



Careers Education, Information, Advice and Guidance (CEIAG) Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **8 October 2026**.

Introduction

The Ermysted's Grammar School (EGS) careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. In addition, in the rapidly changing world of work, it is increasingly important that all young people have a thorough understanding of the full range of options available to them Post-16 and Post-18.

Each year, around c.110 pupils (approximately 90% of the cohort) stay on from Year 11 into the Sixth Form. They are joined by approximately 30 pupils from other centres at the start of Year 12; of these circa the majority of the cohort go on to tertiary education at the end of Year 13. At each point 'leavers' are given appropriate advice and guidance, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Legislation, Guidance and Framework

This policy has been developed with regard to the Department for Education's statutory guidance, *Careers guidance and access for education and training providers*, updated June 2026, the updated Gatsby Benchmarks, the Career Development Institute's (CDI) Career Development Framework, the Education Act 1997, and relevant Provider Access Legislation.

The policy conforms to the Provider Access Legislation (PAL) which requires at least two encounters in each Key Stage (each of the three 'Key Phases') from Year 8 onwards with technical or apprenticeship providers (see the school's Provider Access Policy Statement for further details).

Aims and Objectives

EGS is committed to providing all pupils in Year 7 through to Year 13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities.

We aim to support all pupils to make realistic and informed decisions about their future, by broadening and raising aspirations and providing impartial and independent information and guidance. Our aim is not to direct pupils towards particular destinations, but to ensure that every pupil has the knowledge, skills, experiences, information and guidance needed to make informed decisions about the full range of education, training and employment pathways available to them.

Our objectives are to ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life;
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+, including technical qualifications and apprenticeships;
- are equipped with the necessary decision-making skills to manage those same transitions;
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey;
- benefit from links fostered between the school, local businesses and further education establishments;

- experience the world of work, including “modern work experience” as outlined in statutory guidance, and develop transferable skills;
- receive appropriate support to secure a suitable and sustained destination in education, training or employment, with additional targeted support for pupils at risk of becoming NEET;
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged;
- receive extra assistance and guidance to reach their potential, where this is necessary;
- have a diverse range of role models, including alumni of the school, to provide extra motivation.

The school’s Careers Programme is supported by the Governing Body, Headteacher and Senior Leadership Team and is aligned with the School Development Plan.

Meeting the Gatsby Benchmarks

EGS will use the Gatsby Charitable Foundation’s Benchmarks to develop, assess and improve their careers provision.

The school will use Compass+, an online self-evaluation tool, to assess how careers support compares against the Gatsby Benchmarks and the national average. Compass+ will be used as a baseline to help the school to consider the opportunities to improve the school’s careers programme based on their confidential results and track their progress against the benchmarks over time.

The Gatsby Benchmarks are as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

In addition, the CDI’s Career Development Framework describes the six career development skills that people need to have positive careers:

- Grow throughout life – by learning and reflecting on yourself, your background, and your strengths
- Explore Possibilities – Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage Career – Manage your career actively, make the most of opportunities and learn from setbacks.
- Create Opportunities – Create Opportunities and learn from setbacks
- Balance Life and work – Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
- See the big picture – See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Careers Leadership and Responsibilities

CEIAG is the responsibility of all staff. For example, staff contribute to the implementation of this policy through their role as tutors and as subject teachers. Subject teachers embed careers into their subject area. A range of connections between Higher education providers and employers are exploited to support the curriculum through KS3 to KS5.

Careers team

Mr G Barrett (Assistant Headteacher): SLT lead and strategic lead for careers

Ms L Higginson: Careers Co-ordinator

Mr P Soroczan: Independent Careers Advisor

Mr A Jackson: Deputy Headteacher (Pastoral)

Mr T Hodgson and Ms A-M Herring Deputy Heads of Sixth Form

Ms J Lindsay, Assistant Head of Sixth Form

Mr J Burton: Link Governor

The Careers Leader has strategic responsibility for the planning, development, coordination, implementation, monitoring and evaluation of the School's careers programme and Provider Access arrangements. The Careers Leader works with the Headteacher, Senior Leadership Team, Governors, staff, SENDCo, careers advisor, pupils, parents/carers, the Careers & Enterprise Company/Careers Hub, employers, alumni, education and training providers and other relevant partners. The School's Careers Leader is appropriately trained and has successfully completed a Level 7 Postgraduate Certificate in Careers Leadership from the University of Derby.

Inclusion, Equality and SEND

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND have equity of access to, for examples, Labour Market Information (LMI) through tailored provision.

Our Careers Programme is fully inclusive of all disadvantaged pupils, including those with SEND, and prioritises their needs. Careers provision for pupils with SEND is person-centred and graduated, and is developed in conjunction with the SENDCo, careers adviser, pupil and parents/carers. Where a pupil has an EHCP, careers and employment are incorporated into preparation-for-adulthood planning from Year 9 onwards.

The SENDCo is **Ms Patsy Hofman** (sendco@ermysteds.uk).

Pupils with SEND have an interview with an appropriate member of staff in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENDCo meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process, as well as wider career aspirations and programme access. The SENDCo, together with other appropriate members of the Careers Team, supports work experience placements, ensuring that providers are aware of individual needs, in order to promote an equitable and positive experience.

Provision

Careers provision is mapped against the Gatsby benchmarks and is detailed in the [Careers Programme Overview](#). The Careers Programme is a progressive seven-year programme from Year 7 to Year 13. It is sequenced to build knowledge, skills and experience progressively, with defined learning outcomes and opportunities for preparation, participation, reflection and action.

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 13, which is predominantly form tutor led. Careers is also explicitly taught through the enrichment programme. Careers information is available both in the library and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications. Every year pupils from Years 7-13 participate in at least one meaningful encounter with an employer. The School ensures that

pupils encounter the full range of learning opportunities available to them, including sixth forms, further education colleges, universities, independent training providers, technical education and apprenticeships.

Every year, in every subject, pupils will have opportunities to understand how the knowledge and skills developed through that subject relate to a wide range of careers and future pathways. Subject teachers will identify appropriate careers links within schemes of learning and/or curriculum maps. Careers forms part of relevant ongoing staff development and faculty CPD.

At Key Stage 3, this includes careers research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies, both teacher and employer-led, and a parent and pupil information evenings on choosing options, which includes a discrete careers section detailing careers provision at EGS, are also provided. In enrichment week, Year 8 and Year 9 pupils have at least one half day enterprise experience from an external provider. Pupils in Years 7-9 participate in one weeks' worth of multiple, varied and meaningful employer-led workplace experience activities. At least two encounters take place that are mandatory for all pupils to attend with a provider of technical education or apprenticeships that take place any time during Year 8 or between 1 September and 28 February during Year 9.

At Key Stage 4, pupils continue to develop an understanding of the full range of careers and pathways. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement; assemblies on apprenticeships and A-level options and an A-level options evening for parents and pupils. Work experience placements are meaningful, in-person and immersive – these normally take place the Year 10 work experience programme but with flexibility to support pupils who require an alternative arrangement. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. Every pupil in Year 11 meets with a member of the SLT or pastoral leadership team to discuss their A-level options. At least two encounters take place that are mandatory for all pupils to attend with a provider of technical education or apprenticeships that take place any time during Year 10 or between 1 September and 28 February during Year 11.

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. There is also a Post-18 Destinations Evening event for parents and their children are welcome to attend too. The VESPA model forms an important part of careers education in form time and helps pupils think carefully about their next steps. In addition, Year 12 have a week of meaningful work experience; pupils are involved in voluntary community and charity work; and there is a drop down RS day which includes visits from external speakers. Individual careers interviews are held with an independent, Level 6 qualified careers practitioner. At least two encounters take place (that are optional for pupils to attend) with a provider of technical education or apprenticeships that take place any time during Year 12 or between 1 September and 28 February during Year 13.

Several special events are held, for example the Careers Fair, involving University, apprenticeship and other careers representatives, to which all pupils in Year 7-13 attend.

Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator. Data from this, together with other relevant data, is used to inform the planning and delivery of the Careers Programme. This information is used to identify pupils who may require additional support and to inform planning at key transition points. Sustained and longer-term destination information is reviewed as part of programme evaluation and to inform future careers provision and alumni engagement.

The School evaluates the Careers Programme termly against the Gatsby Benchmarks using Compass+ and other appropriate Careers & Enterprise Company tools (such as the Internal Leadership Review) and reviews the programme annually as part of strategic planning. Evaluation draws on learner, parent/carer, staff, careers adviser and employer feedback, participation data, aspirations and intended destinations, and sustained destination data. The School will consider the use of the Future Skills Questionnaire (FSQ) to assess career readiness and inform targeted intervention and programme evaluation.

Entitlement

- Please see [Appendix A](#) outlining pupil and parent entitlement.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, the Old Boys Association, parents and other local groups.

A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the biennial careers fair, workplace visits and mock interviews. We encourage pupils to take up virtual work experience opportunities, such as through 'Speakers for Schools' and 'Springpod.' Recorded interviews with employers are also shared via our Unifrog online platform. In addition, we work closely with universities and the local FE College.

We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active Link governor. School also works closely with North Yorkshire Careers Hub and with a wide range of providers in School. Resources, training and support provided by the Careers and Enterprise Company are accessed by the Careers Team.

Policy statement for provider access

A provider wishing to request access should contact **Ms Louise Higginson** (Careers Coordinator), via **01756 792186** or admin@ermysteds.uk Please see **Provider Access Policy Statement** for further details.

Appendix A: Careers Entitlement

Pupils attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers, every year.
- Have at least two meaningful encounters with technical or apprenticeship providers in Year 8 / Year 9, Year 10 / Year 11 and Year 12 / Year 13 as per PAL legislation introduced January 2023 and detailed in statutory guidance published June 2026.
- Have had meaningful experiences of workplaces by the ages of 16 and 18.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

Appendix B: List of recent Employers involved in the Careers Fair and/or Sixth Form Lecture Programme and/or other student-employer encounters

The School maintains an annually updated record of employers, alumni, universities, colleges, apprenticeship providers and other organisations contributing to the Careers Programme.

Industry	Employer
Accountancy	AAB
Accountancy	Hodgson and Meakin
Accountancy	Armstrong Watson
Accountancy, Audit and Assurance	Azets
Accountancy, Audit and Assurance	Tax Assists
Apprenticeships	NYBEP/Ask Apprenticeships
Apprenticeships	Nestle
Civil Engineering	Roughan and O'Donovan
College	Bradford College
College	Craven College
Conservation	Yorkshire Dales Millenium Trust
Conservation	Yorkshire Dales National Park
Construction/Apprenticeships	JN Bentley
Creative	Hallmark
Culture and Archives	NYCC
Data Scientist Careers	Parent
Digital Science	Academic Publishing
Engineering	JN Bentley
Engineering	Five Landis
Engineering	Brookbanks Valves
Engineering	Rolls Royce
Engineering	PBA Applied Ecology
Engineering	JBA Consulting
Environmental	Beyondly
Finance	Skipton Building Society
IT	Glean
Languages	Lancaster University
Law	Guy Swiffen (Barrister) and Tom (Apprentice)
Law	King's Chambers
Mechanical Engineering	Old Boy Cambridge Graduate Natural Science
Medical	GP/Governor
Medical	Medicine Students at University of Manchester
Pharmacy	Airedale NHS Trust, Pharmacy
Police	Craven Schools' Liaison officer
Recruitment	School Staffing Solutions
Royal Air Force	Sgt D St Hilaire (Assoc CIPD) SNCO Careers Engagement Team
Sports industry	Fred Olsen
Sustainable energy/investment	Lancaster University
University	University of Bradford
University	Manchester University
University	Leeds Beckett
University	Queens University Belfast
University	Newcastle University
University	Leeds Beckett
University (Environment/Engineering/Construction)	Durham
Optometry	Dr Chris Davey, University of Bradford
Vet	Andy Barrett
Vet	Lara Clarkson
IBM	Sean Flannigan, Global Vice President
Rolls-Royce , Engineering	Charlotte Buffey – Apprenticeships
PwC, Professional Services	Jack McKeivitt – Apprenticeships and graduate schemes
EY, Careers in Finance	Dan Feather (Partner)
Artificial Intelligence	Yong Hong Peng