Lime Trust
Putting Learners First

Careers Education, Information, Advice and Guidance Policy

Lime Trust 2026

Policy: Careers Education, Information, Advice and Guidance Policy

Date of Policy: **November 2026**

Date of Renewal: **November 2027**

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged learners.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.
Equity enables everyone to be treated as individuals. It 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 and feel confident and valued.
Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.
Enjoyment is feeling happy, 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. Be brave, honest and kind.

Trust Vision

Our vision is to support, motivate and inspire every learner and their circle of support to make informed and aspirational decisions about their next steps and career ambitions. By providing a high quality, inclusive and meaningful Careers Education, Information, Advice and Guidance (CEIAG) offer, we strive to maximise the life chances of all our young people equipping them with the skills, knowledge and experience required for adulthood and a purposeful life beyond school.

Policy Scope

At Lime Trust, we believe it's vital that every learner leaves with a strong sense of identity, a clear understanding of the opportunities available to them, and the confidence to make informed choices about their future. For our learners, this means being supported to recognise their strengths, explore meaningful pathways, and develop the skills needed to transition successfully into adulthood. This policy is designed to contribute to the personal growth and social development of our learners to equip them to navigate life beyond the classroom and thrive.

The policy covers Careers Education, Information, Advice and Guidance provided to learners from Year 7 to Year 14. The policy has been reviewed in line with the Department for Education (DfE) statutory guidance, Careers guidance and access for education and training providers, updated in June 2026. This policy promotes the use of the updated Gatsby Benchmarks, introduced for implementation from the 2025 to 2026 academic year.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access learners in Years 8 to 13 for the purpose of informing them about the technical education, qualifications and apprenticeships, including the statutory minimum of six provider encounters across Years 8 to 13.

All members of staff are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of our learners and that CEIAG is not the sole responsibility of the Careers Lead or Careers Adviser.

Objectives

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

- To deliver a stable careers programme to all learners that is well structured and regularly evaluated.
- To provide learners with high-quality and accessible career and labour market information.
- To ensure the Trust's CEIAG offer addresses the needs of each learner.
- To ensure careers provision is inclusive and accessible, with reasonable adjustments and additional or different support for vulnerable and disadvantaged learners and learners with special educational needs and disabilities (SEND).
- To actively challenge stereotypes and barriers to opportunity and ensure that every learner can explore all future pathways equitably.
- To link the curriculum learning to careers learning to help learners to understand how their education connects to future opportunities.
- To facilitate meaningful encounters with employers and employees to gain insights into the world of work.
- To provide learners with meaningful workplace experiences to explore pathways and build networks, and to work towards providing every learner with two weeks' worth of workplace experience by the end of Key Stage 4, appropriately adapted to individual need, readiness and pathway.
- To enable appropriate encounters with further and higher education with a range of providers.
- To provide each learner with the opportunity to receive personal guidance with trained advisers at key transition points.
- To ensure personal guidance is independent and impartial, considers the full range of academic, technical and vocational pathways appropriate to each learner's individual needs, abilities, aspirations and intended next steps, and, where guidance is delivered internally, is complemented by appropriate external sources of information and support.

- To engage parents and carers in careers planning, provide accessible information and involve them at key transition points.
- To prepare learners for adulthood by supporting progress towards the four PfA outcomes: Health, Community Inclusion, Employment, and Independent Living. This includes helping learners develop the skills, confidence, and understanding needed to lead fulfilling lives, participate actively in their communities, access meaningful work opportunities, and live as independently as possible.

Responsibilities

The Trust Executive Leadership Team will:

- Be responsible for providing clear guidance to school leaders on Careers Education Information and Guidance (CEIAG).
- Be responsible for writing and updating the CEIAG Policy including a Provider Access Statement on an annual basis.
- Develop a strategic careers plan that is in line with the Gatsby Benchmarks.
- Support school leaders to measure the impact of the benchmarks.
- Ensure that schools have a Careers Lead and nominated member of the Senior Leadership Team who takes a strategic interest in careers education and guidance and encourages employer engagement.
- Continuously assess the effectiveness of its CEIAG offer and seek further improvement. This will be undertaken by the internal stakeholders involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the Lime Trust.
- Ensure appropriate governance oversight of the careers strategy, progress against the Gatsby Benchmarks, compliance with the provider access duty, destination data and the resourcing of careers provision.

The School Senior Leadership Team will:

- Ensure that there is a Careers Lead who has the skills, commitment and backing from the senior leadership team, including protected time to carry out their role effectively.
- Ensure that careers-related learning, activities and encounters are appropriately funded in their budgets.
- Ensure that there is a Provider Access Statement that is reviewed annually and outlines how providers of technical education and apprenticeships can access learners in Years 8 to 13 to inform them about their options.
- Ensure that the school website has the details of the careers programme, who the careers lead is and what their contact details are and that this is kept up to date.
- Work with the Trust Executive Leadership Team to translate the strategic plan into an implementation plan for their school and how this will be measured.
- Work with the Careers Lead to embed the eight Gatsby Benchmarks and ensure that learners are given access to a range of appropriate education and training providers to understand about apprenticeships and technical qualifications in line with Gatsby Benchmark 7 and the provider access duty.
- Ensure that independent and impartial careers guidance is provided to all learners at key transition points.
- Ensure destination data is accurately recorded for at least three years after a learner has left.
- Measure the experiences and encounters offered to learners to ensure the CEIAG offer for each learner is broad, appropriate and purposeful e.g. through the use of Compass+.
- Ensure that learners are prepared for meaningful encounters and workplace experiences and are given structured opportunities to reflect on what they have learned and how it informs their next steps.
- Use information about learner aspirations, intended destinations, participation, encounters and sustained destinations to identify needs, personalise support and evaluate impact.
- Ensure parents and carers receive current and accessible careers information and are involved in key transition planning and evaluation of the careers programme.

The School Careers Lead will:

- Ensure a good working understanding of the statutory guidance on careers and ensure their school is meeting the guidance effectively.
- Use the Gatsby Benchmarks to help assess and shape the CEIAG offer in their school.

- Work with colleagues to ensure that the principles and ethos of the Gatsby Benchmarks are embedded across the school
- Support colleagues with the delivery of CEIAG throughout the curriculum
- Complete termly Compass+ evaluations and report to the Headteacher / Trust Executive Leadership Team / Education and Experience Committee (EEC) on progress towards the Gatsby Benchmarks.
- Ensure the careers offer includes impartial and accurate information about the full range of academic, technical and vocational pathways and qualifications from a variety of education and training organisations in line with the provider access duty.
- Ensure that independent and impartial careers guidance is provided to all learners at key transition points.
- Be responsible for the effective deployment of careers-related resources to maximise the use of the school budget.
- Plan careers-related events / encounters / work experience opportunities and measure their impact.
- Ensure destination data is accurately recorded for at least three years after a learner has left.
- Measure the experiences and encounters offered to learners to ensure the CEIAG offer for each learner is broad, appropriate and purposeful e.g. through the use of Compass+.

All staff will:

- Contribute to the effective delivery of the CEIAG offer and support in communicating its importance to learners, assessing its impact and making improvements where necessary.

Provider Access Statement

This section of the policy sets out the Trust's arrangements for managing the access of providers to learners 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.
Schools must provide at least six opportunities for providers of technical education and apprenticeships to speak to all pupils during Years 8 to 13, in accordance with the provider access duty.

All learners in Years 8 to 13 are entitled:

- To find out about technical education qualifications and apprenticeship 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.
- Provider encounters will include information about the full range of pathways, including apprenticeships and foundation apprenticeships, T Levels, Occupational Certificates, Higher Technical Qualifications, vocational and applied routes, Foundation Certificates and A Levels, as appropriate to each learner and transition point.
- To understand how to make applications for the full range of academic and technical courses.

Appendix 1 shows the way in which education and training providers should contact a school within the Trust to gain access to learners 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.

Monitoring, Evaluation and Review

The Trust Executive Leadership Team and the school's Senior Leadership Team will ensure that the work of the Careers Lead is supported and monitored. An allocated member of the Senior Leadership Team will have an overview of CEIAG work being conducted at school level and report regularly back to the team.

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

- Evidence from external review and inspection, including Ofsted's evaluation of how effectively learners are prepared for their next phase of education, training or employment
- Destinations data e.g. the number of students who are not in education, employment or training (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 local authority.
- Compass+ Gatsby Benchmark evaluation data compared to national and the local careers hub figures.
- Learner and parent or carer feedback, including evidence that encounters and experiences have been prepared for, reflected upon and used to inform next steps.
- Data on learner aspirations, intended destinations, participation, encounters and longer-term sustained destinations, used to personalise support and identify learners who may require earlier intervention.

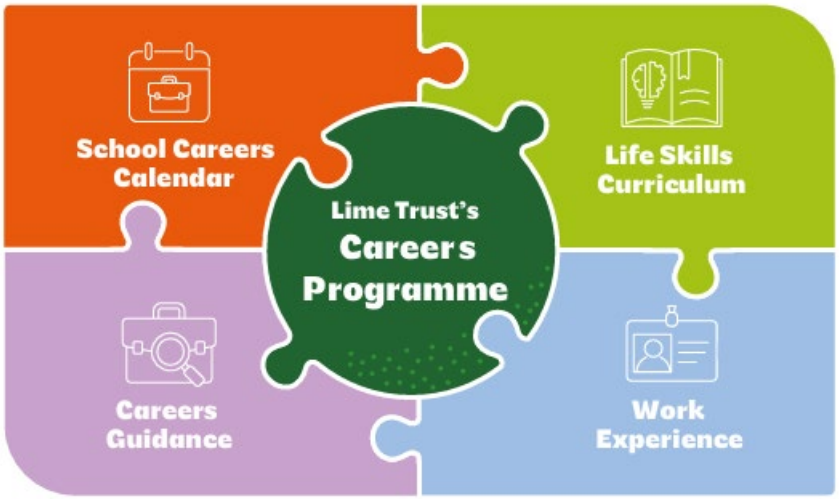
Lime Trust's CEIAG Offer

Lime Trust's CEIAG offer and Careers Programme combines the Life Skills Curriculum with school-planned careers activities, employer and provider encounters, work experience opportunities, and personalised careers guidance delivered by an appropriately qualified careers practitioner and tailored to each learner's individual needs, aspirations and intended pathway.

The Lime Trust Life Skills curriculum is underpinned by the four Preparation for Adulthood (PfA) outcomes outlined in the SEND Code of Practice 2015:

Employment **Independent Living** **Health** **Community and Inclusion**

Our Life Skills Curriculum is broken down into overarching themes e.g. careers, communication and safety with sequential steps that learners need to successfully prepare for adulthood. The Life Skills Curriculum creates opportunities for real-world experiences e.g. applying skills developed in work experience opportunities to enable every learner at all stages of development to develop effective tools to navigate and meaningfully participate in the world around them with growing independence. It is important to note that the different steps are not age-related but based on a learner's own stage of development and pathway at any given time and based on their individual skills and needs.



You can request more information about a school's Careers Programme e.g. Life Skills Curriculum and Careers Calendar from your school's Careers Lead. You can find their information below in Appendix 1.

Application for Provider Access Appendix 1

Introduction

This document sets out the school's arrangements for managing the access of providers to learners 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

All learners in Years 8 to 13 are entitled:

- To find out about technical education qualifications and apprenticeship 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:

School Careers Lead: Mahin Ahmed

Telephone Number: 01582 280 652

Email Address: mahin.ahmed@limetrust.org

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 Careers Education, Information, Advice and Guidance Policy .

Please speak to the school's Careers Lead 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 and make reasonable adjustments to ensure activities are accessible. These arrangements will be discussed and agreed in advance of the visit with the Careers Lead or a member of the Careers team.

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

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