

## Careers Education, Information, Advice and Guidance Policy

---

Date: October 2024  
Review Date: October 2025

## Lime Trust

Lime Trust is founded upon four principles: Leadership, Innovation, Motivation and Excellence. It creates a sustainable group of exceptional, high-performing schools that improve life chances, and are trusted and respected in their communities. Lime Trust provides a high-quality education for pupils through school-to-school collaboration, Trust direction, high challenge, and support.

Along with our principles, Lime Trust has core values that are demonstrated and upheld by our pupils, employees and stakeholders. RESPECT for all underlines our seven core values:

- Respect is built on unconditional positive regard for all learners, all employees, and our wider communities
- Equity enables everyone to be treated as individuals - removes barriers, provides opportunity, and celebrates difference
- Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions, feel confident and valued
- Partnership is working together for the common good ensuring learners are at the heart of all we do
- Enjoyment is feeling happy, being safe and motivated to make a positive contribution
- Communication provides a voice for all, creating a shared understanding through dialogue
- Trust is a partnership, which requires us to act with integrity. We are open, honest, and kind

### 1.0 School Vision

---

Lime Academy Hornbeam is committed to maximizing the life chances of all our young people, ensuring they are well-prepared for life beyond school. To support this goal, the Academy Council has adopted this policy, outlining a clear framework and commitment to providing high-quality Careers Education, Information, Advice, and Guidance (CEIAG)

### 2.0 Policy Scope

---

This policy covers Careers Education, Information, Advice and Guidance, (CEIAG) given to students in Key Stages Three and Four.

The policy has been reviewed in line with the recently published DfE (Department of Education) guidance document [Careers guidance and access for education and training providers](#). This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance (see appendix 1).

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Early Years to Year 14 for the purpose of informing them about the approved technical education qualifications and apprenticeships.

All members of staff at Lime Academy Hornbeam 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.

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.

### 3.0 Objectives

---

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance
- To prepare learners for Adulthood – with set outcomes which include Health, Community Inclusion, Employment, and Independent Living

### 4.0 School Responsibilities

---

The school is committed to fulfilling a set of statutory duties related to careers education, ensuring that every student receives the guidance and opportunities necessary to make informed decisions about their future:

- All registered pupils from Early Years to Year 14 must receive independent careers advice.
- This advice must be impartial, with no bias toward any specific institution, education pathway, or employment option.
- The guidance provided must cover a wide range of educational and training options, ensuring students are aware of diverse opportunities.
- The advice given must always be in the best interests of the individual pupil.
- The school must provide opportunities for education and training providers to access pupils from Early Years to Year 14, allowing them to share information on approved technical qualifications and apprenticeships.
- A clear policy must outline how these providers will be given access to students. This policy, along with the arrangements for provider access, must be published publicly.
- The school's careers provision will be built around the Gatsby Benchmarks and the Preparation for Adulthood Programme, which are detailed in Appendix 1. These frameworks align with and support the objectives of this policy, as referenced in Section 3.

This approach ensures that all students are given comprehensive, fair, and future-focused guidance to support their transition into further education or employment.

Lime Academy Hornbeam believe that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes, and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be undertaken by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the academy.

## **5.0 Governor Responsibilities**

---

The Academy Council will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- The Academy Council will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 1 – 14.

There will be a member of the Academy Council who takes a strategic interest in CEIAG and encourages employer engagement.

## **6.0 Provider Access**

---

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in Early Years - Year 14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through events, assemblies, and group discussions
- To understand how to make applications for the full range of academic and technical courses

Appendix 3 shows the way in which education and training providers should contact the school to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities

## **7.0 Monitoring, Evaluation and Review**

---

The Headteacher will ensure that the work of the Careers Advisor and CEIAG events are supported and monitored. A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county
- The governors of Lime Academy Hornbeam will review this policy every three years.

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers, and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• *A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what</li> </ul>


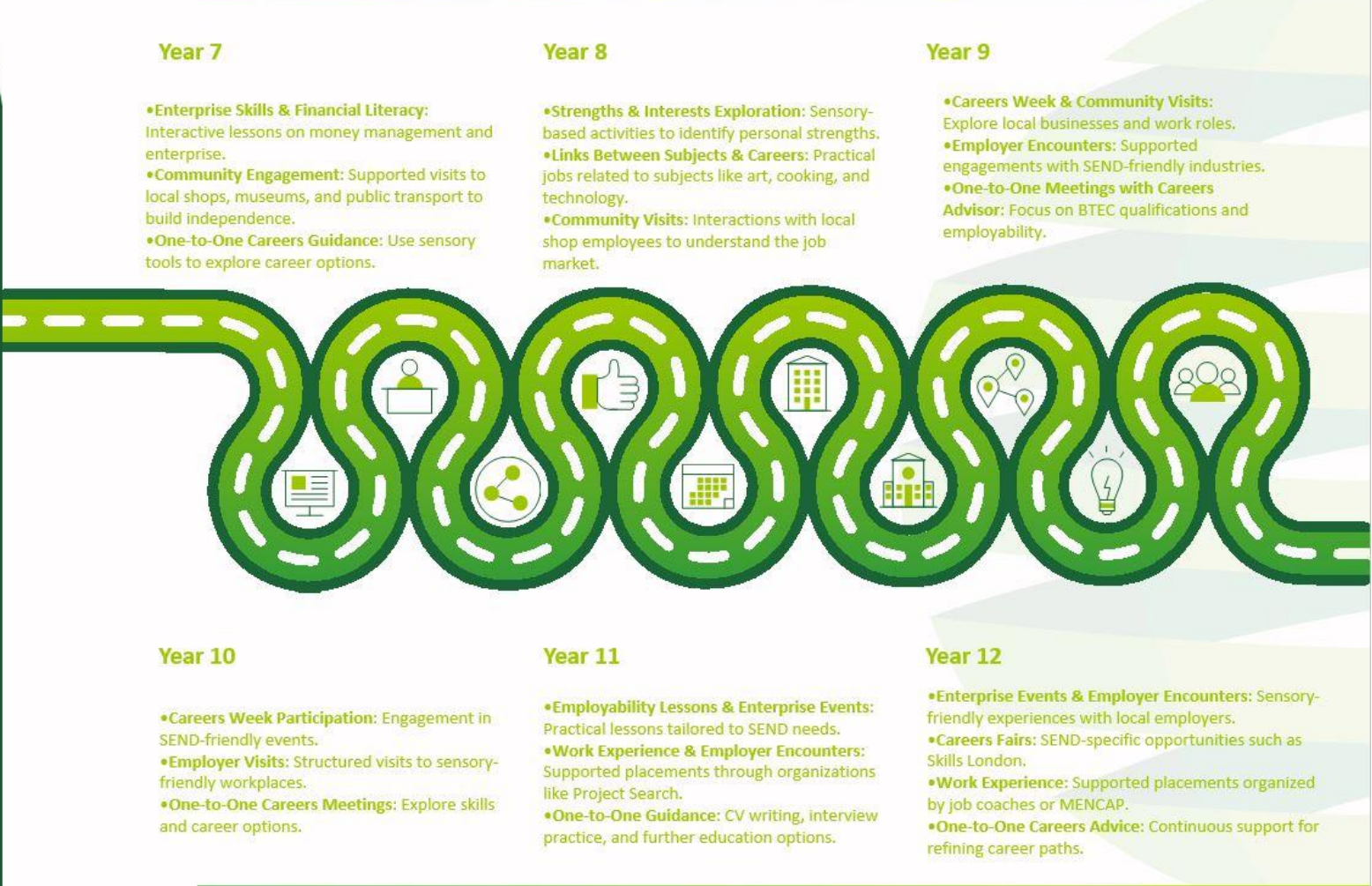
		work is like or what it takes to be successful in the workplace.
<b>6.Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• ☑ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

Milestones and Learning Outcomes

**Careers Programme Roadmap**  
**2024- 2025 Lime Academy Hornbeam**

**Vision Statement**  
*Shaping lives, a lesson at a time*

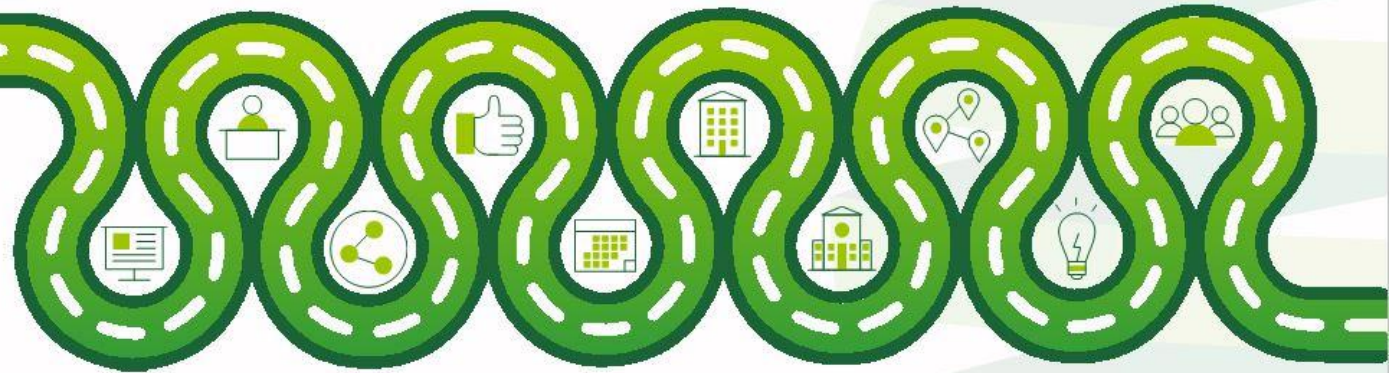
**Contact**  
 👤 Maciej Machniak - Careers Lead  
 ✉ Maciej.machniak@limetrust.org  
 ☎ 0208 503 2225

Key Events and Experiences

Year 13

- Employability Lessons & Enterprise Events:** Focus on workplace readiness using accessible resources.
- Visits to Colleges & Careers Fairs:** Including SEND-specific fairs and vocational options (e.g., MENCAP, Project Search).
- Work Experience:** Supported placements arranged by MENCAP or similar agencies.
- One-to-One Meetings with Careers Advisor:** Personalized guidance for future employment or education.



## Careers Programme Roadmap


### 2024- 2025 Lime Academy Hornbeam

#### Vision Statement

*Shaping lives, a lesson at a time*

#### Contact

 Maciej Machniak - Careers Lead

 [Maciej.machniak@limetrust.org](mailto:Maciej.machniak@limetrust.org)

 0208 503 2225






# Careers Programme Roadmap

## 2024- 2025 Lime Academy Hornbeam

### Vision Statement

*Shaping lives, a lesson at a time*

### Contact

 Maciej Machniak - Careers Lead

 Maciej.machniak@limetrust.org

 0208 503 2225



### Milestones and Learning Outcomes

#### Year 7

- Begin career exploration by identifying individual strengths through interactive and sensory-based activities.
- Learn financial literacy and enterprise skills through money management exercises.
- Explore the local community through supported visits, building independence and confidence.

#### Year 8

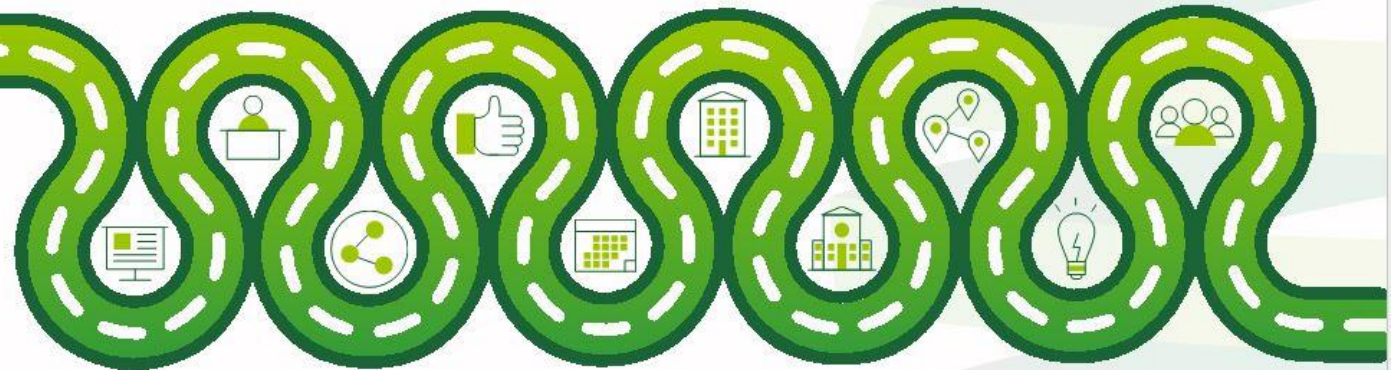
- Identify personal strengths and interests using sensory-friendly activities.
- Explore links between school subjects and future careers, particularly within the local economy.
- Develop teamwork and leadership skills through structured activities.

#### Year 9

- Understand the value of BTEC and other qualifications in career planning.
- Develop basic employability skills through practical, sensory-based experiences.
- Participate in community-based activities that emphasize independent living skills.

#### Year 10

- Learn accessible ways to search for jobs and explore individual strengths and interests.



#### Year 10

- Experience different industries through structured, sensory-friendly employer encounters.
- Explore skills and qualities needed for various careers.

#### Year 11

- Practice simplified job application procedures and interview preparation.
- Create a basic CV using templates and explore further education pathways.
- Gain familiarity with SEND-specific opportunities like MENCAP and Project Search.

#### Year 12

- Understand workplace behaviours and skills through role-playing and real-life experiences.
- Identify personal strengths and areas for development, using visual tools and one-to-one guidance.
- Gain confidence in job application skills through simplified processes.

#### Year 13

- Access and use labour market information for informed career choices.
- Learn to search for jobs using accessible tools and resources.
- Receive practical support for applying to supported internships or apprenticeships.

### Key Events and Experiences

## Introduction

---

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

## Pupil entitlement

---

### Early Years and Primary:

Learners in Lime Academy Hornbeam will have experience of guidance and opportunities which will raise their aspirations and facilitate early development of skills which will be necessary in their adult life, in accordance with the CDI career development framework. An embedded programme of career development in Reception to Year 6 will cover the following areas:

- Growing throughout life - skills which encourage learners to reflect on themselves, their background and their strengths
- Exploring possibilities - exploring the full range of possibilities open to learners
- Managing the future - managing the career actively, making the most of opportunities and learning from setbacks
- Creating opportunities - creating opportunities by being proactive and building relationships with others
- Balancing life and work - seeking to optimise wellbeing, other interests and involvement with family and community
- Seeing the big picture - exploring ways in which the economy, politics and society connect with your own life and career, for example the impact made by technology and the need to care for our environment

### Pupils in Years 7-13 (extended to our year 14) are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

## Management of provider access requests

---

**Procedure:** A provider wishing to request access should contact:

**Contact:** Joanne Bardsley-Mitchell, Post-16/Careers Lead (Brookfield House)

**Email Address:** joanne.bardsley-mitchell@limetrust.org

**Telephone Number:** 020 8527 2464

**Contact:** Mahin Ahmed, Post-16/Careers Lead (William Morris)

**Email Address:** mahin.ahmed@limetrust.org

**Telephone Number:** 0208 503 2225

## Opportunities for access

---

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.