



STRIVE - THRIVE - ACHIEVE

Careers Education Information Advice and Guidance Policy

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1 Introduction

Danesgate Community is committed to providing a high-quality Careers Education, Information, Advice and Guidance (CEIAG) programme which enables all pupils to develop the knowledge, skills, confidence and aspiration required to make informed decisions regarding future education, employment and adult life.

As a specialist alternative provision setting, the school recognises that many pupils may face additional barriers to progression and therefore require personalised careers support which promotes independence, raises aspirations and supports successful transition into adulthood.

The school recognises that effective careers education forms an integral part of personal development and contributes significantly to long-term educational, social and employment outcomes for young people. Careers education also plays a central role in preparing pupils for life beyond school and ensuring all learners are equipped to make informed choices regarding their future pathways.

This policy reflects the school's statutory responsibilities and is informed by current national legislation and guidance, including:

- Department for Education Careers Guidance and Access for Education and Training Providers Statutory Guidance (2026)
- Education Act 1997
- Education and Skills Act 2008
- Skills and Post-16 Education Act 2022
- Provider Access Legislation (Baker Clause)
- Gatsby Benchmarks for Good Career Guidance
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Keeping Children Safe in Education
- Ofsted Education Inspection Framework
- Danesgate Community is committed to ensuring all pupils receive impartial, accessible and high-quality careers education which supports positive progression outcomes and successful preparation for adulthood.

2 Aims

The school aims to provide a Careers Education, Information, Advice and Guidance programme which enables pupils to:

- Develop confidence and aspiration when considering future pathways
- Understand the full range of education, employment and training opportunities available beyond school
- Develop employability skills including communication, resilience, independence, teamwork and problem solving
- Make informed decisions at key transition points throughout their education
- Develop awareness of vocational, academic and technical progression routes
- Access accurate local and national Labour Market Information in order to understand future employment opportunities and workforce demands
- Understand progression opportunities including apprenticeships, Further Education, T Levels, supported internships and employment pathways
- Prepare effectively for adulthood, independence and future employment
- Develop the confidence and skills required to manage future progression decisions independently
- Progress successfully into sustained education, employment or training destinations appropriate to individual need and aspiration

- The school will ensure careers provision is responsive to the individual needs of pupils and supports all learners in achieving positive long-term outcomes.

3 Partnership

Danesgate Community recognises that effective careers education is strengthened through collaborative partnership working with external organisations, education providers, employers and specialist agencies.

The school will maintain effective partnerships with organisations including:

- The Careers & Enterprise Company
- National Careers Service
- City of York Council
- Further Education providers
- Apprenticeship providers
- Independent training providers
- Local employers and business partners
- Independent careers advisers
- Parents and carers
- External agencies supporting vulnerable learners and pupils with SEND

In accordance with statutory Provider Access Legislation, the school will ensure that providers of technical education, vocational education, apprenticeships and training opportunities are given appropriate access to pupils in order to support informed decision making regarding future pathways.

The school will ensure statutory provider encounters are facilitated in accordance with national requirements and will maintain a published Provider Access Policy Statement outlining arrangements for provider access requests.

Partnership working will support transition planning, broaden pupil understanding of future opportunities and ensure careers provision remains relevant, ambitious and responsive to labour market developments.

4 Equal Opportunities

Danesgate Community is committed to ensuring equality of opportunity for all pupils and recognises the importance of inclusive careers provision which reflects the diverse needs of learners.

The school recognises that some pupils may require additional support when preparing for adulthood and future progression due to SEND, social disadvantage, interrupted education or other vulnerabilities.

The school will ensure that:

- Careers education is accessible to all pupils regardless of background or circumstance
- Pupils with SEND receive personalised transition planning and appropriate careers guidance
- Education, Health and Care Plan outcomes inform long-term transition planning where appropriate
- Vulnerable learners and pupils at risk of becoming NEET receive targeted intervention and additional support
- Reasonable adjustments are made to ensure participation in careers-related opportunities
- Barriers to progression, including stereotyping and inequality of access, are actively challenged
- Pupils are provided equal access to vocational, academic and technical progression routes

Careers guidance remains independent, impartial and free from discrimination

The school is committed to removing barriers to progression and ensuring every learner has access to opportunities which support long-term success, independence and positive future outcomes.

5 Commitment

Danesgate Community is committed to embedding careers education throughout the wider curriculum and personal development provision in order to prepare pupils effectively for future education, employment and adult life.

The school will ensure pupils:

- Receive careers education from Year 7 onwards in accordance with statutory guidance
- Access independent and impartial careers guidance which reflects the best interests of the learner
- Receive information covering the full range of progression pathways including apprenticeships, Further Education, T Levels, supported internships and employment opportunities
- Develop understanding of local and national labour market opportunities and workforce trends
- Engage with employers, colleges, training providers and external professionals where appropriate
- Develop employability skills and independence required for adult life
- Access meaningful work-related learning opportunities appropriate to age, stage of development and individual need
- Receive additional guidance and transition support where required

The school is committed to delivering careers provision in accordance with the Gatsby Benchmarks for Good Career Guidance and will ensure provision reflects the following principles:

- A stable and structured careers programme
- Access to Labour Market Information
- Provision responsive to individual pupil need
- Curriculum links which connect learning to future careers
- Meaningful employer encounters
- Experiences of workplaces and work-related learning
- Encounters with Further Education and training providers
- Personal careers guidance

In line with current statutory expectations, the school will ensure pupils access meaningful work-related learning experiences and appropriate employer engagement opportunities designed to support future progression planning.

Where traditional work experience placements are not appropriate, alternative work-related learning opportunities will be provided.

All careers-related activities will operate in accordance with school safeguarding procedures and the principles set out within Keeping Children Safe in Education.

The school will publish and review annually:

- Careers Programme
- CEIAG Policy
- Provider Access Policy Statement
- Careers Leader contact information
- Relevant progression information for parents and carers

The Governing Body, Senior Leadership Team and Careers Leader share responsibility for ensuring compliance with statutory responsibilities and maintaining high standards of provision.

6 Public Sector Apprenticeship Policy

Danesgate Community does not publish an independent "Public Sector Apprenticeship Policy" because it operates under the overarching statutory guidelines set for public sector bodies in the UK, specifically working alongside the **City of York Council** or broad multi-academy frameworks to meet national apprenticeship targets.

As a maintained community school in York, any internal staff recruitment or apprenticeship scheme adheres directly to the public sector apprenticeship duty guidelines.

The Statutory Public Sector Framework

In the UK, public sector employers with **250 or more staff** are subject to a statutory target to employ an average of at least **2.3% of their workforce as new apprentice starts**.

- **Maintained Schools:** Because Danesgate Community is classified as a community school, its staff are legally employed by the Local Authority (**City of York Council**). Therefore, Danesgate Community's staff figures roll up into the City of York Council's broader public sector apprenticeship target.
- **Funding & Training:** Under the standard public sector levy system, training and assessment costs are covered via the apprenticeship levy accounts. Maintained schools draw from the Local Authority's levy fund to upskill existing staff (such as Teaching Assistants or Business Administrators) or hire new apprentices.

Careers & Student Apprenticeship Policy (Aspirations Department)

While the school doesn't host an individual corporate HR policy for hiring public sector apprentices, it has a robust policy for *student progression* into the apprenticeship sector via its **Aspirations Department**.

- **Framework Adherence:** The school's career policy is built intentionally around the **Eight Gatsby Benchmarks of Good Career Guidance** and the Career Development Institute (CDI) framework.
- **Strategic Provider Access:** Danesgate Community adheres strictly to the **Baker Clause**, ensuring technical education and apprenticeship providers have direct access to students in Years 8–13 to discuss alternative vocational and public sector routes.
- **Local Hub Collaboration:** The school directs prospective candidates to work through the [City of York Council Apprenticeship Updates Hub](#) and the National Apprenticeship Database to locate public and private sector roles.

7 Monitoring and Evaluation

Danesgate Community recognises the importance of regularly evaluating the quality, impact and effectiveness of careers provision in order to ensure continuous improvement and maintain full compliance with statutory responsibilities.

The effectiveness of careers provision will be monitored and evaluated through:

- Annual review of the careers programme
- Gatsby Benchmark review and development planning
- Monitoring destination data for school leavers
- Pupil voice and learner feedback
- Parent and carer feedback
- Employer and provider feedback
- Review of transition outcomes for vulnerable learners and pupils requiring additional support
- Review of participation in employer engagement and work-related learning opportunities
- Governor monitoring and oversight
- Review of compliance with Department for Education statutory guidance and legal responsibilities

The Careers Leader will oversee annual evaluation processes and report findings to senior leaders and governors to support continuous improvement and quality assurance.

The school will maintain appropriate evidence to demonstrate the quality, impact and effectiveness of careers provision for internal monitoring, external review and inspection purposes.

This policy will be reviewed annually to ensure continued compliance with:

- Department for Education statutory guidance
- Education Act 1997
- Education and Skills Act 2008
- Skills and Post-16 Education Act 2022
- Gatsby Benchmark Framework
- Provider Access Legislation
- Ofsted expectations
- School improvement priorities