



Summary of the Greig City Academy Careers Education Information Advice and Guidance (CEIAG) Access Policy Statement 2024 - 2025

Mrs. Maureen Arhagba

Careers Leader & Head of Faculty, Work-Related Learning

Email: marhagba@greigcityacademy.co.uk

Mrs. Arhagba oversees the school's Work-Related Learning programmes, including Work Experience (WEX), Careers Education, Information, Advice, and Guidance (CEIAG), and Careers in STE(A)M, ensuring alignment with Gatsby Benchmarks.

Careers Guidance

Provided by both independent and internal advisers, meeting Gatsby Benchmark 8 for personal guidance.

Independent Adviser: [To Be Confirmed]

Enterprise Coordination

- **Enterprise Coordinator:** Shelomy Selvaraj, Central London Careers Hub (Reed in Partnership)
- **Enterprise Adviser:** [To Be Confirmed], Reed in Partnership

Mrs. Arhagba is dedicated to creating a supportive environment for students to explore and achieve their career goals.

1. Introduction

The **Careers Policy** aims to deliver high-quality **Careers Education, Information, Advice, and Guidance (CEIAG)** to all students, ensuring they are well-equipped to make informed career choices. It applies to all students at **Greig City Academy**, including those with **Special Educational Needs and Disabilities (SEND)**, from **Year 7 to Year 13**. The policy highlights the value of **practical experience**, **insight days**, and **personal guidance**, designed to prepare students for the complexities of an evolving workforce. The 2024-2025 policy includes **hybrid and virtual work experience models**, reflecting changes in modern workforces.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

2. Visions and Values

The **Careers Education, Information, Advice, and Guidance (CEIAG)** policy is based on the school's vision and core values, aiming to unlock students' potential and broaden life opportunities. The school is dedicated to delivering high-quality, personalised careers guidance to help students succeed. It empowers students to become confident, informed individuals ready for their careers by promoting diverse work experiences and flexible opportunities through **hybrid and remote work models** and **insight days**, fostering inclusivity, accessibility, and a culture of growth.

3. Commitment to Statutory Duties and Career Provision

The school is dedicated to meeting its statutory obligations for careers education as per the **Provider Access Legislation (PAL)** and aligned with the **Gatsby Benchmark** framework. The **Careers Programme** supports the **School Improvement Plan (SIP)** and includes commitments to high-quality career provision and structured work experiences, including **insight days**, and **hybrid and remote opportunities**, to ensure all students have meaningful exposure to the workplace.

To comply with PAL, the school will:

1. Allow providers access to students during school hours.
2. Provide comprehensive information about career pathways.
3. Facilitate **six mandatory encounters** with apprenticeship and technical education providers across three key phases (Years 8-9, 10-11, and 12-13).

These efforts aim to ensure students are well-informed and prepared for the evolving job market.

4. Current Legislation and Statutory Requirements

The school follows the **Gatsby Benchmarks**, a mandatory framework for high-quality careers guidance established in 2021, ensuring students access diverse career opportunities, personalised support, and real-world experiences. The **Careers Leader** is responsible for implementing these benchmarks, which include:

1. **A Stable Careers Programme:** A well-structured programme integrated into the curriculum, regularly evaluated by stakeholders.
2. **Learning from Career and Labour Market Information:** Up-to-date information provided to students and parents through various platforms.
3. **Addressing the Needs of Each Student:** Personalised guidance, especially for those with SEND.
4. **Linking Curriculum Learning to Careers:** Embedding career learning in the curriculum, particularly in STEM.
5. **Encounters with Employers and Employees:** Opportunities for students to engage with employers.
6. **Experiences of Workplaces:** Offering remote and hybrid work experience, shadowing, and visits.
7. **Encounters with Further and Higher Education:** Exposure to various post-16 and post-18 options.
8. **Personal Guidance:** One-on-one career advice at key transition points.

The school's policy aligns with the **2021 Careers Strategy**, which emphasises diverse career access, effective personalised programmes, and engagement with students, parents, and the community. In line with **Gatsby Benchmark 6**, the school ensures that students have access to hybrid and remote work experiences, reflecting the changing nature of the workplace. The school also complies with the **Baker Clause**, ensuring students receive information about technical education and apprenticeships, and adheres to the **SEND Code of Practice (2015)** for tailored guidance. The **Careers Programme** is regularly monitored, evaluated, and published for transparency and continuous improvement.

5. Provision of Careers Education, Information, Advice, and Guidance (CEIAG)

At **Greig City Academy**, all students are entitled to high-quality careers education and guidance as a vital part of their learning experience. The **CEIAG programme** supports informed decision-making, skill development, and future readiness.

Key Elements:

- **CEIAG Inspection Requirements:** A structured programme that meets statutory standards, integrates career education, and is overseen by leadership.
- **Learner Entitlement:** Aligns with the **2017** and **2021 Careers Strategies**, providing tailored guidance from Year 7 through Year 13.
- **CEIAG Programme Components:** Includes hybrid and remote work experience opportunities, a focused career education curriculum, personalised guidance, and strong partnerships with local employers.
- **Independent Careers Guidance:** Access to impartial support from qualified professionals for career planning.
- **Ofsted Requirements:** Meets standards by integrating careers education into personal development and ensuring employer engagement.
- **Tracking and Support:** Monitors student destinations, especially for those at risk of NEET, and provides tailored support for vulnerable students.

Through this comprehensive programme, the academy empowers students to make informed career choices and develop essential skills for success.

6. Statutory Inspection of Anglican and Methodist Schools (SIAMS)

As a Church of England and Methodist school, **Greig City Academy** undergoes the **SIAMS** inspection to evaluate its commitment to promoting a Christian ethos.

Key Areas of Focus:

- **Vision and Leadership:** The school's vision, rooted in Christian values, guides its strategic decisions and overall ethos.
- **Teaching and Learning in RE:** Emphasis on high-quality Religious Education that engages students and explores their faith.
- **Collective Worship:** Prioritises inclusive worship that reflects Christian values and fosters spiritual development.
- **Christian Character:** Evaluates how the school's Christian character influences the environment and community relationships.
- **Impact on Pupils:** Assesses the influence of the Christian ethos on students' academic and overall development, including spiritual, moral, social, and cultural growth.
- **Community Engagement:** Builds meaningful partnerships with the local church and community to enrich students' experiences.

Commitment to Careers Education:

- **Holistic Development:** Careers provision supports the overall development of students, aligning with SIAMS' focus on SMSC growth.
- **Accessibility and Inclusivity:** Ensures equal opportunities in career guidance for all students, including those with SEND.
- **Evaluation and Improvement:** Regularly reviews and improves the careers education programme based on feedback from the school community.

Through this alignment with SIAMS, the academy fosters an environment that supports students in pursuing their career aspirations while integrating personal values and community engagement.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

7. Support for SEND Students

Tailored Support

Greig City Academy offers personalised careers guidance for SEND students based on individual Education, Health, and Care Plans (EHCPs). This ensures relevant career planning that aligns with each student's strengths and aspirations.

Transition Planning

The school emphasises early transition planning, providing comprehensive support to students and families for post-16 options. Workshops and information sessions are organised to help families make informed choices.

Multi-Agency Collaboration

Collaboration with local authorities, specialist career services, and employers is essential to enhance support. This partnership ensures students access expert advice and inclusive opportunities.

Skills Development and Work Experience

Targeted programmes develop essential employability skills, and tailored work experience placements are offered to match students' interests.

Key Aspects of SEND Provision:

- **Personalised Work Experience:** Collaborating with employers to create accessible placements with necessary adjustments. This includes hybrid and remote work experiences, offering flexible opportunities tailored to the specific needs of SEND students.
- **Specialist Career Guidance:** Dedicated advisors provide one-on-one support to help students navigate career options.
- **Insight Days with Adjustments:** Events are made accessible with accommodations to ensure full engagement.
- **Partnerships with Specialist Organisations:** Collaborations with organisations focused on supporting SEND career development.

Year 11 SEND Destinations

To ensure appropriate post-16 pathways, key roles include:

- **SENDCO:** Coordinates tailored support and transition planning.
- **Careers Adviser/Transition Worker:** Specialises in guiding SEND students to suitable options.
- **Local Authority Support:** Involves tracking and support for students with complex needs.
- **External Agencies:** Provide additional specialised guidance.

This collaborative approach ensures that SEND students receive quality career education and support for their future pathways, complying with statutory guidance.

8. Management and Delivery

Collaborative Framework

The Careers Leader collaborates with the Senior Leadership Team (SLT) and Curriculum Leadership Team (CLT) to integrate the Careers Programme with the school's strategic priorities and School Improvement Plan (SIP). Regular meetings foster communication about initiatives and best practices.

Continuous Development

The Academy is dedicated to refining its Careers Programme by utilising feedback from students, parents, and staff through surveys and focus groups, ensuring the programme remains responsive to changing educational and job market trends.

Evaluation and Impact Assessment

Regular evaluations are conducted using data-driven tools like Compass+ to monitor engagement and track student outcomes, helping identify areas for improvement in career initiatives.

Alignment with Best Practices

The programme adheres to best practices outlined by the Gatsby Benchmarks and the National Careers Strategy, ensuring high-quality career guidance and support for students.

Professional Development for Staff

Ongoing professional development equips staff with the skills to integrate careers education into their teaching, fostering a culture that prioritises student career development.

Key Responsibilities for Work Experience Management:

- **Coordinated Placements:** The Work Related Learning (WRL) faculty organises a variety of meaningful hybrid and remote work experience placements in collaboration with local and national employers.
- **Delivery of Insight Days:** Insight days are organised with industry professionals to introduce students to specific career sectors.
- **Monitoring and Support:** Students receive ongoing support before, during, and after their placements to maximise their experiences.
- **Utilisation of Digital Platforms:** Secure platforms facilitate remote engagement for hybrid placements and virtual work experiences.
- **Feedback and Evaluation:** Post-experience feedback from students and employers helps assess and enhance the success of placements.
- **Liaison with Enterprise Adviser** Central London Careers Hub/Reed in Partnership

9. Roles and Responsibilities

Governing Body and Senior Leadership Team (SLT)

- Review and approve the CEIAG Access Policy.
- Align the policy with the school's strategic vision and advocate for necessary resources.

Careers Leader and Careers Adviser

- Deliver and continuously develop the Careers Programme.
- Provide independent and impartial guidance, ensuring personalised support for students.
- Oversee hybrid and remote work experience placements and evaluate career-related activities.

Subject Leaders and Heads of Year

- Integrate careers learning into the curriculum.
- Collaborate with the Careers Leader to connect subject content to career applications.
- Follow up with students to ensure post-16 destinations are secured.

Teachers and Tutors

- Prepare students for hybrid and remote work experience and insight days by incorporating career education.
- Support students in linking work experience to career planning.

SEND Coordinators

- Ensure SEND students have tailored work experience opportunities.
- Liaise with employers for necessary adjustments and oversee transitions to post-16 destinations.

All Staff

- Actively promote careers education and guidance.
- Empower students to explore career options and make informed choices.

Local Authority NEET Team

- Support students who do not transition into further education or training.

Employers and Partners

- Provide real-world experience through hybrid and remote work placements and insight days.
- Adhere to safety protocols and offer feedback on student performance.

Students

- Engage proactively with the careers programme and reflect on their experiences.

Parents and Guardians

- Support students in exploring work experience opportunities and discussing career plans.

This collaborative approach ensures that all stakeholders contribute to a comprehensive and effective careers education framework, empowering students with the knowledge and skills needed for their future pathways.

10. Monitoring and Evaluation

At Greig City Academy, we are dedicated to continuously improving our Careers Policy through a comprehensive monitoring and evaluation strategy involving various stakeholders, including students, parents, staff, and employers.

Feedback Mechanisms

- Implement surveys, questionnaires, and focus groups to gather insights on the Careers Programme's impact, focusing on satisfaction and engagement, particularly for students with SEND.

Evaluation Framework

- Follow a defined cycle for data collection, analysis, and actionable recommendations.
- Assess effectiveness against key performance indicators (KPIs) like student engagement and career placement success.

Reporting and Continuous Improvement

- Establish a transparent reporting process to communicate findings and progress toward objectives to stakeholders.
- Foster a culture of openness to enhance career provisions through valued feedback.

Return on Investment

- Analyse outcomes relative to resources to guide funding decisions and strategic planning, ensuring services remain impactful and relevant.

Regular Assessment

- **Student Feedback:** Collect insights post-work experience to understand impact and areas for improvement.
- **Employer Feedback:** Encourage feedback from employers on student performance to maintain strong partnerships and meet industry expectations.
- **Programme Reviews:** Conduct periodic reviews of the careers curriculum and placements to ensure alignment with job market trends and statutory requirements, especially considering the rise of remote work environments.
- **Impact Evaluation:** Track metrics such as participation rates and post-placement progression to inform future developments.
- **External Audits:** Invite external reviews to ensure best practices and compliance with statutory standards.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

Follow-Up on Year 11 Destinations

- Collaborate with local authorities to track post-16 destinations, ensuring all Year 11 students have secured a pathway.
- Provide support and interventions for students at risk of becoming NEET, particularly those with SEND.

By prioritising monitoring and evaluation, we aim to create an effective careers education framework that empowers students to navigate their future pathways successfully.

11. Equal Opportunities

At Greig City Academy, we are committed to ensuring that all students have equal access to high-quality careers education and guidance, regardless of their background, ability, or individual needs. Our approach fosters an inclusive environment that celebrates diversity and ensures all voices are heard.

Non-Discrimination and Fairness

Our Careers Policy actively prevents discrimination based on disability, gender, race, religion, sexual orientation, or other characteristics. We promote equality and foster a culture of respect among students and staff through the following measures:

- **Accessibility for All:** We provide high-quality work experience opportunities for all students, including hybrid and remote placements, and insight days for those with mobility or accessibility issues.
- **Tailored Support:** We offer personalised support for students facing barriers to career guidance, including SEND students. This may involve reasonable adjustments, one-on-one guidance, or collaboration with employers to create supportive environments, ensuring equal access to hybrid and remote work experiences.
- **Diverse Representation:** Our career resources reflect a wide range of role models and pathways, empowering students from all backgrounds to envision their future success and explore non-traditional career options.
- **Training and Awareness:** Staff receive regular training on equality and inclusion to effectively support all students in their career development journeys.
- **Monitoring of Participation:** We track participation rates across demographic groups to ensure equal access to our careers provision. Targeted interventions are implemented where gaps are identified.
- **Cultural Sensitivity:** We provide careers guidance that respects the cultural, religious, and social backgrounds of our students, accommodating relevant practices and offering pertinent career opportunities.
- **Monitoring and Improvement:** We continuously evaluate our equal opportunities initiatives through feedback mechanisms, engaging students, parents, and the community to identify areas for improvement.

By championing equal opportunities, Greig City Academy empowers every student to thrive and achieve their career goals in an inclusive and supportive environment.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

12. Community Engagement and Charitable Initiatives

At Greig City Academy, we emphasise community engagement and charitable initiatives to foster social responsibility among students. By participating in activities like volunteering and fundraising for organisations such as Children in Need and Save the Children, students develop skills and enhance their CVs while positively impacting vulnerable individuals.

Volunteering Opportunities

Students can engage in various activities, including:

- **Local Events:** Supporting charity events and community fairs.
- **Mentoring:** Guiding local children through mentoring programmes.
- **Awareness Campaigns:** Raising awareness on children's issues.
- **Administrative Support:** Assisting charities with office tasks.
- **Skill-Based Volunteering:** Using professional skills to help charities.

Work Experience and Insight Days

Our careers programme offers students practical experience through:

- **Work Experience Placements:** Applying academic learning in real-world settings via hybrid and remote opportunities.
- **Insight Days:** Gaining exposure to various career sectors and nonprofits.
- **Charitable Work Experience:** Working with local charities to develop professional skills.

Fundraising Ideas

Students and staff can engage in fundraising activities such as:

- **Sponsorship Drives:** Organising sponsored walks or runs.
- **Charity Auctions:** Hosting auctions with local business donations.
- **Crowdfunding:** Setting up online campaigns for projects.
- **Social Media Campaigns:** Promoting fundraising efforts online.
- **Themed Events:** Organising community events for charity proceeds.

Partnerships and Collaborations

Greig City Academy seeks partnerships to enhance initiatives:

- **Corporate Sponsorship:** Collaborating with businesses for fundraising.
- **Schools and Universities:** Involving students in community service.
- **Work Experience Providers:** Facilitating hybrid and remote placements with local and regional organisations.

Through these efforts, we foster community awareness and empower students to make meaningful contributions while developing essential skills for their future careers.

13. Communication

At Greig City Academy, we prioritise effective communication about our Careers Policy to support student development and community engagement.

Informing Stakeholders

- **Student Communication:** Key aspects of the Careers Policy are shared during year group assemblies and tutor sessions, celebrating student achievements and providing updates on opportunities through various channels, including one-on-one consultations and online resources. Updates on hybrid and remote work experience opportunities, aligned with Gatsby Benchmark 6, are also communicated to ensure students are aware of these flexible work experience options.
- **Parent and Carer Engagement:** We keep parents informed via letters, emails, and parent evenings about how the Careers Programme supports their child's planning and decision-making, sharing achievements and opportunities through newsletters and events. Parents are also updated on hybrid and remote work placements, and insight days to highlight new opportunities in a modern workforce.
- **Staff Development:** Comprehensive briefings ensure staff are well-equipped to integrate careers education into their teaching, with ongoing professional development sessions highlighting updates and student achievements.
- **Community Partnerships:** Strong communication with external partners, such as local employers and universities, ensures career opportunities align with student needs. We collaborate with employers to offer hybrid and remote work experiences to provide students with diverse and accessible workplace encounters.

Access to Information

- **Website and Social Media:** Regular updates about the Careers Policy and student achievements are shared on the school's website and social media.
- **Translations:** The policy will be translated into key languages for accessibility.
- **Ongoing Reviews:** We will keep the Careers Policy current and communicate significant changes promptly.

Through these strategies, Greig City Academy engages stakeholders and celebrates student accomplishments in the CEIAG programme.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

14. Resources

At Greig City Academy, we understand that a high-quality Careers Programme depends on strategic funding and diverse resources to equip students for their future pathways.

Strategic Funding and Resourcing

We allocate a dedicated budget for careers education to purchase updated software, printed materials, and develop partnerships. This funding is regularly reviewed to align with our CEIAG (Careers Education, Information, Advice, and Guidance) goals.

Comprehensive Career Resources

We offer a variety of resources for informed decision-making, including:

- **Digital Tools:** Access to advanced platforms like Unifrog and JED for personalised career exploration.
- **Print Resources:** Updated guides on career paths, including apprenticeships and further education.
- **Industry Insights:** Collaborations with local businesses for direct connections, regional engagement with industry leaders for broader opportunities, and national organisations for career trends.

Careers Staff and Support

Our career advisors provide essential guidance through:

- **One-on-One Consultations:** Personalised advice for navigating career options.
- **Workshops and Events:** Practical skills training, including CV writing and interview preparation.
- **Career Fairs and Employer Visits:** Opportunities to meet employers and gain real-world insights.

Dedicated Careers Platform

Our digital platform enables students to explore job sectors, manage work placements, and access resources for career planning.

Financial and Logistical Support

We remove barriers to participation by providing transportation, equipment support, and flexible scheduling for career activities. This flexibility extends to hybrid work placements, allowing students to engage remotely when necessary.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

Enhancing Careers Provision through External Partnerships

We collaborate with external partners for:

- **Guest Speakers:** Professionals share their experiences.
- **Interactive Workshops:** Hands-on sessions on networking and job applications.
- **Employer Visits and Work Placements:** Real-world insights and practical experiences. Remote and hybrid work placements provide additional flexibility and wider access to opportunities

Integration with Strategic Vision

Our careers provision aligns with Greig City Academy's educational vision, empowering students to reach their full potential and prepare for life beyond school.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

15. Stakeholders and Partners

At Greig City Academy, we recognise that effective Careers Education, Information, Advice, and Guidance (CEIAG) relies on collaboration with various stakeholders to enhance student success:

1. **Local Employers:** We engage businesses for hybrid and remote work experiences through employer visits, guest speakers, work placements, and an annual Careers Speed Networking Event.
2. **Educational Institutions:** Partnerships with colleges and universities include information sessions and campus visits to help students explore post-16 and post-18 options.
3. **Parents and Carers:** We support families with workshops and individual consultations, empowering them to guide their children's career decisions.
4. **Community Organisations:** Collaborations provide tailored support programmes to improve access to career guidance for diverse backgrounds.
5. **Careers Support Agencies:** Partnerships with external services, such as the Careers & Enterprise Company and Reed in Partnership, ensure high-quality guidance and training.
6. **Specialised Partnerships:** We focus on specific sectors like STEM, business, finance, and health through collaborations with organisations such as JP Morgan, Deloitte, and NHS Careers.
7. **Stakeholder Relationships:** We build connections with higher education institutions, local learning providers, and Local Enterprise Partnerships (LEPs) to broaden student awareness of academic and vocational pathways. By working with employers offering hybrid and remote placements, we fulfil the expectations of Gatsby Benchmark 6, providing meaningful workplace encounters in various formats.

Through these partnerships, Greig City Academy is committed to delivering comprehensive CEIAG that prepares students for their future

16. Monitoring, Reviewing, Evaluating and Reporting

At Greig City Academy, we prioritise continuous improvement in our Careers Education, Information, Advice, and Guidance (CEIAG) programme through ongoing assessment. Our framework focuses on both short-term and long-term impacts on student outcomes, utilising feedback, data analysis, and alignment with national standards such as the Gatsby Benchmarks.

1. **Regular Reviews:** Annual systematic reviews involve feedback from:
 - **Students:** Insights collected through surveys and consultations around key activities.
 - **Parents and Carers:** Input gathered via surveys etc to assess alignment with their expectations.
 - **Employers and Partners:** Regular evaluations of placement relevance and quality. Employers providing remote or hybrid work placements are also evaluated to ensure experiences meet industry and educational standards.
 - **Student Destinations:** Tracking post-16 and post-18 transitions to adapt our offerings.
 - **Staff:** Engaging teachers and career advisers in discussions about strengths and improvements.
2. **Benchmarking Against National Standards:** We compare our programme to the Gatsby Benchmarks and the CDI Framework to ensure it exceeds required standards. The Senior Leadership Team conducts an annual review to identify enhancement areas, leading to the development of an action plan and ongoing staff training.
3. **Annual Reporting:** We produce an annual report detailing:
 - **Achievements:** Successes and milestones within the CEIAG programme.
 - **Areas for Improvement:** Challenges and enhancement opportunities.
 - **Strategic Goals:** Objectives for the upcoming year. This report is shared with the Governing Body and stakeholders to encourage collaboration.
4. **Destination Tracking and Reporting:** We monitor Year 11 student destinations, ensuring compliance with statutory requirements. The SENDCO and Careers Adviser record all transitions, providing additional support for those without post-16 placements. Regular reviews assess the effectiveness of guidance and follow-up processes.

Through these robust evaluation and reporting mechanisms, Greig City Academy is committed to delivering high-quality CEIAG that prepares students for successful futures, aligning practices with established standards and stakeholder needs.

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

17. Conclusion

Greig City Academy is dedicated to providing a high-quality Careers Education, Information, Advice, and Guidance (CEIAG) programme that empowers students to make informed career choices. Through strategic partnerships with employers and educational institutions, we offer diverse opportunities for hybrid and remote work experiences and skills development, integrating career guidance throughout the curriculum, and ensuring students gain to real-world environments in various formats.

We prioritise continuous improvement by regularly reviewing our CEIAG provision to align with industry trends and the needs of our students. Our commitment to providing experiences of workplaces, both hybrid and remote, supports students in developing skills and knowledge required for future career success. Our holistic approach fosters aspiration and prepares students for academic success and future career achievements.

Policy Review Cycle

This policy will be reviewed annually to ensure it meets educational best practices and the evolving needs of our students.

Contact Information

For inquiries regarding the CEIAG Access Policy, please contact Mrs. Maureen Arhagba at marhagba@greigcityacademy.co.uk.

Learner's Entitlement

Year Group	Learning Outcome	Curriculum/Pastoral Support	Activities/Provision	Gatsby Benchmarks
7	Develop positive attitudes towards study and work, fostering a mindset that values education as a foundation for future success.	Access to Job Explorer Database (JED) and resources from Indigo and Success at Schools, and more.	WRL Career Interest Survey, CEIAG drop-down days, 1:1 careers interviews, and industry-specific programmes.	3, 4 & 8
8	Build employability and enterprise skills, such as teamwork, communication, and problem-solving, which are vital for future career readiness.	Introduction to digital careers platforms and targeted CEIAG activities.	Career workshops, opportunities for hybrid work experience, and careers exploration activities.	3, 4 & 8
9	Empower students to plan and take control of their future by making informed choices at key educational milestones, with guidance tailored to interests and aspirations.	Access to online resources and guidance tailored to interests, including links to various digital platforms.	Options Pathway Day, Apprenticeships/T-Levels talks, Insight Days, career interviews, and hybrid learning options.	3, 4 & 8
10	Provide students with varied careers inspiration and guidance through direct engagement with employers, helping them to explore diverse career paths	Job Explorer Database (JED) and Indigo resources for career exploration.	Work experience placements (hybrid and virtual), career fairs, employer visits, Industry Insights Days, and workshops on CV writing and interview techniques.	3, 4 & 8

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

	and understand the world of work.			
11	Offer a comprehensive understanding of post-16 and post-18 opportunities, including T-Levels, Higher Technical Qualifications, Traineeships, Apprenticeships, School Leaver Programmes, Higher Education (HE), Further Education (FE), and employment options, enabling students to make informed decisions about their next steps.	Curriculum support to access career platforms and guidance on available options.	Individual career interviews, targeted workshops, and career assemblies discussing further education and employment.	3, 4 & 8
12	Ensure equal access to high-quality careers inspiration and guidance, offering impartial advice on the range of post-18 options available to them, including university, apprenticeships, and employment.	Curriculum support for access to a range of post-18 options, including links to digital resources.	1:1 careers interviews, group sessions, and access to industry-specific programmes.	3, 4 & 8
13	Support students in reflecting on their abilities, skills, aptitudes,	1:1 interviews with Careers Adviser for personalised guidance and self-assessment tools.	Individual action plans, career workshops, and ongoing mentorship support.	3, 4 & 8

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

	and attitudes, using this self-knowledge to consider their personal development and future career paths.			
STEM Pathway	Provide students in STEM courses with opportunities to participate in tailored STEM programmes and projects, enhancing their skills and exposure to STEM-related careers.	Opportunities to engage with STEM-related careers and access to relevant resources.	Customised STEM-focused workshops, projects with industry insights, and after-school lessons.	3, 4 & 8
Mandarin Pathway	Offer students in the Mandarin Excellence Programme opportunities to engage in specialised Mandarin Pathway programmes and projects, supporting their language skills and cultural understanding.	Access to Mandarin Excellence Programme resources and support.	Participation in cultural exchange programmes and language-based career workshops.	3, 4 & 8
Sixth Form	WRL Careers Passports for recording CEIAG opportunities.	1:1 Careers Interviews, group sessions, and enterprise activities.	Social Action Projects (SAP), targeted hybrid work experience, guest speaker sessions, and career planning workshops.	3, 4 & 8
SEND	Tailored careers guidance for SEND students.	CEIAG referral form for SEND, NEETs, and high achievers.	1:1 interviews with Careers Adviser, individual action plans, and targeted support	3, 4 & 8

Greig City Academy

Summary of Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at marhagba@greigcityacademy.co.uk or visit our website at www.greigcityacademy.co.uk

			during Annual Reviews.	
Learning Plus	Provide tailored careers guidance and support around personal development.	Individual careers meeting summaries and action plans.	1:1 interviews with Careers Adviser focusing on personal development and future aspirations.	3, 4 & 8
EAL	Tailored careers guidance for EAL students.	Individual careers meeting summaries and action plans.	1:1 interviews with Careers Adviser focusing on language support and career aspirations.	3, 4 & 8