and guidance to ensure students can make informed, self-determined decisions about education and work.
- Following local, regional, and national frameworks for good practice, including guidance from the DfE and Ofsted.
- Ensuring students with additional needs, including SEND, are fully supported to access the programme and explore all available options at every stage.
- Equipping students with the skills, attributes, knowledge, and understanding to manage and achieve their lifelong ambitions.
- Supporting all students in accessing education, employment, or training at key transition points.
- Helping students become responsible, qualified adults capable of contributing positively to society.

- Contributing to strategies for raising achievement across the academy.
- Encouraging students to be reflective learners who understand their strengths, skills, and attributes, and how these link to career and life planning.
- Developing enterprise and employability skills through participation in enterprise projects and charity fundraising events.
- Educating students on how behaviour, attendance, punctuality, and attainment impact career prospects and success in further study.
- Maintaining and regularly updating a well-stocked careers reference section in the Career Hub.

Funding and Resourcing:

The Careers provision at St. Paul's Academy is managed within the **Inclusion Faculty**, ensuring it is fully integrated with student support and personalised learning. The funding and allocation of resources is responsible to the School Improvement Lead and SLT Member of Careers: Heather Standard. A dedicated budget is allocated to maintaining and enhancing the programme, which covers:

- **Staff training and professional development**, ensuring all staff involved in CEIAG are up-to-date with current career guidance practices and labour market trends. This includes external speakers from platforms we use like Unifrog.
- **Digital platforms and software**, such as **Unifrog** and **e-clips**, to provide students with accessible, high-quality careers information and personalised planning tools.
- **Careers library and resource provision**, including printed materials, reference guides, and other learning resources to support research and informed decision-making.
- **Employer engagement and enrichment activities**, including visits, workshops, and participation in careers fairs or local enterprise initiatives.
- **Programme evaluation and improvement**, allowing the school to review the effectiveness of resources and activities and to make ongoing investments to enhance student outcomes.

This structured approach ensures that students have consistent access to high-quality careers guidance and the tools they need to plan and achieve their future aspirations.

Monitoring and Review:

The CEIAG programme and Careers Policy are reviewed **annually** to ensure they remain effective, relevant, and aligned with statutory guidance and best practice frameworks. The review process involves key staff, including **form tutors, Heads of Year, the Careers Leader, the Careers Adviser**, and the **School Improvement Lead for the school**.

The annual review considers:

- The evolving needs of students and the school community.

- Updates to local, regional, and national guidance and statutory requirements.
- Feedback from staff, students, parents, and external partners (using impact evaluations, Compass + evaluations and Future Skills Questionnaires).
- The effectiveness of resources, activities, and career interventions.

The Careers Policy should be read alongside the **CEIAG Programme and Provider Access Policy**, which is available on the school website under the Careers section.

Oversight of the review process is the responsibility of **Heather Stannard, School Improvement Lead**, who ensures that any updates are implemented and communicated effectively across the school.

Links with other policies:

This policy supports and should be read alongside a range of academy policies including Inclusion and SEND, Safeguarding & Child Protection, Accessibility plan and other statutory guidance.

Provider Access:

A provider, for example, an external speaker wishing to request access to the academy should contact:

- Gordon Davis – gdavis@stpauls.greenwich.sch.uk
- Vicki Banbrook – Careers Adviser vbanbrook@stpauls.greenwich.sch.uk

Contact can also be made through the Employer section of the Career part of the school website. Access will be granted providing a successful DBS, forms of ID and adherence to the PALs leaflet available on entry to the academy.

Visitor access will be managed through St. Paul's Academy safeguarding procedures.